Memorandum of Understanding (MOU)

Between Office of Academic Affairs
And
School of Business Administration

Reference: Let Knowledge Serve the City and Our Students: Preparing SBA Students for Success by Positioning Practicum/Career Skills as a Centerpiece of the Curriculum by Leveraging the Efficiencies of a Collaborative, School-Wide Credit-based “Mini-MOOC”

I. Purpose
This MOU outlines partnership roles and responsibilities for implementation of the Provost Challenge project:

Let Knowledge Serve the City and Our Students: Preparing SBA Students for Success by Positioning Practicum/Career Skills as a Centerpiece of the Curriculum by Leveraging the Efficiencies of a Collaborative, School-Wide Credit-based “Mini-MOOC”

II. Project Description and Key Project Outcomes
Overview:
This Proposal addresses three major challenges faced by the SBA, PSU, and Higher Education. First, the influx of MOOCs and other competitors is a tangible threat to “business as usual.” We must evolve with this threat, becoming stronger by learning and taking the best of MOOCs efficiencies while leveraging our strengths. Second, we want to ensure that after graduation, students are employable. With graduate unemployment at record highs, it is imperative that PSU does all it can to ensure students secure employment. Third, students are increasingly interested in gaining credit for work/life experiences and we are falling behind competitors in this area. We propose to work across the entire SBA to create a viable and sustainable solution to these problems. The collaborative team includes representatives of SBA functional areas, the Undergraduate Associate Dean, and our Director of Online Education and Director of Student Internships/Career Support. We have the opportunity to Reframe our approach and turn this weakness into a strong competitive advantage by building practicums/internships (the essence of Let Knowledge Serve the City) into a centerpiece of our programs in an efficient and high quality manner so that both the city and our students continue to thrive and be served.

Key project outcomes (as agreed by Project Lead and Vice Provost):

1. Increase access to Internship/Practicum opportunities for students across SBA majors by creating an internal mini-MOOC offered each term scalable from 20 to 2,000 students.
2. Increase student success by integrating 10 critical employment skills into each internship/practicum so that students learn about and then immediately apply these skills in real time.
3. Share our learning modules and best practices to other interested units on practice so that PSU benefits more widely from what we develop and learn.

III. Funding
The project team will be funded up to $236,535 to achieve the outcomes established for this project.
Vice Provost for Academic Innovation in consultation with Provost and the appropriate dean may increase, reduce or terminate funding for this project.

IV. Project Coordination
The School of Business Administration agrees to assign a program liaison who will serve as the main point of contact between OAA and the School of Business Administration, to coordinate the implementation of this proposal and to assist with any issues that might arise.

Coordination will include:
- Coordination and communications between the project team, departments, and the School of Business Administration (hereafter referred to as “the College”) and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program to distance students.
- Development and implementation of Service Level Plan with OAI in close collaboration with project leadership team.
- Collaborate with focus area leads to improve collaboration among reTHINK PSU: Provost Challenge projects.

Department Program Liaison: Scott Marshall, Associate Dean of Graduate Programs, SBA
Focus area leads: Jeanne Enders, Executive Director, SBA Online Initiatives
Office of Academic Innovation Point of Contact: Johannes De Gruyter, Interim Director, Platform & Pedagogy

V. Use of Course and Materials
Course Developer(s) will be the named author or a principal developer of the course materials. The Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic Department. The Department can appoint others to teach this course.

Consistent with the rules encompassed in Oregon Administrative Rule 580-43 and Internal Management Directive 6.2, and by PSU’s guidelines found at http://www.pdx.edu/research/ip-policies-copyright, PSU owns the course and materials. Full and specific course materials guidelines can be found at http://www.pdx.edu/research/ip-policies-coursematerial. Even if, by policy, the copyright to course materials must be assigned to PSU, the creator of those course materials still retains some control over them. If the PSU owned work will not be given away or exchanged for monetary compensation, PSU gives the author free permission to copy, distribute, make derivatives, perform, or display the work as long as they are appropriately marked © Portland State University. PSU, however, also reserves the right to use the work in any way it wishes.

VI. Dissemination
The School of Business Administration is responsible for updating the University community about the status of the project quarterly. This includes maintaining their reTHINK PSU: Provost Challenge website web presence, participating in public presentations, and participation in an ongoing community of practice. Specific opportunities for participation in public events will be presented to the School of Business Administration by the Office of Academic Innovation.

VII. Evaluation & Project Improvement
The School of Business Administration agrees to work with their development services partner (this may include: external vendor for course development, video production, etc.) to implement a plan for putting formative and summative feedback mechanisms in place to measure project success, including basic student success metrics.

End-of-Project Report:
Please submit a final report after completion of the project to include:
- Description of the development process
- Two-year schedule for continued course and program delivery
- Survey of student feedback on the experience taking the courses (where available)
• Course evaluation instruments
• Faculty evaluation of the program/project development activity
• Final expense report
• Plans for program sustainability

After submission and acceptance of the final report, the department review team will verify that all program components are in place.

VIII. Funding Agreement Terms
The funding agreements in this document are contingent upon completion of course development and offering as describe above, and summarized in the Course Development Plan. Changes to the agreements, timetables or funding will be based on written agreement between the College and Office of Academic Affairs designees. OAA will provide an index code that will be used for funding of this project. There will be no transfer of funds.

IX. Resolution of Disagreements
In the event of a disagreement that cannot be resolved by the parties, resolution will be through agreement of Vice Provost for Academic Innovation and the Dean of the Department’s College.

WITNESS WHEREOF, the representatives have signed this Memorandum of Understanding on the

________________ day of ________________________, 2013.

Talya Bauer, Project Lead, Management Area Director, SBA

Scott Marshall, Associate Dean of Graduate Programs, SBA

Sukhwant Jhaj
Vice Provost for Academic Innovation and Student Success

Scott Dawson, Dean, SBA

Enclosures:
• Copy of reThink PSU: Provost Challenge project proposal
• Approved budget
• Project team and contact information
• List of courses, new or existing, to be developed as an online offering (as appropriate)
• Degree Map (as appropriate)
#59 Let Knowledge Serve the City and Our Students: Preparing SBA Students for Success by Positioning Practicum/Career Skills as a Centerpiece of the Curriculum by Leveraging the Efficiencies of a Collaborative, School-Wide Credit-based "Mini-MOOC"

Last modified: February 20, 2013 - 10:52am

Project Lead
Talya Bauer
Prof Bus Admin Management/Management Area Director
Management/Business Administration, School of

Primary Collaborators
Lauren Simon
Assistant Professor
Management/Business Administration, School of
Elizabeth Almer
Associate Professor/Accounting Area Director
Accounting/Business Administration, School of
Melissa Appleyard
Associate Professor/Faculty Lead Instructor, SBA Strategy Capstone Course
Management/Business Administration, School of
Becky Einolf
Manager, Business Internship Program
Business Administration, School of
Jeanne Enders
Associate Dean, Undergraduate Education
Business Administration, School of
Thomas Gillpatrick
Chair, Undergraduate Programs Committee, Prof of Bus Admin
Marketing, Executive Director of Food Industry Leadership Center
Marketing/Business Administration, School of
Robert Harmon
Prof Bus Admin Management/Marketing Area Director
Marketing/Business Administration, School of
Samad Hinton
Director, SBA Online Learning Programs
Business Administration, School of
Daniel Rogers
Associate Professor/Finance Area Director
Finance/Business Administration, School of

Additional Collaborators
Seanna Kerrigan, Capstone Program Director, University Studies Vicki Reitenauer, Instructor, WGSS & University Studies Rowanna Carpenter, Director of Assessment and Upper Division Clusters, University Studies

Challenge
Reframing Challenge

Abstract/Summary

This Proposal addresses three major challenges faced by the SBA, PSU, and Higher Education. First, the influx of MOOCs and other competitors is a tangible threat to “business as usual.” We must evolve with this threat, becoming stronger by learning and taking the best of MOOCs efficiencies while leveraging our strengths. Second, we want to ensure that after graduation, students are employable. With graduate unemployment at record highs, it is imperative that PSU does all it can to ensure students secure employment. Third, students are increasingly interested in gaining credit for work/life experiences and we are falling behind competitors in this area. We propose to work across the entire SBA to create a viable and sustainable solution to these problems. The collaborative team includes representatives of SBA functional areas, the Undergraduate Associate Dean, and our Director of Online Education and Director of Student Internships/Career Support. We have the opportunity to Reframe our approach and turn this weakness into a strong competitive advantage by building practicums/internships (the essence of Let Knowledge Serve the City) into a centerpiece of our programs in an efficient and high quality manner so that both the city and our students continue to thrive and be served.

Introduction

This ReTHINK PSU Provost’s Reframing Challenge Proposal is a welcome surprise as it has allowed us to focus on an ongoing challenge and turn it into a dramatic change in our conceptualization, development, and delivery of a major competitive advantage— our amazingly deep ties with employers throughout the region. At the School of Business (SBA), we have been struggling with how to best offer practicums to students at a scalable level because we know it is a major advantage for student employability. However, the supply of internship/practicum sponsors has been inconsistent with faculty sponsoring students out of load on a case-by-case basis. Every term there are students who are interested in interning for credit who cannot because student demand exceeds available faculty supply. We have the opportunity to turn this weakness into a strong competitive advantage by building practicums/internships (the essence of Let Knowledge Serve the City) into a centerpiece of our programs in an efficient and high quality manner so that both the city and our students continue to be served and thrive.

This Proposal is designed to address three major challenges faced by the SBA, PSU, and Higher Education. First, the influx of MOOCs and other competitors is a tangible threat to "business as usual" for Higher Education. We must evolve with this threat, becoming stronger by learning and taking the best of MOOCs efficiencies while leveraging our strengths. Second, stakeholders, including students and governmental agencies, want to ensure that after years of education and student debt, students will be employable. With college graduate unemployment at an all-time high, it is imperative that PSU does all that it can to ensure successful student employment upon graduation. Third, students are increasingly interested in gaining credit for their life experiences including current employment experiences as well as new experiences such as internships.

We have an opportunity to Reframe our approach to internships and career skills building within and across the School of Business by doing three specific things:

1. Designing an efficient infrastructure to make high-quality practical work experiences a highlight and competitive advantage of our program by exponentially expanding the internship/practicum program to encompass employed students.

2. Offering 100% of our undergraduates opportunities to benefit from what we know works—practice, feedback, reflection.

3. Creating a scalable course format as a "Mini-MOOC" for credit which is viable at 20 students and scalable to all 2,800 of our students.

We propose to work across the entire SBA to create a viable and sustainable solution to these problems. The project lead has 13 years experience teaching online. The collaborative team includes representatives of SBA functional areas, the Undergraduate Associate Dean, and our Director of Online Education and Director of Student Internships/Career Support. This team is poised to take on the large challenges that we face and to build on our competitive advantages to let knowledge serve the city and our students.

Impact/Significance

Student Employment and Employee Success

This proposal is design to address these three critical concerns. While MOOCs will continue to change the face of Higher Education in the years to come, PSU’s competitive advantage of Community-Based Learning continues to be a major strength for both attracting and educating local, national, and international students. Further, at the undergraduate level, the School of Business has 2,800 students as declared majors. Research has clearly established that the #1 thing that helps to set graduates apart is being able to articulate relevant work experience. We are proposing what we see as a win-win-win solution.

We propose to ReTHINK our approach to offering practicums/internships for credit. Rather than having ad hoc internships at a low rate (we had approximately 40 internships only 1% of our students) during the 2011–2012 academic year, we propose to design, build, and offer a practicum/career building 4-credit course every term (Fall, Winter, Spring, and Summer) for an unlimited number of students enrolled in the School of Business. We see this as a triple win as students will be better positioned for employment
success, we can use the Provost’s Reframing Challenge funds to create a sustainable revenue stream to support the infrastructure for this initiative, and we can leverage the format of what we see as the “best of” MOOCs by offering this course as a “mini-MOOC” for SBA majors. Below we expand on the details of each of these points.

Students’ employment success is of paramount importance to PSU and the SBA at the strategic, professional, and moral levels. It is clear that having relevant work experience boosts a graduate’s ability to secure employment and secure employment for which they are qualified (rather than underemployment which is becoming more and more prevalent).[1]

This course would be designed to leverage online technology in several ways including:

- To help maintain a rich student experience, we propose creating separate online discussions by major
- Creating role plays and exercises to reinforce the Top 10 skills ranked in the NACE survey
- Helping students articulate and communicate how their class projects, work experience, class projects, and their SBA Strategy Capstone (BA 495) experiences translate into experiences and skills employers value
- Having teaching assistants aid in the administration of the course so that increased student enrollment leads to a proportional amount of increased funding to keep the quality high for future students.

We feel our proposal, if funded, would result in a sustainable revenue stream to help us support our students long term and to continue to build the infrastructure to serve them. As mentioned above, as of November 2012, the SBA has 2,800 students majoring in one of our seven majors of Accounting, Finance, Human Resource Management, Management, Marketing, and Real Estate Management, and Supply Logistics Management.


**Approach and Strategy**

The proposed format for Reframing our approach to the content, structure, and delivery of internships and real time work experience attempts to efficiently serve and support a large number of student internships/practicums in the most effective and efficient way possible. Another major goal is to help students acquire and hone career skills that facilitate their short- and long-term success.

Here are some specifics about our approach:

We propose to…

1. Leverage what MOOCs do well by incorporating peer feedback for career skills (e.g., interviewing and peer support exercises).
2. Create Video Learning Modules that would become “plug and play” and available for reuse.
   a. An example of the type and quality of videos we’d be interested in developing can be seen here (our material would be branded with the PSU logo):
      http://www.aklearning.com/onboarding-demo
3. Build sustainable infrastructure and leverage interdisciplinary expertise by offering one “Mini-MOOC” to all SBA Undergraduate majors offered for credit with their majors. However, this would be much more than a single online course, we envision it as a central learning platform with the potential to serve all SBA majors—essentially seven departments rather than each area recreating this one by one. For certain topics, students will participate in expert–lead, major–specific discussion forums, while other discussion forums will require participation of integrated, mixed–major groups.
4. Help students generate meaningful ePortfolios of their career skills so they have a tangible product to demonstrate their learning.
5. Generate a sustainable revenue stream so that we can reinvest those funds into building additional support and infrastructure as needed beyond the Challenge Grant.
6. Build the majority of the content for the learning platform, including modules and assignments, around the 10 skills that employers ranked in order of importance in the latest National Association of Colleges and Employers (NACE) 2012 survey.[1]

These skills are as follows:

1. Ability to verbally communicate with persons inside and outside the organization.
2. Ability to work in a team structure.
3. Ability to make decisions and solve problems.
4. Ability to plan, organize and prioritize work.
5. Ability to obtain and process information.
6. Ability to analyze quantitative data.
7. Technical knowledge related to the job.

8. Proficiency with computer software programs.
9. Ability to create and/or edit written reports.
10. Ability to sell or influence others.

While these skills are developed to varying degrees in the core Undergraduate SBA Degree, the goal of this course will be to expose students who are currently working to these skills through Best Practice videos for each skill allowing students to practice them in real time. We feel that the combination of "real time" work experience, career building skills, feedback, reflection on experiences, and the generation of an ePortfolio demonstrating competencies is a winning combination.


Milestones

There are four groups of activities with associated milestones that we plan to attend to if funded. These include establishing criteria for qualifying internships and work experiences, module creation, live online course piloting and roll outs SBA–wide and PSU–wide, and outreach and partner development activities. Our milestones span the time from funding (April 2013 to the end of the project August 2014). Given this span of time, we plan to "stack" these activities as shown in the figure below. We will develop all materials and modules before Winter 2014 term so that we may pilot the course and modify as necessary for a full implementation Summer 2014. This will include implementation across any other units on campus interested in utilizing our NACE-based nine general career development modules.

We are confident that we can accomplish these milestones on or ahead of schedule given the individuals we have involved, expertise in online module creation, and coordination among the key stakeholders involved. The final phase of rolling out the modules for use by an interested units on campus is an exciting part of our proposal and this is feasible given that several other units both within the SBA and across campus have expressed interest. For example, Rowanna Carpenter (Proposal #63) has expressed interest in using the online modules to help with their proposal content. Similarly, Jeane Enders (Proposal #158) is developing an online core set of classes within the SBA and the fully online nature of this could serve as an online elective which would be attractive to those students. At the Winter Symposium, several individuals approached Talya Bauer after her presentation with similar interest including engineering and student housing.

Please see the detailed milestones map below with specific tasks and dates associated with each of them.

Benefits

There are several benefits associated with this proposal around the guiding principles of the ReThink Challenge. This proposal serves PSU’s mission and values by linking students with business partners. It will improve student learning and success by giving them access to internships and credit for current work experience. This is especially critical for the large number of international students. For them, taking an internship for credit is the only way to do so. In addition, the combination of having applied work experience in their field of study along with the inclusion of the career enhancing modules which allow students to practice new skills in real time in actual work contexts should help them to be more effective in the short–term and more employable in the long–run.

As noted above, the creation of this platform and modules will be useful for units across campus who have expressed interest which allows us to share resources across the PSU community and across majors within the SBA.

Up to 100% of students within the SBA could feasibly benefit from this course. However, we estimate that if we communicate the roll out of this online elective that 5 to 10% of our students would actually enroll in it. Given that we envision a 4–credit course, this would be between 140 students (560 SChs) to 280 students (1,120 SChs) but growth is unlimited and we believe interest is strong. For example, when we surveyed 46 students in an intro to HRM course and asked if they would be interested in signing up for internships for credit, 85% indicated that they would be interested (n=11) or strongly interested (n=28). When asked if they agreed that internships give students a better chance at getting a good job, the average response was 4.61 with 5 being strongly agree.

Consequences

The consequences of failing to act are serious. In the increasingly competitive landscape of higher education and in business education in particular, we cannot afford to sit by and “hope” that our students remain competitive on the job market after they graduate. The research is compelling and clear that internships help graduates secure employment as well as to be effective and stay with their organizations longer after they join. For International students, internships are their only means of work experience while attending college. For students who work full–time, which is common at PSU, this is an opportunity for them to get experience for what they are doing, if it is related to their major, in a reflective way that should help them create a

Needs Assessment

Download

Media
### SBA INTERNSHIP QUALIFICATION CRITERIA DEVELOPMENT AND ONLINE INTAKE FORM CREATION

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<td>Collaborators meet to implement.</td>
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<td>Create criteria for internships to qualify for credit.</td>
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<td>Commission creation of an online intake form for internship.</td>
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<td>Pilot internship intake form and modify as needed (ongoing).</td>
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### MODULE CREATION - CONTENT FOR INTERNSHIP MINI-MOOC

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<td>Creation of NACE learning modules &amp; activities.</td>
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<td>Creation of learning module for majors within the SBA.</td>
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### LIVE ONLINE COURSE ROLL-OUT (PILOT, SBA-WIDE, PSU-WIDE)

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<td>Pilot the internship modules with a small group of SBA students.</td>
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<td>Full Mini-MOOC offered to 100% of qualifying SBA students</td>
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<td>Mini-MOOC Modules 1-9 shared across campus to interested units.</td>
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### SBA INTERNSHIP OUTREACH AND PARTNER DEVELOPMENT

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<td>Outreach to PSU partners.</td>
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**Tags**

International, MOOCs/Open Access, New Models, Online Education, Student Success, Undergraduate, Workforce Development, Capstone, Career Development, Credit for Experience, Internships

**Comments**

Jeanne Enders — January 2, 2013 - 11:43am

I imagine that this program could help fill several gaps: 1.) provide students who bring their own internship opportunities to the SBA with a well-designed learning experience just-in-time (when THEY need it), 2.) serve faculty by creating a valuable infrastructure for internship supervision that means they don’t have to reinvent the wheel with each specific by-arrangement-style internship request, 3.) encourage students to get credit for work experience, 4.) attract students who would like credit for work experience, 5.) prepare students for jobs in a most professional and useful fashion, 6.) leverage MOOCs and other online resources for student learning, and 7.) generate excellent career services and professional development content for all PSU students. As external stakeholders of PSU become more interested in questions about the ROI of our programs, this kind of infrastructure will be essential to our success.

Berrin Erdogan — January 15, 2013 - 12:35pm

This is a really good idea. It would solve an ongoing problem faculty and students face, and make it much more streamlined for students to get credit for internship experiences, while making internships more calibrated learning opportunities. This project would make a key difference at SBA for students and faculty alike.

Amy Spring — January 16, 2013 - 11:56am

This is a wonderful idea. I think you have captured a need that the entire campus needs to address and for sure has transferability to other places on campus. It will meet some very important student learning needs! Nice work SBA

Becky Einolf — February 3, 2013 - 11:14pm

I think it will be easy to adapt it to other departments. Some learning modules (for example, asking students to complete an Informational Interview with a professional in the company they’re interning with) are fairly universal, while others would be different in every department, and based on specific learning goals relevant to that major option area.

Lauren Simon — January 17, 2013 — 4:05pm

This will make the entire internship/work experience process more user-friendly for all parties involved. Universities are increasingly competing based on the practical, hands-on experience they provide students, and facilitation of internships and other experiential activities are a way for PSU to truly differentiate itself and add value to the student (and the community’s) experience. Not only will the implementation of the ideas in this proposal increase student accessibility to practical experiences that employers value, but it will arm students with information on how to best leverage those experiences on the job market (e.g., through interview training). Surely, such efforts will increase ROI for students, and, from a long-term perspective, our alumni network!

Donald Truxillo — January 17, 2013 - 9:25pm

This is a plan that could be useful to a number of departments which are struggling to provide undergraduate internships and practica. Two of the big issues are how to coordinate multiple internships and how to find a way to provide students with some advising and content to go with their internship. This sounds like it could be a great solution.

Liu-Qin Yang — January 21, 2013 - 6:01pm

I agree. Compared to the typical MOOC, this action plan can be a more effective way of facilitating students’ learning. Learning by doing goes very well with the “Let Knowledge Serve The City” idea. I imagine other departments on campus may benefit from experiences SBA gains from this project.

Becky Einolf — February 22, 2013 - 10:38am

I really think this can be a benefit to any department that offers more than just a few By Arrangement internships each term. MOOCs are all about scalability/ economies of scale. Even if this is not envisioned as a course that would be offered to thousands of students at a time, like some MOOCs, scaling up from a one-at-a-time fill-out-the-paperwork--by-hand course that requires individual supervision to several hundred students, or 40, or even 10, would save a great deal of time for departmental faculty and ensure a more uniform course content for students. Once established at the School of Business, it should be easy and not cost prohibitive to adapt the content modules to the needs of other departments.

Nik Rupp — January 18, 2013 – 1:34pm

As a current SBA student, I strongly agree that internships/practicums, as well as other forms of hands-on work experience, are the most valuable sources of turning theoretical knowledge into marketable and valuable skills for students. Especially in times of high competition among graduates looking to enter the job market, it is imperative that a functioning and streamlined process is in place to make these resources available to students. I fully support the efforts of Prof. Bauer and all collaborators involved.

Talya Bauer — February 5, 2013 – 12:59pm

Nik,

Thank you for taking the time to comment and thank you for your support. Knowing that students see this as valuable is a great sign!

Talya Bauer — February 5, 2013 – 1:00pm

Julia Freybote — January 18, 2013 – 2:18pm

I strongly support this initiative! I actually recommend to make an internship compulsory to SBA students (1 term), unless students can show relevant work experience in their major. A compulsory internship (if not more) in addition to the majors & courses offered and the SBA's close ties with local businesses really has the potential to become a unique selling point for PSU and to allow the SBA to position itself with regards to our competitors. I've noticed a lot of students currently don't know what career options they have with regard to their majors, even after they picked a major. When I ask them what they want to do once they graduate, I often get "find a job". Only few of them have an idea of what industry/job they would like to pursue, what hiring requirements exist in these industries/jobs and how to tailor their studies to being the most attractive to those respective employers. In addition to providing students with work experience that will make them more marketable, internships will also allow students to learn more about careers and industries they may not have been aware of. When I studied for my first degree in Germany, we were required to do an internship during each university break (2 per year, duration of 8 to 10 weeks). By the time we graduated we all had 5 to 7 internships under our belt and were highly attractive to employers (in fact each real estate major had a job offer by the time s/he graduated). As outcome of our internships, our employers gave us a letter of recommendation/work certificate, which we then could use for future applications and as proof to the university that we completed the internship. However, apart from this proof, the university did not require another outcome (such as a paper or diary). One approach to dealing with the issue of coordinating multiple internships in the SBA is to have employers fill out a report (e.g. a pre-set form) at the end of the internship. Thus, instead of faculty supervision which ties up valuable research resources, employers would provide the "supervision" and student would get a pass and the credits for merely doing the internship. Of course, a compulsory internship brings up an additional issue. When should students do their internships? In the beginning of their studies, towards the middle or the end? There are advantages and disadvantages to each. An additional issue is that the SBA, faculty and local businesses will have to collaborate even more closely in order to identify, create and advertise internship opportunities for/to our students.

Becky Einolf — February 3, 2013 – 11:20pm

This proposal may make the possibility of requiring some form of experiential learning more feasible. However, as it stands, we simply don't have the ability to source something for every student in every major. It is far easier in some majors than it is for others, and the number of students making providing sufficient opportunities very difficult. One of the things we would ask each participating student to tell us is whether their current employer is an employer we should contact on behalf of future students for future internships. The existence of this MOOC would help us to network with employers, in addition to the obvious benefits to students.

David Caughlin — January 18, 2013 – 5:01pm

What an excellent proposal! I was quite surprised to learn that only ~40 ad hoc internships are currently available per year, especially given that SBA is home to approximately 2800 undergraduates. Not only will this initiative substantially increase the number of internships, but it will also ensure the quality of these internship learning experiences by linking them to the NACE’s list of employers 10 most highly ranked skills. Looking forward, I envision this initiative serving as a model for other schools and departments here at PSU.

Becky Einolf — February 3, 2013 — 11:27pm

Many students do internships without seeking academic credit. As long as students are being paid for the hours they work at their internships, credit is optional, rather than a necessity. (International students are an exception – they generally need to earn credit regardless.) Many students do not choose to seek academic credit because of the cost. However, many seek it and do not obtain it because of the difficulty of the paperwork and of securing faculty sponsorship. The process is time consuming and cumbersome for faculty, with each position being entirely unique, so that even the most willing and supportive faculty members cannot easily sponsor more than a few students per term. While this proposal will not prevent faculty from sponsoring unique By Arrangement credits when appropriate, it will provide a means of supporting a far larger number of students with less of a burden put on individual faculty members.

Kerry Wu — January 23, 2013 — 10:17am

Fantastic proposal! I especially like the ideas of Mini-MOOC and ePortfolios. I am also surprised at the current low internship/practicum rate, which is a challenge AND an opportunity. There are several areas that the Library can do to support this initiative:

- Integrating existing content already available for free to students. For example, our database Learning Express offers free e-courses and ebooks on job search and networking skills, creating great resumes and cover letters, interviewing, success at the job, green careers, etc. The Films on Demand database offers videos on various business topics from marketing to management. These databases, even specific videos, can be seamlessly embedded in the mini-MOOC course, either for instruction/discussion, or as supplemental materials that students can learn at their own pace.

- One of the top ten skills is “ability to obtain and process information.” Maybe there can be a module in the Mini-MOOC that includes various information literacy skills (searching, evaluating, synthesizing, and ethically using information). Students can opt to take it (and maybe get some kind of “information skills certificate”) and later use it in their ePortfolios to demonstrate that they are information literate.

Good luck with the proposal! I wholeheartedly support it!

Becky Einolf — February 3, 2013 — 11:28pm

Great ideas! Thanks very much!

Joseph York — January 23, 2013 — 1:20pm

As a full–time student at PSU who is enrolled in the SBA, I completely agree with this proposal. I believe it is essential not only for students to learn various skills and theories that pertain to their major in the class room setting, but also to be able to apply them in a real world setting. Not only would internships/practicum programs provide students the opportunity to apply their skills, but would also allow students to market themselves for full–time employment in their chosen field of study. For me this is very important, because I would like to know that my hard work in college will pay dividends when I establish myself with a good employer upon graduation. I have known too many of my fellow classmates that graduated and have not been able to find work within their chosen field of study.

I personally have experienced the current internship/practicum program. It is quite inefficient and is difficult to find an internship program, let alone an instructor to “sponsor” you to receive academic credit.

I can see how this proposal is a triple win for everybody. As for myself, I would be excited to partake in learning modules that enhance the top 10 skills that employers look for. It would also be very beneficial to be able to intern with a company to potentially work their full–time, or at least use that experience to enhance my resume.

I fully support Professor Bauer and all of the collaborators on this proposal. I really hope to see it in action soon!

Becky Einolf — February 3, 2013 – 11:33pm

I've struggled with this problem for years in my job providing career services, including internship opportunities, to SBA undergraduate students. I cannot (although I would love to) provide sponsorship to every student who needs it, and for those students whose credit I have sponsored, I cannot by myself provide sufficient oversight and ensure strong learning outcomes. The mini MOOC format will provide planned learning modules, and also enable students to connect with each other and to a certain extent learn from each other's experiences. It's a win for students and faculty alike.

Talya Bauer — February 5, 2013 – 12:57pm

Thank you for posting your comment Joseph– its great to hear that students think the proposal would be useful in helping you succeed! Talya

Layla Mansfield — January 23, 2013 – 7:41pm

This is such a wonderful proposal, very relevant and timely. This proposal addresses the needs of the students by providing opportunities to build skills that directly target their employability and by utilizing a MOOC framework it integrates technology to ensure the sustainability of the project. Further, this proposal encapsulates a model that can span departments and schools. Great idea!

Caitlin Demsky — February 1, 2013 – 7:09pm

I strongly support the implementation of this proposal. The project lead and collaborators have clearly identified several needs within the SBA and PSU communities, and are prepared with a plan that will likely improve the educational experience for countless PSU undergraduates. SBA seems particularly poised to carry out this initiative, with numerous community partners and a large number of experienced collaborators. Additionally, the ability to offer undergraduates an opportunity to integrate real-world work experience within their college program seems particularly well-suited to PSU’s undergraduate population, and speaks directly to PSU's mission to “Let Knowledge Serve the City.” Lastly, the ideas offered here would readily lend themselves to being adapted by a number of other PSU departments.

Talya Bauer — February 5, 2013 – 1:02pm

Caitlin,

Thank you for your support and for taking the time to comment on this proposal. I'm glad to read that students in departments beyond the SBA see this as valuable and transferable!

Pranavanathan Yoganathan — February 2, 2013 – 11:52am

A good common sense proposal to an issue that needs addressing.well accredited and planned internships can provide students with the foundations they need out in the workforce. you have my support.

Talya Bauer — February 12, 2013 – 11:50am

Thank you Pranavanathan!

Lale Muazzez Yaldiz — February 9, 2013 – 12:07am

This is a brilliant proposal, and I strongly encourage having consistent/structured faculty support available for undergraduates to find internships. I am coming from an undergraduate program, which requires all students to complete at least two summer internships in the field for four months, and prepare comprehensive reports at the end. The faculty is responsible to find and announce internship opportunities to all of the students in the program, and provides close supervision during the time we spend in the 'field'. This policy is great not only it ensures each student goes to the field and gains real-life experience, but it also provides equal opportunity for everyone in the department to apply and be considered for those positions in such respectful organizations. Furthermore, from a psychological perspective, to feel that the faculty is behind us and they care for our

http://www.rethink.pdx.edu/?q=node/59
career development after the school increased our motivation to study and our trust in the program. Thus, it is an absolute win-win situation for both faculty/reputation of the academic program and students (and also for companies providing internship opportunities).

As a prior training executive, I should also mention offering online learning platforms is a valuable contribution. Giving students autonomy in shaping their career based on the resources from the people they trust for their education (faculty) is an excellent opportunity. This, I believe, will help students to engage in a right mindset relevant to their major from the start. I wish best of luck for this proposal, and hope to see the implications in the near future.

Talya Bauer — February 12, 2013 – 10:47am
Lale-

Thank you for your thoughtful comment! I appreciate the points you've brought up and the enthusiasm you have for this proposal.

Brigid O’Donnell — February 14, 2013 – 11:23am

From a student perspective, I appreciate this proposal. Students may feel intimidated by the current ad hoc process of seeking out professors willing to sponsor them, they may be unable to find any available sponsors, and those that do find internships may discover that the quality of their learning experiences varies widely. By bringing much-needed uniformity to the internship process this proposal would remove such barriers.

Talya Bauer — February 15, 2013 – 8:03am
Brigid-

Thank you for taking the time to post this comment. In my experience, you are describing some key points that several students have shared with me over the years. Frustration and lack of uniformity are two key things we are seeking to remedy forever with this proposal.

Peter Tashman — February 15, 2013 – 9:08am

Great proposal that takes a holistic approach to addressing key challenges that higher education is beginning to face: the threat of MOOCs, the need to demonstrate that it does prepare students for the workforce (to students and employees), the opportunity to develop a stronger internship system to provide students real-work experience, and the need to help ensure that all students are developing key capabilities.

The team on this proposal is very strong and cuts across disciplines. It also complements other rethink proposals and, if successful, could be leverages to other departments and schools at PSU.

I would add that many of our students need help developing core capabilities (reading, writing, communicating, studying, time management). Perhaps the mini-MOOCs and modules could include training and "competency demonstration" in these areas as well as in content areas.

Melissa Appleyard — February 15, 2013 – 9:25am

Thanks for the input! I was excited to be involved in this proposal for these reasons that you highlight: to continue to help our students hone their core capabilities while complementing their rigorous academic training with their ability to excel in a meaningful internship experience. Giving our students the skills to migrate to their dream jobs and assisting them with networking in the Portland region will continue to make PSU relevant in the MOOC era.

Samad Hinton — February 15, 2013 – 9:15am

I very excited about this particular reThink proposal and the opportunities it can provide our students. Earlier this year, the Chronicle of Higher Education discussed how MOOCs are connecting the business community to students. Providers of MOOCs have begun to connect high performing students to employers who are looking for specific skills (Young, 2013). Essentially, this MOOC course is not just a means of empowering our students with the skills needed to excel in the workplace, but it can also be utilized to directly connect our students to potential employers. Endless possibilities for this proposal.

Reference:


Talya Bauer — February 22, 2013 - 10:42am

Samad,

Knowing your expertise in online learning platforms and contexts makes your involvement and support of this proposal even more compelling. Thank you for working with us on the team to make sure we were asking the right questions along the way and were able to lay out an effective blueprint for getting there. "Endless possibilities" is a great tag line for the proposal—thank you for sharing it!

Lihong Qian — February 15, 2013 - 10:05am

This proposed idea will be greatly helpful for our students and faculty if successfully funded and implemented. Given the fact that many of our students have working experience, a cross-discipline internship opportunity is able to open new horizon for all the students and to enable them to embark on stronger career path. The proposed program can also be extended to non-SBA students who are interested in equipping themselves with business skills.

Brian Bolton — February 15, 2013 - 1:18pm

This proposal is an excellent idea. I see this being especially helpful in the placement process. Many students are overwhelmed by the job-hunt process. They don't always know what resources are available, what their options are, what they need to be doing on their own, nor when they need to get started. By formalizing the internship process and by incorporating career-building into the curriculum, the students', school's and employers' objectives will all be aligned. Many of the students that have done significant practical work with potential employers - either through internships or capstone experiences or whatever - claim that that work was as beneficial as any course they could take. This proposal would enable many more students to benefit from these great opportunities...and more by providing a course- or online-based foundation for connecting the classroom to the working world. This program would be of immense benefit to the SBA students and our industry partners. And, while this may be designed as a cross-disciplinary program within the SBA initially, there might be natural opportunities to partner with other departments on campus - such as Engineering, International Affairs and others - in the future to expand the opportunities to everyone involved. Great idea.

Talya Bauer — February 19, 2013 - 11:09am

Brian,

Thank you for commenting on this proposal. Its great to see faculty from across disciplines and across campus share their insights and suggestions for ways to strengthen our initial ideas.

Shung Jae Shin — February 15, 2013 - 2:23pm

I think this proposal makes a lot of sense. First of all, with the competitive advantage of being located in a metropolitan area, our school should provide better opportunities for internships, which is really critical for our students' getting a meaningful job. This program, by making the processes clear and measurable, will help our students get more opportunities of not only building the necessary and practical skills, but also figuring out their "ideal" career path. Also, the inter-disciplinary approach will create a synergy for our students' in gaining the skills, which will be a great asset for our students to find a dream job for them. At the end of the day, from the students' view point, a program beneficial for getting a their dream job must be really appealing to them.

Elizabeth Almer — February 15, 2013 - 2:46pm

Students come to PSU because they want to change their lives. For students in the Business School, this most often means obtaining jobs at graduation that provide a step up the economic ladder for themselves and their families. In my 11 year experience as an accounting faculty, I have seen countless academically successful students fail at the job search process because they lack fundamental practical skills to be a successful employee in the accounting workplace. Leveraging on-line resources expand the ability to offer internships to our students, providing the venue to develop this skill set. I have also had countless employers tell me that they would hire more PSU students if we could provide the practical "polish"
on top of the technical accounting skills. The approach in this proposal provides a cost-effective platform to provide these skills to our students, providing a greater change of having their PSU degree actually meet the goal of transforming their lives.

Elizabeth Almer — February 15, 2013 – 2:46pm

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Talya Bauer — February 20, 2013 – 10:28pm

Elizabeth–

Thank you for bringing up the employer perspective. I think this is a critical piece of the proposal– to engage employers and our sense of place and professionalism to help connect our great students with great employers. Student success beyond graduation in terms of securing employment in their chosen fields should soar as more are given an opportunity to practice before they “get out there.” Again, thank you for reminding all of us of this important part of the equation!

Desiree Pacheco — February 15, 2013 – 4:01pm

This proposal is very important to our competitive advantage as a School. We indeed need to incorporate more work experience and practical insights into our curriculum and we must also leverage the power of MOOCs to continue to compete effectively. In addition, I believe that opportunities are ripe to use the power that the city gives us for our students to find internships and other work-related experiences that can not only strengthen their skills, but make them more successful in the job market. Thanks to my colleagues for putting this together!


Desiree–

Great points! One of our major competitive advantages is our location. We often (as a PSU community) take advantage of it but being able to more strategically do this at a scalable level feels like a winning combination. Your work on the capstone continues to show how valuable businesses see our students and how much our students can do when we are able to put them together in a semi-structured set of interactions. Its great to see in action!

Ted Khoury — February 15, 2013 – 4:27pm

Very creative idea here and the design/implementation is very well thought out— this seems like a program that can hit the ground-running. I really like how the proposal accounts for education vehicles in motion—the confrontation of MOOCs vs. current structure— and finds ways to leverage their attributes within PSU’s core emphasis on experiential learning. This also complements our existing investments into the capstone courses and would make our graduates that much more competitive on the market.

Talya Bauer — February 20, 2013 – 10:33pm

Ted,

The link to practical experiences such as the capstone is huge! Students and faculty invest a lot in these experiences and having a plan in place to leverage the biggest benefits from that would be a big win. The kinds of things all of you share with students in the capstone course (translating their practical experiences into aspects that employers are looking for on their resume and in interviews, etc.) would be fantastic to capture on a video platform as part of the career development support/eportfolio development for students. We look forward to working with the capstone faculty on this and having Melissa Appleyard on the team really means we can coordinate this well.
Lauren Simon — February 15, 2013 – 9:31pm

Yesterday I asked students in my intro to human resource management (MGMT 351) course to fill out an anonymous survey about their interest in the idea of gaining credit for internships and what they think of ReThink Proposal #59. Some of the data is already in the benefits listed above in the proposal. However, there were several open-ended comments which I wanted to take a moment to share. I believe that students would welcome this course and that it would help them to succeed while in school as well as after they graduate.

“Mostly, I have found the internship resources time consuming and it was so hard to find a staff member to work with that I gave up. A more clear and proactive approach would be appreciated.”

“This sounds like an excellent idea. I wish this was in place now!”

“I have been looking for an internship for four months and I am about to graduate. I think it would be nice to have a system to get career advice and learn how to succeed in the workplace.”

“I really like the proposal for rethink PSU and would love to see some change happen.”

“Umm... please implement this while I'm in the SBA.”

“It seems like a lot of trouble to have to find a faculty member to supervise. #1) It feels like we are bothering faculty members since it adds on to their workload and #2) the system now is quite complex.”

Talya Bauer — February 19, 2013 – 11:07am

Lauren-

Thank you for gathering this input from your students! It resonates with what I hear as well.

Mary Ann Barham — February 18, 2013 – 9:45am

This project is a wonderful complement to the Advising & Career Services proposal (#54) to develop academic advising and career development modules which could be used across campus to serve the needs of all students who are wanting to tie their academic work with their career goals and make the appropriate decisions along the way.

Talya Bauer — February 19, 2013 – 11:07am

Mary Ann-

We would welcome the opportunity to work with your team on this. Let's stay in touch!

Talya Bauer — February 19, 2013 – 11:06am

It is great to see so many comments on this proposal. Thank you to those who have taken the time to post!

Brenda Eichelberger — February 20, 2013 – 6:04pm

This is a wonderful opportunity for our students. I have supervised several internships (two this term, three last term, and several prior). Why do I do this, it is because I believe it makes our students not only more employable but also better employees. Per "Worktrends, Gogofsky, 2011" students with internships start at a 36% average higher wage than those without internships. I share with my students that internships will let them know what they like and don’t like. They will do a more effective job search and stay at a job longer. Research is showing this to be true (NACE 2012 Internship & Co-op Survey). This is one of the ways PSU bridges to the community. Excellent proposal that is good for PSU, good for the community and a HUGE benefit to students! I support this concept 100%!
News

Foreign Language and Area Studies (FLAS) Fellowship Awards Announced »


Student engineers plan for a safer Beaverton-Hillsdale Highway »

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Events

Tuesday, Mar 26
Take Back the Night/Bike Back the Night Committee Meeting »

Wednesday, Mar 27
Campus Wide Cross Training for Frontline Staff »

Wednesday, Mar 27
Online MBA Webinar »

go to events
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Project #59 Team Information

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