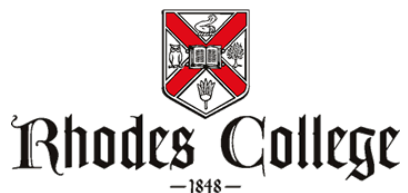




## Minutes of the Faculty Meeting, September 2008

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## CALLED MEETING OF THE FACULTY

September 17, 2008

Room 051, Barret Library, 4:15 pm

1. Call to Order, Professor Darlene Loprete, Presiding
2. Business

This called meeting is designated “for action” with the one item of business being consideration and voting for approval of a QEP. The two quality enhancement projects proposed are attached.

After presentations on each of the two alternatives were made, questions and comments were elicited and an extensive discussion ensued. In due time, the question was called, and a written ballot was carried out.

In a vote of 73 to 46, the Scholarships-to-Fellowships proposal was approved.

3. The meeting was adjourned at 5:30 pm.

## ATTENDANCE

ACKERMAN, ALBERTSON, BALDWIN, BANERJEE, BARR, BIGELOW, BLANKENSHIP, BOSWELL, BRADY, BRECK, BREMER, BRYANT, BUTLER, CAFIERO, CANON, CAPPELLATO, CARDEN, CARNE, CECCOLI, CHURCH, COPPER, DAGGER, A. DAVIS, J. DAVIS, DOYLE, DROMPP, DUNWELL, EWING, FERNÁNDEZ, FINLAYSON, FITZ GERALD, GERECKE, GOLDBERG, GOTTLIEB, T. GRAMM, M. GRAMM, GRAY, GREMILLION, HAAS, HAMMOCK, HARMON, HARTER, HATHCOCK, HAYNES, HILD, HILL, IBRYAMOVA, IVORY, JACKSON, JACKSON-HAYES, JANSEN, A. JASLOW, C. JASLOW, JETER, JILG, JOHNSON, JULIAN, KALTNER, KELLER, KESLER, KOSTINA, KREITNER, KUS, LAROSA, LESLIE, LINDQUESTER, LOPRETE, LUCIA, LUQUE, LUSTECK, MALKIN, MARTINEZ, MASON, MATTSON, MAURER, McARTHUR, McKENZIE, C. McKINNEY, N. McKINNEY, MILLER, MONTELIONE, MORELAND, MOURON, MUESSE, MURRAY, NASONG’O, NELSON, NEWSTOK, NOLLAN, NOVIKOFF, OLSEN, PETTINAROLI, PERSON, PETTY, PITTMAN, PLANCHON, J. RICHARDS, R. RICHARDS, ROBERTS, ROBINSON, ROMANO, RUSS, SABLE, SATTERFIELD, SAXE, SEATON, SHADE, SHAFFER, SHEARD, SHIRLEY, SICK, SIMMONS, SMITH, STEEL, STRANDBURG, STREETE,

SWAN, THOMPSON, VERNON, VEST, VIANO, WALTON, WETZEL, WILLIAMS, WIRLS,  
WRIGHT

EXCUSED

SCIUBBA

ABSENT

BAUER, BIRNBAUM, BROWN, CARDENAS, COLE, COONIN, CRAIG, FISHER, HALÁSZ, HAN,  
HOERL, HOFFMEISTER, JABBOUR, JAMERSON, KIRBY, KRUEGER, MEYER, MORRELL,  
NEWMAN, O'SULLIVAN, PAGE, PANTER, POHLMANN, RISLEY, RONAN, TERJESEN, R.  
WATKINS, T. WATKINS

OTHER PARTICIPANTS IN THE FACULTY MEETING

LAAKSO, MUNSON

Respectfully submitted,

David Y. Jeter  
Secretary of the Faculty

Verification: \_\_\_\_\_  
Thomas E. Bryant

# **QEP PROPOSAL 1**

## **Across the Foundations: Interdisciplinary Learning in the Rhodes Core Curriculum Proposed Quality Enhancement Plan September 5, 2008**

**Summary:** This document proposes a Quality Enhancement Plan focused on Interdisciplinary Learning in the Rhodes Core Curriculum. According to the SACS *Handbook for Reaffirmation of Accreditation*, the QEP should describe “a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning.” The Academic Program is the very core of student learning on campus. Our newly implemented Foundations Curriculum presents us with a unique opportunity to design a Quality Enhancement Plan that will help us assess and improve a curriculum that is, in many ways, a work in progress. The SACS handbook advises colleges seeking reaccreditation to keep in mind that “the topic for the QEP need not be a brand new idea. For example, an institution might develop a QEP that extends, modifies, redirects, or strengthens an improvement that is already underway.” In light of the need for ongoing assessment and modification of the Foundations Curriculum, we feel that a QEP focused on improving that curriculum perfectly fulfills the purpose of the QEP, as defined by SACS.

Specifically, we propose a QEP that will assess and develop solutions to institutional barriers that inhibit the College from full implementation of three key Foundations, all of which focus on interdisciplinary learning: F2 (Writing); F9 (Viewing the world from more than one cultural perspective); and F11 (Participating in activities that broaden connections between the classroom and the world). The Task Force(s) charged with implementing this Quality Enhancement Plan will consist of staff, administrators, and faculty members, and will serve as a bridge between the Foundations Curriculum Committee, which approves Foundations courses, and the institution as a whole, so that it can adequately address such issues as staffing limitations, training, course development, and the like.

### **I. Interdisciplinary Learning in the Rhodes Core Curriculum**

In April of 2004, Rhodes College radically refashioned its general education program. One of the goals in undertaking this revision was to increase opportunities for students and faculty to work on more interdisciplinary projects, in terms of both their own scholarship and the general education curriculum. Interdisciplinary approaches to student learning allow students to make functional and creative bridges between the otherwise distinct areas of their undergraduate education, and strengthen their abilities to take the knowledge they learn while at Rhodes into new settings after they leave.

Specifically, the faculty envisioned these interdisciplinary learning outcomes as follows:

Critical Thinking: The ability to analyze and synthesize complex information in compelling arguments

- Transportability: The ability to employ critical thinking skills in a variety of contexts, not just those in which the skills are specifically taught.
- Application: The ability to put conceptual models or abstract information to work in solving new problems.
- Contextual Analysis: The ability to understand the scope or nature of a given problem in part by considering its context (e.g. cultural, but also historical, environmental, etc.)

Certain pillars of the curriculum, such as the “Search for Values in the Light of Western History and Religion” and “Life: Then and Now,” were conceived with a fairly broad interdisciplinary approach in mind and continue to function smoothly as key components of our students’ educational foundation. Our assessment of the initial implementation of the curriculum in AY 2006-2007 and 2007-2008 indicates that we have yet to develop fully three of the Foundation requirements: F2 (Writing); F9 (Viewing the world from more than one cultural perspective); and F11 (Participating in activities that broaden connections between the classroom and the world). This Quality Enhancement Plan aims to insure that these three Foundations find a firmer place in the College’s general education program. In doing so, the QEP will enhance the interdisciplinary focus of the Foundations Curriculum while also strengthening Rhodes’s liberal arts vision of intellectual and experiential diversity.

Discussions among the departments and within the Foundations Curriculum Committee (a committee recently created to oversee the Foundations Curriculum) have revealed serious shortages and gaps in course offerings that fulfill these requirements. Furthermore, faculty and students have expressed dissatisfaction at the narrowness with which these requirements are being interpreted, as well as a good deal of uncertainty as to their specific aims. As a result of these discussions, we are beginning to identify the obstacles to building interdisciplinary work into the general degree requirements of the College, and have designed this QEP to help us to analyze and overcome those barriers. Existing as they do beyond disciplinary boundaries, these three Foundation areas appear to be difficult to staff and remain somewhat amorphous in the eyes of many in the Rhodes community. The Rhodes Quality Enhancement Plan aims, therefore, at two specific goals:

- To clarify the aims of these interdisciplinary requirements, F2, F9, and F11, thereby continuing the discussions among the faculty, students, and, in some cases, staff who put the requirements in place initially.
- To analyze the success of current offerings and develop further opportunities for students in these areas.

In order to implement the QEP, the College will form working teams for each of the three areas we intend to develop.

**F2: Writing Seminars and Writing-Intensive Courses.** Several factors appear to be blocking full engagement of College faculty in this Foundation requirement. A number of faculty have expressed concerns about how various kinds of writing courses would fit into their disciplines, and have raised questions about the skills necessary to teach such courses. From a completely different perspective, the goal of diversifying the range of F2

course offerings creates significant challenges in the area of staffing. To provide a forum in which these questions can be addressed, we propose the creation of a QEP working group (made up of representatives from each division, advising staff input, and student representation) with the following charges:

- Study staffing limitations.
- Assist departments and divisions in determining what role, if any, they would wish to play in diversifying the writing program at Rhodes.

After this larger group has done its preliminary work, we suggest that the divisional representatives take the ideas and tools the larger group has developed into their sections and develop teams within each section to explore how such courses could fit most logically and least disruptively into departmental curricula.

**F9: Viewing the World from More than One Cultural Perspective.** In the past two years, during which Rhodes has transitioned into the Foundations curriculum, a number of new courses have been developed that meet the goals of F9. However, there is growing concern that, even when these new courses are added to existing courses in the area, we are not offering enough F9 courses to serve the curriculum. The shortage of courses has reopened the debate that led to the creation of this requirement in the first place. Specifically, should this Foundation be—as it is now—reserved for courses whose focus area falls outside “the dominant cultures of the United States and Europe”? Or should the requirement be broadened to allow courses in European or Anglo-American cultures? How should we understand the status of Eastern European, especially Russian, culture or cultures under this rule? And finally, what about the status of international students on the campus—a growing population?

The breadth of these questions and concerns has uncovered a fundamental uncertainty about the nature of the F9 requirement. If it is to function as a “diversity” requirement, broadening the cultural competency of Rhodes students beyond the Western cultural tradition, then it may be the case that staffing priorities must change to build new course offerings. Alternatively, if the aim of F9 is to instill a kind of theoretical or conceptual awareness of cultural difference, then these aims need to be clarified.

To provide a forum in which these questions can be addressed, we propose the creation of a QEP working group with the following charges:

- Meet with the original faculty team that authored the requirement in order to revisit their original rationale, and canvas or meet with other faculty to understand their view of F9.
- Work with the assessment data for the F9, described below, to track the specific learning outcomes relevant to the F9 requirement. These would include all four of the learning outcomes for interdisciplinary studies outlined above, though perhaps the outcomes relating to contextual analysis are especially relevant here.
- Evaluate the number of F9 course currently offered and the long-term prospect of new courses in the area, given current staffing.
- Bring a recommendation for potential action by the full faculty to the EPC. This recommendation will be based on the information and assessment data gathered by the F9 QEP working group.

**F11: (Participating in activities that broaden connections between the classroom and the world).** This requirement could easily have a home in virtually any of our departments, because we all strive to help students take what they learn from our classes out into the world and – while they are still here on campus – to bring what they learn in that process back into the classroom.

As with F9, the F11 was designed to allow for considerable latitude in its application, embracing any kind of sustained activity, whether credit-bearing or not, that would link students' coursework to the world. However, there seem to be considerable differences in how the faculty understand this requirement. Preliminary assessment efforts undertaken by the President's Office show that some have seen it as a service learning component, some as a laboratory research component, some as a study abroad requirement. Thus, although the Rhodes community has committed to the F11 requirement, there is little actual support for it in the curriculum. We propose the creation of a faculty (with divisional representation), student, and staff working group to consider how this requirement fits into each of our departments and how we can better assess its curricular success as part of the Foundations Curriculum. As with the F2 requirement, we could then ask divisions to identify those areas of their curriculum that most closely relate to this requirement and to articulate how those areas might be implemented in a course or independent of a course. The review committee would also need to address such questions as how we can practically secure adequate faculty oversight for activities that happen off campus and to what extent a College Foundation requirement can rely on external partners in order to make it practicable. Strengthening the College's offerings in this area of the curriculum will also eventually support the College's initiative to develop more student aid opportunities linked to bridging in and out of class experiences.

## **II. Assessment:**

Our assessment plan for the QEP focuses on the two specific goals of the QEP articulated above and relating to the development of the Foundations Curriculum. In addition and more importantly, it will rely on the ongoing assessment of these interdisciplinary requirements at the college, in terms of student learning. Thus, our assessment plan pertains to the QEP itself, but also to the individual Foundation requirements themselves.

*First Goal: "To clarify the aims of these interdisciplinary requirements, F2, F9, and F11, continuing the discussions among faculty, students, and in some cases staff, which put the requirements in place initially."*

- The Foundations Curriculum Committee, a standing committee of the faculty, is charged with the approval of Foundation courses, the monitoring of course availability, and the assessment of the Foundations Curriculum. This committee will function as a clearing house for all the work undertaken by the three ad hoc groups described here, each working on one of the three interdisciplinary requirements. It will evaluate the work of the ad hoc groups and, when necessary, bring it to the full faculty for approval. The FCC will, again when necessary or expedient, bring material to or request the assistance of the Educational Policy Committee, which is responsible for the College curriculum as a whole.

- Given that our goal here is to unify the Rhodes faculty in its understanding of these necessarily complex and flexible requirements, and we will judge the outcome by the full faculty's endorsement of new and revised goals for F2, F9, and F11, and perhaps new measures or strategies for their implementation.

*Second Goal: To analyze the success of current offerings and develop further opportunities for students in these areas.*

The FCC and the QEP working groups will work to assess QEP Goal 2 in several ways:

- Both groups in tandem will track available courses in three targeted Foundations, judging our success at alleviating course shortages.
- Both groups will track the FCC's ongoing approval of new courses in the targeted areas. Our goal is to build a clearer consensus about what constitutes an F9 course or F11 experience, etc. The FCC will judge the success of this attempt to build consensus according to the clarity of faculty proposals for new courses and the number of courses proposals that are rejected.
- The FCC, in cooperation with the QEP working groups, will select assessment instruments for each Foundation requirement from ones currently in use within particular departments and/or college-wide, which it will collect and monitor on a yearly basis for these three Foundation requirements. (See below for examples.)

#### *Interdisciplinary Learning Outcomes*

In designing a curriculum that targeted particular skills or areas of competency, rather than requiring coursework in departments or divisions, the faculty at Rhodes sought to promote interdisciplinary learning. The global outcomes we sought in F2, F9, and F11 were those described above: Critical Thinking, Transportability, Application, and Contextual Analysis.

We currently assess these learning outcomes through several ongoing assessment rubrics. The ad hoc QEP groups will gather all the relevant assessment data in order to evaluate the range and quality of student achievement in their assigned interdisciplinary area. Having evaluated these learning outcomes, the ad hoc groups for F2, F9, and F11 will be equipped to make definitive recommendations for adjustments to the curriculum which will enhance student learning. This multi-faceted assessment program will operate as follows:

- The Foundations Curriculum Committee is charged with the assessment of the general curriculum at Rhodes. It evaluates courses taught in all of the 11 Foundation areas on a rotating basis, considering two or three areas each year. Within a five-year window, then, it will examine all Foundation courses and will consider their effectiveness. As the FCC deals with F2, F9, and F11, it will report to the EPC and the faculty as a whole on its findings.
- Academic departments at Rhodes monitor student learning both for their majors and in Foundation areas their courses serve. Their assessment reports will provide the clearest data to evaluate student learning in the interdisciplinary goals above. Departments will provide their assessment reports to the relevant ad hoc



QEP groups for F2, F9, and F11, and these ad hoc groups will use both kinds of data departments collect:

- *Learning Outcomes of the Major:* All majors at Rhodes include a capstone experience, and these experiences are typically assessed as a strong indicator of student learning at the end of the four year of the undergraduate degree. Departmental assessment reports measure the degree to which majors are strong critical thinkers, able to transport knowledge to new contexts, apply it, and analyze the differences that this new context will make. Departmental assessments of student learning in the major will thus provide one indicator of student learning in the interdisciplinary areas articulated here.
- *Learning Outcomes in Foundation Courses:* Departments review the learning outcomes of students in Foundation courses they teach. Departments teaching courses in F2 or F9, and those teaching courses or offering non-credit experiences in F11, assess the outcomes of these courses. These assessments indicate the degree of success these courses achieved in promoting the interdisciplinary learning goals that unite F2, F9, and F11. Ad hoc QEP groups working in these Foundation areas will use these departmental reports to judge our students' success in achieving these goals of interdisciplinary study.
- In the senior exit survey students will be asked questions that directly assess how the experiential learning improved/informed their classroom experience as rated on a 5-point Likert scale. Students will also be asked about the quality of their F11 experience, as well as how it improved their overall college experience on the same 5-point scale.
- In the senior exit survey, students will be asked to assess their own progress in the areas of critical thinking, transporting and applying knowledge, and contextual analysis.
- Numerous Staff offices around the campus offer or have the potential to develop F11 experiences for students, and these supervising offices also assess the learning outcomes of these experiences. These reports will be considered by the ad hoc QEP group focused on F11 and will provide data on our progress toward the interdisciplinary learning outcomes described here.
- Finally, the recently implemented Campus Climate Surveys will provide a way to access student impressions of how well both students and faculty confront and work through issues relating to social and cultural difference. Longitudinal results of this survey will be evaluated with an eye toward relevant to interdisciplinary learning goals, particularly Contextual Analysis and Transportability of knowledge.

This QEP proposal is the result of collaborative work by Robert Saxe, Michelle Mattson, Gordon Bigelow, Kim Gerecke, and Marshall Boswell and is respectfully submitted by them to the Rhodes faculty.

## **QEP PROPOSAL 2**

### **Scholarships-to-Fellowships**

This Quality Enhancement Plan seeks to expand our goals for student learning by cultivating students' disposition to use the knowledge and skills they gain in the classroom through participation in activities beyond the classroom. The challenge is to link various co-curricular and extracurricular experiences into a cohesive and measurable program of student learning that reinforces classroom activities, fosters the transition from knowledge recipient to knowledge generator, strengthens the student's sense of professional identity and provides skills and attitudes that support effective leadership and action.

Over the past ten years, the Rhodes community has been engaged in a variety of experiential learning programs, most notably the Rhodes Center for Academic Research and Education through Service (CARES which includes the Rhodes Institute for Regional Studies, the St. Jude Summer Plus undergraduate research program, the Bonner Scholars, and the Summer Service Fellows), the Learning Corridor (LC), the Rhodes Student Associates Program (RSAP), the Student Research Assistants Program (SRAs) and the Center for Outreach in the Development of the Arts (CODA).

Assessment of the impact of these initiatives has identified a variety of important learning outcomes including:

- increased self confidence particularly in problem solving abilities
- increased independence
- a growing sense of professional identity

- commitment to service to one's discipline and community
- more focused post-baccalaureate study and career aspirations
- leadership skills

We would like to expand and diversify these important programs so that more students can find opportunities for experiential learning that complement their individual programs of study.

During the 2007-08 academic year, volunteers from the faculty, student affairs, admissions, financial aid, development, college relations and student government met to discuss the implications of shifting merit aid to a fellowship model and to explore how this program could be most effectively implemented. To guide their work they first developed a tentative description of what fellowships would entail:

Rhodes aims to attract and retain outstanding students who are most likely to benefit from and contribute to our learning community. As part of accomplishing this goal student financial aid is awarded in the form of fellowships. This means that students receiving financial aid have the opportunity to fully invest themselves through internships, community service, study abroad, creative activity and research. These beyond-the-classroom learning opportunities contribute to students' enhancing their strengths and inspiring others to find their passions.

The range of student fellowships is extensive, with many taking place during their junior or senior years. In other cases, prior to coming to Rhodes, students have identified specific interests and abilities that they hope to expand during their time at the college. Rhodes has established fellowships that provide financial aid while also seeking to develop participants' leadership skills through co-curricular commitments in specific areas. These activities share the goal of fostering in students "the ability to translate academic study and personal concern into effective leadership and action in their communities and the world." In addition, they foster close relationships with faculty and staff mentors and provide opportunities to form communities with other students who share common interests and can provide mutual support.

Specifically, then, a fellowship represents an honor and a mutual commitment from the student and the college. Fellows engage in activities outside the classroom which enhance their strengths, complement and support their study of the liberal arts, and contribute to communities within and beyond the gates. Mentored reflection on the connection between the fellowship activity and the student's broader educational aims is central to a successful fellowship. Fellowship opportunities include independent and collaborative research, internships, creative activity, service and study abroad.

The faculty has raised a number of concerns about fellowships and the impact of implementing this program. Four central concerns are addressed below:

First, in regard to what constitutes a fellowship, there is only one critical element: a fellowship is an activity outside the classroom that supports the student's program of studies. The success of this program will be a function of the quality of the experiences we offer and the support we give students both in identifying appropriate fellowship activities and in providing focused mentoring.

Second, faculty are concerned about the workload that this will entail. We have identified over 1700 funded and 400 unfunded activities (see Appendices 1 and 2 below) in which students are currently engaged that meet the above criterion. If you examine that list you will find a remarkably broad range of opportunities. We hope to develop a searchable fellowship database that will aid faculty and staff in advising students regarding fellowship opportunities and to create infrastructure that will support these students in these activities (much of which is being built into the student services re-engineering project). Thus, with very little increase in faculty work this initiative can be implemented. However, the full potential of this initiative for inspiring students, improving the intellectual climate, and exciting potential donors will depend on the level of faculty support. The decision to be involved in this program is up to the individual faculty member.

Third, there is the belief that the student must make a four year commitment when they accept their merit aid package and that most fellowships involve “service” work. In fact there is only one fellowship activity that fits this description – the Bonner Scholars. As with the decision to declare a major, most students are not ready to make a fellowship commitment until they have gained considerable experience on campus. Most of the listed fellowships involve one or two semester commitments that can come as late as the senior year. A senior honors project, for example, is a model fellowship.

Finally, there is the belief that merit aid recipients are required to complete a fellowship. While this was the original intent, early in our discussions it became clear that the disadvantages of this approach outweighed the advantages. Therefore, fellowship activities are being presented as opportunities.

This initiative will address the **five criteria for the QEP** as follows:

**(1) “includes a broad-based institutional process identifying key issues emerging from institutional assessment”**

As noted above we have been involved for several years in the evaluation of the impact of a wide variety of experiential learning programs and have identified a number of important learning outcomes that support the goals stated in the Rhodes Vision.

**(2) “focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution”**

These experiential learning activities impart knowledge of content and methods specific to the individual experience but also result in developmental changes that transcend the different programs as noted above. We seek to promote both categories of student learning in support of the Rhodes Vision. Moreover, as students make connections between their work in the classroom and their other activities, this will raise the level of discourse outside the classroom elevating the intellectual climate on campus.

**(3) “demonstrates institutional capability for the initiation, implementation, and completion of the QEP”**

We propose to provide substantial and diverse experiential learning opportunities for all merit aid recipients beginning with the class of 2012. For students that take advantage of this opportunity, merit “scholarships” will become “fellowships.” To achieve this we will establish infrastructure that will create fellowship opportunities, guide fellows to appropriate experiences, support students in those programs, expand funding, and assess impact. Substantial resources are already allocated to the support of experiential learning activities from the college operating budget, from specific endowments and from external grants. These fund personnel, facilities and student support associated with the various experiential learning initiatives noted above (CARES, CODA, Bonner Scholars, RSAP, etc). In addition, we have found that donors are particularly interested in supporting specific fellowship opportunities, and thus, this initiative will play an important role in our current capital campaign; this will expand the resources available for the support of our QEP. In addition, student services are currently being restructured and support for experiential learning is a central element in that project.

**(4) “includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP”**

Our QEP grows out of broad based community involvement in the development of the Rhodes Vision, the adoption of a new Foundations Curriculum that includes the requirement that all students participate in an experiential learning activity and the implementation and support of the wide variety of experiential learning opportunities that we currently offer. A working group of 14 faculty, 2 students and 14 staff has met over the past year to establish a working description of what constitutes a fellowship (see below) and has formed four subcommittees to address specific tasks required for implementation of this initiative.

**(5) “ identifies goals and a plan to assess their achievement”**

Assessment of the above mentioned experiential learning programs is an ongoing process which has identified a number of learning outcomes (noted above) that we will track. We plan to consolidate the instruments that have been used by the separate programs and use converging data from the institution wide instruments such as the NSSE, CLA and the senior exit surveys. An Assessment Committee has been established to support and expand these assessment efforts. Our commitment to assessment of experiential learning has been acknowledged and reinforced through our receipt of a planning grant from the Teagle foundation to develop an instrument for the assessment of institutional commitment to community based learning.

## **Appendix 1**

### **Existing Fellowships**

(Estimated Numbers Available over 4-Year Period)

**Assisi Foundation Fellowships in Community Literacy (2 per year)**

Works with the Executive Director of Mid-South Reads and the Director of Special Project at Rhodes to research literacy plans in place, assess the needs of the community, and develop plans to meet those needs while working in a group setting with both Rhodes and Memphis area community members.

**Baptist Memorial Health Careers Summer Fellowships** (2 per summer)

8

These fellows receive both research and clinical experience at a large regional hospital system.

**Bellingrath Fellowships** (3 per class)

12

To be determined.

**Bonner Scholars** (15 per year)

60

The Bonner Scholars Program supports students who participate in 10 hours of community service and leadership development programming per week over their entire four years at Rhodes. This is one of the few fellowships to which the students must commit prior to matriculation.

**Center for Outreach in the Development of the Arts (CODA)** (4 per year)

16

The CODA Fellows Program is part of the Center for Outreach in the Development of the Arts. These students commit to 10 hours per week of arts leadership and advocacy training as well as internships in local arts organizations throughout their time at Rhodes.

**Community Service Interns** (3-5 per year)

16

Funded by a City of Memphis grant, students work on data collection, research and community development activities, generally in the context of Urban Studies.

**Crossroads to Freedom** (6 per academic year over 4 years – RSAPs; 9 per summer; some overlap) 30

The Crossroads to Freedom Project is a Rhodes-sponsored digital archive of the Civil Rights era in the Memphis area. Students participate in gathering oral interviews for the archive as well as preparing videos, photographs, letters and other materials from personal collections for inclusion in the archive.

**Curb Institute Fellows** (5 per summer)

20

The Curb Institute funds fellows to focus on music-related topics while participating in the Rhodes Institute for Regional Studies, described below.

**Education Abroad** (20-23 per year)

108

The Buckman Center works with individual students to select the program that best fits their individual preferences and academic goals.

**Faculty Research Assistants** (9-13 per year)

33

Assisting faculty in their scholarship activities provides an excellent opportunity for students to build relationships with faculty mentors and participate in ongoing research initiatives. Often

these experiences, like those off campus, lead students to discover or confirm their desire to pursue post-graduate work in a particular discipline.

**Fine Arts Fellows** (Up to 8 per year)

32

Fine Arts Fellowships are awarded annually to students who display outstanding achievement in art, music or theatre. Those applying in music or theatre must audition; art applicants must provide a portfolio. To retain their fellowships, these recipients are required to major in art, music or theatre and participate in arts programming, internships or service.

**InMotion Musculoskeletal Fellows** (1 per summer)

4

This fellow receives both clinical and research experience at a non-profit orthopedic laboratory dedicated to reducing disability and improving mobility for musculoskeletal patients.

**International Internships** (Approximately 6 per year)

24

The Mertie Buckman internship program provides opportunities for outstanding International Studies (IS) majors and IS-related interdisciplinary majors to spend the summer working on an internship project abroad. The Wasfy Iskander International Internship in Economics and Business provides an internship experience outside the U.S. for a rising senior majoring in economics or business administration. The Morelle Legg International Internship for Women provides an international internship with preference given to a female majoring in economics or business administration.

**Internships** (for academic credit - average of 200 per year - see Appendix 4)

800

Career Internships for academic credit provide work experiences on and off campus that expand students' learning beyond the classroom. Internships enable students to confirm classroom learning, evaluate their beliefs about the "real world," and a gain insight into potential career options.

**Rhodes Learning Corridor** (4 per academic year – RSAPs)

16

The Rhodes Learning Corridor (RLC) includes partnerships with neighborhoods adjacent to campus, four nearby public schools and other neighboring community and educational organizations. Focusing especially on Midtown North, RLC RSAPs work with faculty and staff to create and sustain mutually respectful and beneficial ongoing partnerships, focusing especially on (1) neighborhood capacity building; (2) housing and community renewal; (3) health awareness and access; and (4) enhanced educational opportunities for K-12. Students do community-based research to identify needs and track trends, organize mentoring and educational enhancement programs for school-age children, help run community health programming and collaborate in other efforts to create a safe, clean, healthy and sustainable community.

**Rhodes Institute for Regional Studies** (13 per summer)

52

The Rhodes Institute for Regional Studies enables students to spend eight weeks immersed in the unique culture of the Mid-South. Using Memphis and the surrounding region as the laboratory, they conduct original research under the guidance of a faculty mentor and present their results to the Rhodes and broader Memphis communities.

**Rhodes St. Jude Summer Plus Fellows** (8 per year)

32

The Rhodes/St. Jude Summer Plus Program supports 8 new and 8 returning science students each year. With mentoring from researchers at St. Jude Children's Research Hospital, students work full-time on independent projects in the laboratory and/or the clinic during two summers, plus 10 hours per week during the intervening academic year.

**Rhodes Student Associates** (90 per year that are not listed elsewhere) (See Appendix 3)

360

The Rhodes Student Associates Program (RSAP) provides students with enhanced employment opportunities working under specifically chosen campus supervisors. Because their work is valuable and meaningful to both the student and the college, students learn to move from theory to practice while honing job skills, exploring career options and earning income to finance their college education (see attached list for more details).

**Rhodes/UT Neuroscience Research Fellowships** (1 per year)

4

This fellowship provides an opportunity for students with an interest in the neurosciences to gain extensive research experience at the Neuroscience Institute/Center of Excellence at the University of Tennessee Health Sciences Center.

**Rhodes/UT Neurosurgery Research Fellowship** (1-2 per year)

4-8

This fellowship provides an opportunity for students with an interest in the neurosciences to gain extensive laboratory and/or clinical research experience in the Department of Neurosurgery at the University of Tennessee Health Sciences Center.

**Spencer Fellowships in Greek and Roman Studies** (Same person for 4 years)

1

The Spencer Fellowship in Greek and Roman Studies recognize first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. The fellowships are renewable for three years provided the recipient participates in the Greek and Roman Studies program, meets financial aid satisfactory academic progress standards and maintains a 2.75 cumulative GPA.

**Summer Ministry Fellows** (2 per summer)

8

Each summer this program supports two students of outstanding promise who are considering pastoral ministry. They engage in eight weeks of study and vocational exploration, usually during the summer preceding their senior year. The experience includes an internship in congregational ministry, required readings, and regular meetings with the other Summer Ministry Fellow and a faculty mentor.

**Summer Service Fellows** (16 per summer)

64

Summer Service Fellowships enable students to live on campus during the summer and spend eight weeks working on a service project in the region. This increases their understanding of the needs associated with their particular area of interest while enabling them to render valuable service to the community through their project.

**Taylor Physics Fellowship** (1 per year)

4



The Taylor Fellowship in Physics recognizes talented high school physics students and encourages their continued college development in physics. Valued at up to \$15,000 per year, it is based on the qualifications of the recipient and added to any other Rhodes grant or scholarship the student may receive. At least one fellowship is awarded to a first-year student each year. Fellows participate in physics-related research, internships or service.

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**TOTAL**

**1716**

## **Appendix 2**

### **Existing Positions w/o Funding that Might Qualify as Fellowships Ames Field School (20 per summer) 60**

A supervised training course at the Ames Plantation in archeological methods at a controlled excavation. Students live on the site and participate as crewmembers in the excavation, registration, restoration and publication of archaeological remains.

#### **British Studies at Oxford Fellows**

#### **Theatre for Social Change Fellowships**

The Rhodes Theatre Department, in partnership with Heifer International, offers immersion experiences at its Global Village where students experience the living conditions of poverty-stricken populations around the world. Back at Rhodes the students incorporate their knowledge of theater to promote sustainable solutions to global hunger, poverty and environmental degradation.

#### **Collaborative Research Fellows (25+ per year) 100**

Students collaborate individually or in groups with faculty to advance the faculty member's scholarship and creative activities. Often students in these positions have the opportunity to present their work at conferences and/or co-author scholarly articles related to the research.

#### **European Studies Fellows**

**Kinney Fellows**

135

Rhodes' student-run community outreach program, the Kinney Program, depends on the services of 1-2 coordinators per year in 11 key areas: Children and Youth Services, Faith-Based Services, HIV/AIDS Services, Hospitals and Healthcare, Hunger and Homelessness, Literacy and Education, Multilingual/Multinational, Peace, Justice, Environment, Senior Services/ Independent Living and Women's Services. In addition, there are 2 student Kinney Program moderators each year and several of the larger sites (e.g., St. Jude) have site coordinators. Students in these positions are responsible for maintaining relationships with partner organizations, identifying appropriate service opportunities, recruiting and supporting students to meet community needs in their area and participate in planning and volunteer management learning opportunities.

**Music Fellowships (30 per academic year)**

120

Applied music fellowships, available to both first-year and upper-class students, require a yearly audition. They are available to core section players and vocalists in the student ensemble groups. There is also one fellowship available in ensemble management for the four large ensembles.

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**TOTAL**minimum of **415**

## Appendix 3:

### Rhodes Student Associates Program - Descriptions

**Admissions Fellow**—gains experience in marketing by working with alumni and the Admissions staff to recruit students.

**Advancement Services Fellow**—under the supervision of the Director of Advancement Services, this student gains a working knowledge of data base management, prospect management and stewardship programs.

**African American Studies Fellow**—charged with promoting the African American Studies program both on campus and off, this student gains experience in marketing, networking and student recruitment as well as program assessment.

**Alumni Relations Fellow**—this student works with several specialized software programs to advance communications with and among Rhodes alumni/ae.

**Archaeology Fellows (2)**—the beneficiaries of intense training programs, these fellows work with specialized equipment and software in support of the archaeology programs at Ames Plantation and Zion Cemetery.

**Art History Fellow**—following training by the Curator of Visual Resources, this fellow is responsible for cataloging the collection of the Art Department.

**Athletics Communications Fellow**—this student serves as the liaison between the Athletics and Communications Department and coordinates the gathering of information needed for Athletics media guides and other print publications.

**Athletics Community Service Fellow**—responsible for organizing, promoting to the media and coordinating all community service programs for the Athletics Department.

**Athletics Facilities Fellow**—under the supervision of the Director of the Bryan Campus Life Center, this fellow assists with the oversight of 120 student workers in the Bryan Campus Life Center. Responsibilities range from scheduling and monitoring attendance to staffing events.

**Biochemistry and Molecular Biology Fellow**—following training by faculty, this student will act as a technician in the research laboratory.

**British Studies Fellow**—this student assists the Dean of British Studies at Oxford in administering Rhodes' highly regarded summer program in Oxford, England.

**Career Advising Fellows**—these two students gain practical experience in areas related to their own career goals, such as peer advising, presentation skills, special events planning, and marketing.

**Career Services Fellow**—this student organizes, coordinates and staffs programs, maintains the Career Services portion of rhodes.edu and serves as an extension of the Career Services Department.

**Chaplain Fellow**—this student gains experience in special events planning, community-based research on local non-profits, planning student workshops and developing linkages with faculty and community leaders for outreach and service-based learning.

**Communications Fellows** (6)—under the supervision of professional writers and Web developers, these students gain broad experience in planning, writing and producing print and electronic publications.

**Community Relations Fellow**—working under the direction of the Director of Special Programs, this student works with partner schools and neighborhoods to coordinate Rhodes outreach programs.

**Computer Consultant Fellow**—this student acts as trainer, coordinator and supervisor of the Resident Computer Consultant pool which delivers computer support services to residential students.

**Computer Laboratory Fellow**—this student acts as trainer, coordinator and supervisor of the work study students who staff the computer laboratories and the Help Desk.

**Counseling Fellow**—this student provides research and programming support for the professional counselors, updates publications and co-leads workshops.

**Crossroads to Freedom Fellows**—these students gain skills in project and workflow management, videography and various Web-based archiving programs. They are also involved in research and data gathering for this online program that documents the history of the civil rights movement in Memphis.

**Digital Media Fellow**—after training in digitizing music scores, phonodiscs, audiocassettes, and other media, this student assists clients of the Digital Media Lab.

**Digital Media Lab Fellow** - this student supervises the Digital Media Fellows and oversees the management of the laboratory

**Economics Fellow**—this student supports the faculty and staff of the Economics Department via research and special projects.

**English Fellow**—this student is responsible for maintaining the English Department's portion of rhodes.edu, for maintaining an online materials resource and for supporting the faculty's technology needs.

**Environmental Fellow**—this student oversees the environmental efforts on campus, specifically conservation of energy, water, and waste; recycling; and collection of data.

**Faith Programs Fellow**—this student works with the Chaplain on special events planning, assessing campus religious and spiritual programming needs and grant writing.

**GIS Fellow**—this student staffs the GIS laboratory and help desk.

**Graphic Design Fellow**—following training in graphic design software, this student works under the supervision of the Print Publications Manager to design print publications for academic and administrative departments.

**Human Resources Fellow**—under the direction of the Director of Human Resources, this student plans, implements and evaluates health awareness programs offered to faculty and staff.

**Information Desk Fellow**—this student acts as a liaison between Rhodes faculty and staff and the Barret Information Desk, explaining resources and supporting users.

***Institutional Research Programming Fellow***—this student is responsible for communicating to the campus programs and services of the Institutional Research Office and supporting those who utilize those services.

***Institutional Research Fellow***—this student plans, gathers and statistically analyzes data and looks for patterns important to the college.

***Interlibrary Loan Fellow***—this student works closely with the Interlibrary Loan Librarian in all aspects of the interlibrary loan process.

***Language Center Fellow***—this student acts as a liaison between the Modern Languages and Literatures faculty, work study students at the Language Center, and the general body of students who use the LC facilities and services.

***Leadership Development Fellow***—under the supervision of the Director of Leadership Programs, this student promotes to the campus the services of the office and develops programs to build leadership skills among student participants.

***Media Services Fellow***—this student supervises the pool of student technicians who provide support for smart classrooms and fulfill audiovisual requests for special events.

***Mock Trial Fellow***—working under the mentorship of the director of the Mock Trial program at Rhodes, this student provides support for all aspects of the program.

***Molecular Genetics and Cell Biology Fellow***-- following training by faculty, this student acts as a technician in the research laboratory.

***Multicultural Programs Fellow***—this student is responsible for planning programs and events that deal primarily with diversity, multiculturalism, and the retention of minority students.

***Philosophy Fellow***—this student maintains the departmental Web site and library, coordinates the film night series and provides research support for the faculty.

***Physics Fellow***—this student serves as a technician in all Physics Department laboratories.

***Planned Giving Fellows***—this student manages the college's portfolio of life insurance policies, maintains estate and bequest expectancies records, and manages life income gifts and estates in probate.

***President's Fellow***—this student acts as liaison between the President and students, assists with Board meetings and other events hosted by the President, maintains records and the President's section of rhodes.edu and assists with the drafting of speeches and correspondence.

***Psychology Fellow***—this student works to facilitate intradepartmental communication for the purpose of building interest in undergraduate research and enhancing communication with alumni psychology majors.

***Recreation Services Fellow***—this student is responsible for scheduling games and employees, oversight of intramural and special events, updating the Web site and rosters, and supervision of peer employees.

**Rhodes Student Associate Fellow**—working under the direction of the Associate Director of Financial Aid, this student administers the Rhodes Student Associate Program.

**Residential Life Fellow**—this student plans, publicizes, coordinates and evaluates recreational activities for residential students.

**Scheduling and Events Fellow**—this student manages functions of the Event Management System on campus and assists with logistical planning and execution of various events involving internal and external clients.

**Sports Information Fellow**-- This student is responsible for assisting with all aspects of sports information duties, including game day management, upkeep of statistical databases, news releases, and updating of the website throughout the season.

**Student Disability Fellow**—this student helps to disseminate information and services to students with disabilities.

**Theatre Fellow**—this student assists with the management of McCoy Theatre, including support for planning the season, seeking opportunities for interdepartmental collaboration and publicity of the theatre's offerings.

**Student Organizations Fellow**—this student serves as the liaison between the Director of Student Activities and the 80+ student organizations, providing training, event support and coordinating joint programming.

## Appendix 4:



CAREER SERVICES  
LYNX TO SUCCESS

RHODES COLLEGE  
ACADEMIC INTERNSHIP OPPORTUNITIES

Fall 2008

(Updated March 17, 2008)

### ANTHROPOLOGY/SOCIOLOGY

*Requires Professor Susan Kus' signature on internship application*

**Hands on Memphis/Volunteer Memphis, Special Events Planning:** Assist staff in planning affiliate-wide conference for 250 participants. Organize quarterly volunteer recognition events at local venues. Organize the annual volunteer recognition event. Assist the fundraising committee on planning the annual New Year's Eve event.

**Hands on Memphis/Volunteer Memphis, Program Management & Volunteer Recruitment:** Work with partner agencies to set up monthly service projects. Develop service projects for MLK Day in January and "Servathon" in April. Develop reading projects with schools, libraries and agencies. Recruit volunteers.

**Memphis Pink Palace Museum, Collections:** The intern selects a research topic within an area of interest- anthropology, botany, geology, history, or zoology for research. The intern is assigned a collection of objects to describe in detail and then produces a "user catalogue" consisting of a background

paper and detailed descriptions of the objects. Participates in a field-collecting trip and to interact with the administration, exhibits, and education departments.

**Refugee and Immigration Services, Intern:** Intern may choose from several projects including setting up an after school tutoring program for newly-arrived refugee children; establishing a newsletter for refugees in their own language; other creative ideas welcomed. Must be sensitive to people from other cultures!

**YWCA Abused Women's Services, Intern:** Work on-site in the shelter with abused women and their children; answer crisis line; compile statistics; assist children with homework.

## **ARCHEOLOGY**

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*Requires Professor Ryan Byrne or Professor Milton Moreland's signature on internship application*

**Weaver & Associates, Archeology:** Projects varies pending student's interest and current projects.

**Memphis Pink Palace Museum, Collections:** The intern selects a research topic within an area of interest- anthropology, botany, geology, history, or zoology for research. The intern is assigned a collection of objects to describe in detail and then produces a "user catalogue" consisting of a background paper and detailed descriptions of the objects. Participates in a field-collecting trip and to interact with the administration, exhibits, and education departments.

**Panamerican Consultants, Inc., Archaeological Lab:** Assist with initial artifact processing analysis and curation; conduct fieldwork at various locations and assist with technical reports.

## **ART**

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*Requires Professor Erin Harmon's signature for Studio Art and Architecture or Professor David McCarthy's signature for Art History and Museum Studies on internship application*

**Architectural Internships** are arranged on an individual basis.

**Cypress Middle School Art Intern:** Assist in the coordination of art projects along with graphic artists from Buckman Laboratories; meet with Cypress students once a week during the school day; design an art project.

**Dixon Gallery and Gardens, Education Intern:** Prepare and oversee educational programs and activities; assist with volunteer training; conduct a semester long education project. Stipend may be available if not receiving credit.

**David Lusk Gallery, Intern:** Assist supervisor in newsletter research/writing, keeping press books current; assist Director and Assistant Director in gallery and in-home sales appointments and special marketing projects; assist Preparator in gallery installations and location installations. Internship can be geared toward studio art or art history.

**Ericson Group, Inc., Intern:** Use in-house digital photography equipment and photo room; take pictures of new products for web site and flyers; design layout using photographs, print, logos and artwork for web site and collateral materials; prepare audio-visual equipment for meetings; continuously update web page.

**Graceland Archive Associate:** Cataloging functions to include wardrobe, furniture in the warehouse, and items located in the Learning/Resource Room. Exhibit monitoring and cleaning on a daily, weekly, and monthly basis with reports including variances and suggestions. Research projects on photographs, events, wardrobe items, and updated processes in conservation efforts.

**Memphis Botanic Garden, Graphic Intern:** Using graphic and/or drawing skills, plot trees and existing landscape features on the Botanic grounds. Draw to scale area by area to be used to locate given trees and hardscape features donated as memorials, etc.

**Memphis Brooks Museum of Art:** these internships are arranged on an individual basis.

**Perry Nicole Fine Art, Artist Development Intern:** Assist with inventory requests and communications. Assist with the pool of artist applicants seeking representation at Perry Nicole Fine Art. There will be occasion where input and criticism of potentially represented artists will be necessary. Student will learn the business of an art gallery with regards to artist development.

**Target House, Art Intern:** Supervise activities in play room; organize and facilitate arts and crafts activities; organize and facilitate art programs for families.

**UrbanArt Commission, Project Management Intern:** The mission of UAC is to enhance and elevate the quality of life in Memphis and Shelby County by promoting and facilitating public art and urban design. Responsibilities include administrative duties, assisting in reach and development projects, and supporting advocacy efforts.

### **BIOLOGY/HEALTH/SCIENCE**

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*Requires Professor Gary Lindqueter's signature on internship application; Bio 460 qualifies for F11 credit.*

**The Blues Project Intern:** The Blues Project (UT Dept. of Preventive Medicine) is a four-year pilot project designed to be an effective and cost-efficient alternative to current programs aimed at reducing infant mortality and features clinic-based one-on-one and group visits for pregnant women and fathers of infants from onset of prenatal care until the infant's second birthday. Attend group sessions held at three clinic sites; evaluate group sessions for content, curriculum delivery by staff and client participation; provide weekly written reports of each evaluation to the Project Coordinator; and facilitate various group sessions at the clinics

**Campbell Clinic, Orthopedic:** Opportunity to shadow orthopedic surgeon. Minimum GPA: 3.0

**Campbell Clinic, Physical Therapy:** Shadow physical therapists and assist will possible.

**Church Health Center, Physical Therapy:** Assist physical therapist with treatment; assist with therapeutic exercise classes for physically challenged members.

**Church Health Center, Dental Intern:** Assist dentists at the clinic.

**Clinica Esperanza, UT Health Services:** Work in a Wednesday evening clinic (5 – 9 p.m.); must have Spanish language skills and interest in medical profession. 1 credit.

**Dental Rotation Internship:** Opportunity to shadow dentists at two practices.

**LeBonheur Children's Medical Center, Pediatrics:** Involves rotations through several activities including participation with a team of medical students, residents and physicians on rounds and in staff meetings, rotations through several outpatient clinics and observation of surgical procedures. An effort is made to tailor the activities to interest of individual students. Must be available Tuesdays and Thursdays from 8:00 a.m. - 12:00 p.m. Minimum GPA: 3.2

**LeBonheur Children's Medical Center, Community Outreach:** Provide outreach education about HIV and HIV treatment to the community, HIV testing (in a community and medical clinic setting) and Needs Assessment. Interns must be able to speak to small public groups and participate on community planning groups. Interns will also meet with Spanish speaking clients in the Le Bonheur Infectious Diseases Clinic to ensure that they are able to request needed services for their families. (Must be able to speak Spanish.) Interns will be considered part of the Family Care Program staff and will be included in planning and service provision.



**Memphis Pink Palace Museum Collections Intern:** The intern selects a research topic within an area of interest- anthropology, botany, geology, history, or zoology for research. The intern is assigned a collection of objects to describe in detail. The intern is then requested to produce a "user catalogue" consisting of a background paper and detailed descriptions of the objects. The intern is also encouraged to participate in a field-collecting trip and to interact with the administration, exhibits, and education departments.

**Methodist Healthcare North Hospital Administration Intern:** Work with Chief Medical Officer (an alum) on hospital administration.

**Methodist Healthcare Sleep Disorder Center Intern:** Shadow a pediatric neurologist in sleep disorder clinic.

**Pediatrics East:** Observe and assist a pediatrician with well-baby and child check-ups as well as appointments for sick children. Must be available Tuesdays - Thursdays Minimum GPA: 3.0

**Pediatric Physicians:** Observe and assist a pediatrician with well-baby and child check-ups as well as appointments for sick children. Minimum GPA: 3.0

**Planned Parenthood Education Intern:** Following a training period, coordinate and implement a complete sexual health education series with an applicable social service agency.

**Planned Parenthood Spanish-speaking Health Educator:** same as above with Spanish-speaking population.

**St. Jude Children's Research Hospital Anesthesiology:** (Note: due to staff changes in this department, there is a chance that this internship may not be offered. If this is your top choice, please list it as such but be sure to list additional choices.) Observe anesthesiology staff and surgeries. Internship is available Mondays and Wednesdays 8:00 a.m. – 12:00 p.m. or Tuesdays and Thursdays from 8:00 a.m. – 12:00 p.m. Please specify M/W or T/R on application. Minimum GPA: 3.2

**St. Jude Children's Research Hospital Physical Therapy Intern:** Observe and assist physical, occupational, and speech therapists.

**St. Jude Research Hospital Nursing Intern:** Observe and assist nursing staff. (Positions are dependent on availability)

**University of Tennessee, Dept. of Internal Medicine and division of Pulmonary/Critical Care Intern:** Shadow physician; research medical conditions to write research paper. (This internship is pending; final arrangements are being discussed with UT).

**Wolf River Conservancy Inc. Intern:** Assist with various habitat restoration sites that need botanical inventories.

\***Vet internships** can also be arranged. Please schedule an individual meeting with Dr. Alan Jaslow, Biology.

## **BUSINESS ADMINISTRATION**

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*Requires Professor Dee Birnbaum's signature on internship applications for Bus 460 and 360 (4 credits); Bus 460 and 360 qualify for F11 credit.*

*Requires Professor Debbie Pittman's signature on internship applications for finance internships through Bus 461 (1 credit) and Professor John Planchon's signature on internship applications for marketing internships through Bus 461 (1 credit)*

**Bartlett Area Chamber of Commerce Economic Development Intern:** Assist in gathering pertinent data (economic, demographic, industrial, etc.) that is used in marketing the community as well as strategic

planning; assist in identifying relevant issues (political, workforces, housing, etc.) that could have an impact on the community; attend selected BACC events.

**Bear Stearns Intern:** Work in research for this investment firm. 3.5 overall gpa required.

**Deloitte, Audit Intern:** The intern will assist seniors, staff and managers at multiple Deloitte audit engagements and will learn important skills including: identifying audit risk, audit approach, documentation, understanding the requirements of and reviewing public and private company reporting documentation. (This internship may be available in the fall but not sure at the time of printing.)

**FedEx Marketing:** Assist with marketing efforts in the creation of a next-generation customer automation solution. Interpreting customer needs, defining business requirements, performing various customer and industries analysis. Appreciation of technology is a must! Prefers 3.0 (overall or major).

**FedEx Financial Analysis Intern:** Work with Senior V.P. to benchmark investment in E Commerce Technology software (which automates shipping, tracking and related activities) against software companies that sell their solutions. Determine market value of FedEx software and FedEx cost structure in relation to those in the software industry. Will use financial modeling and cost accounting. Business students with accounting, finance or econ and minimum 3.0 overall gpa required.

**FedEx Economic Research Intern:** Work with senior economist. Must be an econ major with strong academic background.

**FedEx Innovation Analyst:** Assist in establishing new methods for generating and executing innovation activity. Areas may include: assisting with knowledge capture and management and/or analyzing innovation methodologies to ensure effectiveness. 3.0+ overall GPA strongly preferred; marketing course(s) required.

**Green Square Capital, LLC, Financial Analyst:** Gain exposure to trading concepts in relation to market conditions; observe active equity and fixed income trading; assist with the creation of monthly Capital Markets overview.

**Gyrus ENT, Market Research:** Conduct market research for ENT products. Conduct phase interviews and formal research of market information and statistical data to help division establish priorities for new market entry. Must have entry-level statistics/market research background; basic spreadsheet skills.

**Gyrus ENT, Human Resources:** Assist with job description updates to reflect new or modified job functions; prepare a position training requirements analysis for positions to be attached to all job descriptions to assist in compliance of ISO standards; update employee training records for ISO compliance.

**International Paper Marketing Intern:** Position varies pending current projects.

**Investment Performance Services Group Investment/Audit:** Analyze and record monthly activity of clients' accounts; assist in preparation of monthly and quarterly reports on financial standing; assist with special reports requested by the client or independent auditors and CPAs.

**KPMG, Accounting:** Public accounting. Must have completed intermediate accounting. 3.0+ GPA required.

**Lancaster Financial Services of Memphis, Financial Planning:** Use financial planning software to prepare financial plans; research mutual funds using Morningstar; assist in life and disability analysis.

**Medtronic Sofamor Danek, Marketing:** Assist in the day to day product sales analysis to document trends, sales potential, and seasonality of products to be used in forecasting process. 3.0+ gpa strongly preferred.

## Memphis Chamber

**Mercer Capital Management, Financial Analyst:** Assist with preparation and delivery of business valuation opinions, transaction advisory services, and related analysis and consulting. May also assist with research department. Must have a 3.0+ GPA overall and in major.

**Morgan Keegan & Co., Investment Banking internship:** Assist Investment banker in evaluating companies' financial strategy and determine best course of action; assist with financial modeling and analysis, presentation creation and assembly, due diligence and document drafting. Overall/major GPA of 3.5+ strongly preferred.

**Morgan Keegan & Co., Equity:** Conduct equity research. Must have strong interest in investment banking. Overall/major GPA of 3.5+ strongly preferred.

**Public Financial Management, Finance:** (PFM is the leading provider of financial advisory services for the state and local governments) Analyze and update debt profiles for clients, including comparing static refunding analyses to option value analyses. Intern will learn bond pricing routines, municipal bond structures, and option value analysis.

**Smith & Nephew, Marketing:** Projects vary each semester.

**Sovereign Wealth Management Intern:** Work with CPA in reconciliation of system to the brokerage statement; assist with preparation of various reports/client deliverables; use Quickbooks to update client bills

**Thompson Dunavant PLCC, Accounting:** Public accounting responsibilities. Must have completed intermediate accounting.

**Wright Medical Marketing Intern:** Assist hip product managers in planning, implementing, and controlling all marketing related aspects of applicable products including long-range strategic planning and short-term tactical execution. Major in business or biology with business courses/aptitude. Must have 3.0 GPA.

## CHEMISTRY

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*Requires Professor David Jeter's signature on internship application*

**Buckman Laboratories, Intern:** Projects will vary depending on current research.

## EDUCATION

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*These internships are coordinated separately by Prof. Mark Smith; contact Prof. Smith for additional information. Education internships are typically available in the spring semester.*

## ENGLISH

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*Requires Professor Gordon Bigelow's signature on internship application*

**Action News 5, News and Sports Interns:** Assist in editing and producing news and sports shows. Good writing and communication skills required. Must be interested in broadcast. Requires 18 hours/week.

**ArtMemphis (previously Greater Memphis Arts Council), Communications & Development Intern:** Assist with fall/winter newsletter; creating and proofing internal correspondence; proofing printed pieces; helping with community education efforts and arts advocacy; assist with mail campaigns to donors.

**At Home Tennessee Magazine Editorial Intern:** Assist editorial staff; update subscription and advertising database; research editorial content; attend all editorial meetings; assist on photo shoots; fact check and contribute to editorial to each issue. Minimum GPA: 3.0.

**Bridges Communications Assistant:** Write press releases and short articles; interview and research for articles; assist with website review and updates.

**Chi Omega, Foundation Intern:** Assist with Annual Fund campaign projects; manage scholarship fund contacts; write newsletter stories, press releases and solicitation letters; market Foundation Ambassador position.

**Memphis Child Advocacy Center Intern:** Develop, research and write relevant articles for newsletter and other publications; conduct public awareness presentations; conduct outreach activities including media; research grant opportunities; assist in planning and evaluating programs; conduct demographics study and report on relevant new research in the areas of child sexual abuse and social services.

**Church Health Center – Public Affairs.** Write stories for newsletter; assist in developing brochures; take photos.

**The Collierville Herald – Reporter/Photography:** Edit/proof reading news stories; cover news worthy events independently or with another reporter; write articles (must be able to meet deadlines); take pictures.

**The Daily News Intern:** light research, shadowing editor and reporters, proofing and editing articles, periodic background writing, pre-qualifying stories and incoming press releases, light phone interviewing for baseline information for stories.

**Davis-Kidd Booksellers Marketing Intern:** Works with Public Relations and Events Coordinator via press releases, phone calls and emails to contact local media for events, including author appearances, book signings, promotions, sales and non-profit partnerships. Assist marketing department in hosting and publicizing events and representing D-K to major publishing houses, authors, media and businesses.

**Ducks Unlimited, Communications Intern:** Writing/editing press releases and newsletter; formatting email newsletters; writing sections for the annual report; and other writing opportunities.

**Hope House, Marketing Assistant:** Will help with organizing and developing Hope House in the Memphis Community through public relations media. Assist with grant writing and follow-ups with various companies. Help with presentations to companies and some fundraisers.

**Lausanne Collegiate School Communications Intern:** Write press releases, write and copy edit various materials including the school magazine, postcards, and brochures, write and copy edit electronic publications such as e-newsletters, and participate in special events.

**LeBonheur Children's Medical Center Communications Intern:** The communications intern is responsible for assistance with day-to-day communications/public relations support, as well as handling writing assignments and ensuring strong customer service to all who interact with the department (Associates, physicians, public and media).

**Memphis & Shelby County Film Commission Project Specialist Intern:** Assist in reviewing movie scripts and identifying locations in Memphis using still shots and displays to lure major film companies to Memphis for production. Work is confidential!

**Memphis Magazine/Memphis Flyer Writing Intern:** Assist magazine editors by: researching and writing 400-800 word "City Beat" features; proofread and fact-check columns and feature stories; compile and update restaurant and calendar listings; write introductory essays for "Inside Memphis" and other supplements. Writing samples will be required.

**RiverKings Media Intern:** Assist with print and broadcast media that cover the RiverKings (hockey). Assist in preparing daily game notes, write and distribute story and box score to national and local media outlets.

**Memphis Symphony Orchestra Public Relations Intern:** Assist in writing news releases and public service announcements; compile and send out media kits; file monthly calendar listings; work with PR Director in setting up TV promotional spots.

**Memphis University School Public Relations Intern:** Research and write feature stories, articles of interest, and alumni profiles; assist with the content and writing for the Headmaster's Newsletter; write and produce press releases; assist with special events.

**Opera Memphis, P.R./Marketing Intern:** Assist in creation of press releases and newspaper advertisements; assist during special marketing functions; conduct research and assist Principal Performers when needed. Proficiency with Microsoft Office and Adobe PageMaker preferred.

**Rhodes College Writing Fellow:** Fellows will commit each semester to attending a 151 class, reading the texts, advising and tutoring students, meeting with faculty (fellows who have not yet taken ENGL 465 will also have that commitment and will receive one credit). As an English department program, English faculty—in particular the director of the Writing Center—will manage and appoint all fellows according to departmental standards with high emphasis placed on students' writing abilities. Interested students must be Junior or Senior English majors and must have at least a 3.5 GPA. Prof. Finlayson directly coordinates this internship.

**St. Mary's Writing Intern:** Research and write feature stories, articles of interest, and alumni profiles for a private, all-girl school; write and produce press releases; assist with special events.

**True Story Pictures, Communications Intern:** Responsible for researching and writing articles for the newsletter including updates about program progress and short profiles; editing other articles; formatting newsletter; and sending newsletter via email distribution. Also, writing articles for website.

**WKNO-TV/FM, Promotions:** Assist with radio promo copy, promotional events, fundraising events, press releases and target mailings; must be able to type, self-motivated, strong organizational skills.

## **HISTORY**

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*Requires Professor Lynn Zastoupil's signature on internship application; qualifies for F11 credit.*

**American Contract Bridge League Archive Intern:** Preserve and catalog archive and artifact holds. This collection consists of books, photographs, documents, objects and film/video/audio. Internship includes training to use the industry's premiere museum software, Past Perfect; experience utilizing preventive preservation techniques; and learning the basics of digitizing historical photograph and document collections.

**Byran Winsett, III, Attorney at Law Criminal Defense Intern:** Support a solo practitioner whose practice focuses on criminal defense; interview witnesses; prepare sworn statements; legal research and preparation of motions; assist in trial preparation.

**Davies Manor Association Research Assistant:** Catalogue and organize the information on site with further research done on such subjects as log house construction, farming practices, sharecropping or tenant farming, history of surrounding communities, etc.

**Gilliam Foundation, Video Archivist Intern:** Organize and log all videos made for the WLOK History Project. These videos contain interviews with 1960's –era civil rights activists, along with WLOK radio personalities and politicians. "Logging the tape" is a process of watching the video and recording in writing the content which transpires.

**History News Network:** Assist with internet journalism. Interns work from campus/room and must be self-directed. Research history internet sites; assist in developing new ideas for cover stories and articles; promote website and sign up members to free weekly newsletter.

**Holland & Associates, PLLC Legal Intern:** Work with a “holistic” lawyer in office work and legal project such as a legal brief, legal memorandum, settlement or negotiation letter; meet with supervising attorney at least bi-weekly; participate in trials when possible. Holistic law is a multidisciplinary, or more client-oriented and problem-solving oriented approach to legal problems, than traditional legal practice which tends to be more litigation and adversarial in approach.

**Memphis Pink Palace Museum, Collections Intern:** The intern selects a research topic within an area of interest- anthropology, botany, geology, history, or zoology for research. The intern is assigned a collection of objects to describe in detail. The intern is then requested to produce a "user catalogue" consisting of a background paper and detailed descriptions of the objects. The intern is also encouraged to participate in a field-collecting trip and to interact with the administration, exhibits, and education departments.

**Memphis/Shelby County Public Library & Information:** The internship provides training in processing manuscript collections (analyzing and organizing materials, preservation of material, and preparation of a computer-generated guide to the collection). At the end of the semester, the intern's project will be bound and entered in the Library's catalog, providing a permanent record of the student's work.

**MIFA Historical Research:** In 2008, MIFA will celebrate its 40<sup>th</sup> Anniversary. The intern will update the last 10 years of MIFA history by researching MIFA from 1998 – 2008, conducting oral interviews, and completing a research paper which will be published as an addition to the 1968-1998 history already written.

**National Civil Rights Museum:** Assist in research and archival work. Conduct an analysis of the annual Visitor Survey using SPSS software and creating a PowerPoint presentation. Also, opportunity to work on newly established “Voices of Freedom” oral history project by transcribing videotaped interviews with prominent civil rights activists and local leaders.

**Padgett, Whitworth, Donohue and Mickiewicz, Legal Intern:** Assist with case management, research for cases, writing letters to clients, opposing attorneys, and any other individual or company involved in the cases, brief preparation of files for clients, court dates, and hearings. Will have direct contact with clients.

**Rice Amundsen LLPC Legal Intern:** Work one-on-one with an attorney and assist the attorney in the many aspects of a legal action.

**STAX Museum of American Soul Music:** The ideal candidate for this internship shall possess a keen interest in the history of STAX including political and sociological issues. Intern will assist in exhibits, archives, and education.

## **INTERNATIONAL STUDIES**

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*Requires Professor David Romano's signature on internship application.*

**Barry Frager Law Firm:** Assist in the preparation of immigration forms for submission to the US Department of Homeland Security. Responsible for research and case preparation on cases filed with US Department of Justice – Exec. Office for Immigration Review. There will be direct client contact, which is ideal for an intern interested in law school.

**FedEx Sales:** International projects with all of FedEx global locations. Assignments will require data analysis and recommendations for the respective projects including international business research. Current projects are related to US Department of Commerce and selling strategies between the US, Europe, and Asia. Participate on international conference calls/meetings and interface with management/professionals in other regions to support inter-regional projects.

**FedEx Global Service Participant Planning and Development Team:** This six person team drives global business processes and procedures and develops the tolls needed to provide products and services to over 140 countries. Interns create professional business documents, develop user communications for

products, test applications at all stages of development, attend meetings with other teams, and work closely with the team to ensure success.

**Latino Memphis:** Map the Hispanic community in Memphis; develop and implement ESL lesson plans; research potential funding opportunities; help establish a mentor program between Rhodes and MIFA to work with Latino children in the public school system. Must be proficient in Spanish.

**Attorney Samantha Neumann** ([www.thepurplefirm.com](http://www.thepurplefirm.com)), Intern: Interacts closely with the attorney and clients providing support in a range of areas including: conducting research on legal issues; drafting documents; assisting in preparation of documentation; updating client database and filing. Working knowledge of Spanish is required.

**Refugee Empowerment Program Intern:** Assist staff in developing effective ways to empower refugees in Memphis; assist in an after-school tutoring program; Assist with ELL program for refugee adults; Assist in researching, developing, and writing grants; research refugee rights.

**Refugee and Immigration Services Intern:** Intern may choose from several such as: establishing a newsletter for refugees in their own language; other creative ideas welcomed. Must be sensitive to people from other cultures!

**Siskind Susser Immigration Law Firm, Communications Intern:** Contribute to immigration law firm's weekly and monthly on-line publications; assist in various marketing projects; assist with web site development.

**U.S. Attorney's Office Pre-Law Intern:** Assist in limited legal research, organizing and analyzing documentary evidence. The U.S. Attorney is responsible for prosecution of most federal crimes including white-collar fraud, mail fraud, public corruption, bank robbery, tax evasion, drug offenses, etc. Interns will learn about the trial of cases in the U.S. District Court by assisting in preparation for trial and observation of trials.

**U.S. Department of Commerce/U.S. Export Assistance Center Trade Assistant:** Conduct market research by extracting information from various sources then compiling the information into briefings; develop company profiles and case studies; compile news stories and press releases; support export seminars and conferences.

**U.S. Senate Intern – Alexander:** Assist with office procedures of U.S. Senator Lamar Alexander. Interact with constituents and the staffs of Washington, D.C. and Tennessee. Assist with special projects as needed.

**U.S. Senator Bob Corker Intern:** Interns will work with the congressional staff in a broad capacity including legislative issues, constituent services, and administrative support. Interns will have the opportunity to attend tours and seminars with the senator will available.

## **MATH/COMPUTER SCIENCE**

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*Requires Professor Eric Gottlieb's signature on internship application*

Internships are created based on student's qualifications and interests. Schedule an appointment with Sandi George Tracy, Career Services to discuss options.

## **MUSIC**

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*Requires Professor Tim Sharp's signature on internship application*

**Dixon Gallery and Gardens Education Intern:** Involved in preparing and overseeing educational programs and activities; assist with volunteer training; conduct a semester long education project. Stipend available if not receiving credit.

**The Blues Foundation:** Work with radio staff to help stations get needed show material. Assist with organizing talent for the W.C. Handy Awards and Beale Street Caravan. Help with membership and affiliate promotions. Interns will also work with publicity and media. Interest in public relations required, especially in the blues genre.

**Germantown Performing Arts Centre, Marketing and Development Intern:** Assists in writing/editing GPAC newsletter, season program, brochures and concert notes; assists in concept/design of advertising campaigns; assists in fund-raising programs; write/edit appeal and acknowledgment letters. Must be computer literate and be able to maintain confidentiality.

**Memphis Pink Palace Museum Collections Intern:** The intern selects a research topic within an area of interest- anthropology, botany, geology, history, or zoology for research. The intern is assigned a collection of objects to describe in detail. The intern is then requested to produce a "user catalogue" consisting of a background paper and detailed descriptions of the objects. The intern is also encouraged to participate in a field-collecting trip and to interact with the administration, exhibits, and education departments.

**Memphis Symphony Orchestra Public Relations Intern:** Assist in writing news releases and public service announcements; compile and send out media kits; file monthly calendar listings; work with PR Director in setting up TV promotional spots.

**National Academy of Recording Arts & Sciences, Inc. Intern:** Assist with a variety of professional and educational outreach programs including GRAMMY Foundation programs (GRAMMY in the Schools, Concert Series for Children, etc.), newsletters, event planning, research, and database management. Interns receive in-depth exposure to techniques and practices of a professional recording industry organization and will perform some administrative duties. Some evening and weekend hours may be required.

**Opera Memphis P.R./Marketing Intern:** Assist in creation of press releases and newspaper advertisements; assist in designing and publication of newsletter; assist during special marketing functions; recruit advertisers. Must be willing to learn PageMaker.

**Orpheum Management Intern:** Assist in all areas of theatre management marketing, publicity, education, special events, box office, accounting. Must have interest in a variety of management areas and be flexible.

**STAX Museum of American Soul Music:** The ideal candidate for this internship shall possess a keen interest in the history of STAX including political and sociological issues. Intern will assist in exhibits, archives, and education.

**WKNO-TV/FM Promotions:** Assist with radio promo copy, promotional events, fundraising events, press releases and target mailings; must be able to type, self-motivated, strong organizational skills.

## **POLITICAL SCIENCE**

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*Requires Professor Ashley Coffield's signature on internship application; qualifies for F11 credit.*

**Center City Commission:** Work on special projects with an organization whose mission is to develop downtown Memphis. Position availability varies pending current projects.

**Community Legal Center:** Screen potential clients and observe mediation in a law clinic that provides legal services to low-income, working people.

**CASA, (Court Appointed Special Advocates) Juvenile Court Intern:** Represent the best interest of abused, neglected or other children whose placement is being determined by the Court. Must have very flexible schedule. (Good experience for those considering careers in law, social work or family counseling.) Must be 21 by January 2008.



**Autumn Chastain, private defense attorney:** Observe the activities of a private defense attorney and provide assistance with legal documents.

**Marty McAfee, private defense attorney:** Observe the activities of a private defense attorney, mornings required.

**Memphis Child Advocacy Center:** Develop, research and write relevant articles for newsletter and other publications; conduct public awareness presentations; conduct outreach activities including media; research grant opportunities; assist in planning and evaluating programs; conduct demographics study and report on relevant new research in the areas of child sexual abuse and social services.

**Memphis City Council:** Work directly with members of the City Council on research projects and observe Council meetings; need Tuesday afternoons and evenings available.

**Shelby County Public Defender:** Assist attorneys in court and with clients; prepare paperwork for cases; assist in specialized courts such as drug courts.

**U.S. Congressman Steve Cohen, District Office:** Interact with constituents and provide constituent service in Congressman Cohen's Memphis office and assist with special projects as needed.

**U.S. Senator Lamar Alexander Intern:** Assist with office procedures of U.S. Senator Lamar Alexander. Interact with constituents and the staffs of Washington, D.C. and Tennessee. Assist with special projects as needed.

**U.S. Senator Bob Corker Intern:** Interns will work with the congressional staff in a broad capacity including legislative issues, constituent services, and administrative support. Interns will have the opportunity to attend tours and seminars with the senator will available.

**Wolf River Conservancy:** Assist with various habitat restoration sites and environmental efforts.

## **PSYCHOLOGY**

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*Requires Professor Natalie Person's signature on internship application*

**Big Brothers Big Sisters Intern:** Assist case managers in caseload management; attend orientation and receive in-service training; conduct orientation for volunteers, parents and children; conduct interviews of volunteers; conduct home visits for volunteers and children; participate in fundraising and administrative responsibilities.

**Baddour Memorial Center Psychology Intern:** The Baddour Center is a private, non-profit residential service community for adults with mild or moderate mental retardation located in Senatobia. Interns will work in clinical assessments, group counseling, behavior interventions, resident reinforcement, and program development. Interns also have the opportunity to participate in teaching experiences and research.

**CASA (Court Appointed Special Advocate) Juvenile Court Intern:** Represent the best interest of abused, neglected or other children whose placement is being determined by the Court. Must have very flexible schedule. (Good experience for those considering careers in law, social work or family counseling.) Must be 21 by August 2008.

**Church Health Center Child Life Specialist:** Supervise and assist children in individual exploration and group teaching activities in the Child Life Room, Infant Toddler Room, and Intergenerational Art Studio. Teach curriculum, provide exercise and movement assessments and child prescriptions. Research information and create new lesson plans based on needs of clients and current trends.

**COMEC (Commission on Missing and Exploited Children):** Conduct a study of issues surrounding missing and exploited children; verify and examine legislative issues; draft proposals for financial assistance in regard to prevention outreach efforts.

**DeNeuville Learning Center Intern:** (non-profit educational and vocational facility for low income women) Assist with education, grant writing and preparation of students for job placement. Serve as project coordinators for special projects.

**Friends for Life Corp. Psychology Intern:** Conduct assessments on persons with HIV/AIDS who present for services; assist in conducting support groups and developing therapeutic activities; assist in record-keeping; assist in evaluating services provided.

**Latino Memphis:** Map the Hispanic community in Memphis; Develop and implement ESL lesson plans; research potential funding opportunities; explore innovative cross cultural awareness projects/programs within the US; establish a mentor program between Rhodes and MIFA that works with Latino children in the public school system

**Planned Parenthood Education Intern:** Following a training period, coordinate and implement a complete sexual health education series with an applicable social service agency.

**Shelby Residential & Vocational Services Intern:** SRVS provides opportunities to people with developmental disabilities. Students are encouraged to take an active role in determining the scope of their internship to best meet their professional goals. All students participate in group and individual therapy, treatment plan development, peer consultation groups and human rights committee meetings.

**Snowden Elementary Guidance Counseling:** Work with guidance counselors in addressing students' needs

**United Way of the Mid-South Early Childhood Development Intern:** Assist in development and coordination of pilot childcare quality improvement project. Assist in early childhood research, compilation and dissemination. Assist in developing and implement public awareness campaign and advocacy.

**West Tennessee Family Solutions Good Life Intern:** Work with adults with developmental disabilities enrolled in the Good Life Center program; design a 12 week class under one of the four pillars: academic, enrichment, vocational, or advocacy; function as the main facilitator within the classroom and community activities. (Interns will NOT be responsible for tending to medical or behavioral needs of individual participants.)

**Youth Villages Teacher/Counselor:** Lead education groups and sports, chart progress notes, observe treatment teams.

**YWCA Abused Women's Services Shelter Intern:** Answer crisis calls, help with children, interact with women and provide support; may also assist with orders of protections, warrants, etc.

## **RELIGIOUS STUDIES**

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*Requires Professor Mark Muesse's signature on internship application*

**Big Brothers Big Sisters Intern:** Assist case managers in caseload management; attend orientation and receive in-service training; conduct orientation for volunteers, parents and children; conduct interviews of volunteers; conduct home visits for volunteers and children; participate in fundraising and administrative responsibilities.

**CASA (Court Appointed Special Advocate) Juvenile Court Intern:** Represent the best interest of abused, neglected or other children whose placement is being determined by the Court. Must have very flexible schedule. (Good experience for those considering careers in law, social work or family counseling.) Must be 21 by August 2008.

**Child Advocacy Center Intern:** Develop, research and write relevant articles for newsletter and other publications; conduct public awareness presentations; conduct outreach activities including media; research grant opportunities; assist in planning and evaluating programs; conduct demographics study and report on relevant new research in the areas of child sexual abuse and social services.

**COMEC (Commission on Missing and Exploited Children):** Conduct a study of issues surrounding missing and exploited children; verify and examine legislative issues; draft proposals for financial assistance in regard to prevention outreach efforts.

**Correctional Alternatives, Inc. Community Service Intern:** Work with offenders who are court-ordered to perform community service work; establish service sites, coordinate work hours and supervise work.

**Crossroads Hospice Psycho-Social Team Intern:** Interview patients for memory book information; help volunteer coordinator with community service projects; assist with newsletter and new projects as they arise.

**DeNeuville Learning Center Intern:** (non-profit educational and vocational facility for low income women) Assist with education, grant writing and preparation of students for job placement. Serve as project coordinators for special projects.

**Diversity Memphis, Co-coordinator Faith Programs/Communications/Programming:** Assist in developing and implementing the plan of work in one of the three areas (Faith, Communications or Programming). Involved in all areas of operation.

**The Food Bank:** Assist with public relations by developing a comprehensive communications plan, generating and disseminating media releases, producing quarterly newsletters. Help to coordinate special events and cause-related marketing activities. Oversee volunteer training and scheduling of individual and group volunteers. Intern must have strong verbal and written communication skills, knowledge of word processing and PageMaker, and own vehicle.

**Friends for Life Corp. Intern:** (mission is to enhance the quality of life for men, women and children affected by HIV/AIDS) Assist with pastoral counseling and support groups; assist in securing church and synagogue involvement with activities; assist in agency's Buddy Program linking churches and persons with HIV/AIDS.

**Habitat for Humanity of Greater Memphis, Inc.:** Help place volunteers for building homes. Help find new volunteers and place them. Must be good with people and want to help people receive a habitat home.

**Habitat for Humanity of Greater Memphis, Inc. Special Events:** Assist in organizing special fund raising events and annual volunteer recognition. Coordinate the Collegiate Challenge, a special building project with area colleges and high schools.

**Hope House Marketing Assistant:** (non-profit day care for children affected or infected with HIV/AIDS ages 6 weeks to 5 years) Help organize and develop Hope House in the community through p.r. and media. Assist with grant writing.

**Latino Memphis:** Map the Hispanic community in Memphis; Develop and implement ESL lesson plans; research potential funding opportunities; explore innovative cross cultural awareness projects/programs within the US; establish a mentor program between Rhodes and MIFA that works with Latino children in the public school system

**Make-A-Wish Foundation Intern:** Research and analysis of special campaigns; coordinate publicity releases and wish granting details.

**Methodist Chaplaincy Internship:** See Prof. Muesse or Prof. Jordan for more information. This is coordinated separately.

**Mid-South Interfaith Network for Economic Justice Workers Rights Intern:** Writing and researching educational, action, or worship resources for newsletter; interviewing low-wage workers and writing worker testimonials; mobilizing Mid-South Interfaith members for worker rights actions; organizing student support for campaigns.

**Planned Parenthood Education Intern:** Following a training period, coordinate and implement a complete sexual health education series with an applicable social service agency.

**First Presbyterian Church Outreach Ministry Intern:** Assist in management of “clothes closet” providing clothing and supplies to the homeless. Project would include recruiting & training volunteers; interview clients, and write for quarterly newsletter.

**Shelby County Government Victims Assistance Center Assistant to the Executive Director:** Assist in identifying funding sources and developing grant proposals; participate in the development of collaborative programs with other agencies; develop agency literature including training materials and manuals; increase the accessibility of the agency to non-English speaking clients.

**Trinity United Methodist Church Spiritual Formation Intern:** Assist in developing programming and provide leadership for Sunday evening UMYF (United Methodist Youth Fellowship) with specific responsibilities for ministry with 6<sup>th</sup> – 7<sup>th</sup> grades. Assist with planning and leadership for evening workshop services occurring on the second Sunday of each month or assist youth with planning and leadership for monthly Sabbath School at Holy Community United Methodist Church. Research and develop an Art & Spirituality workshop.

**United Way of the Mid-South Early Childhood Development Intern:** Assist in development and coordination of pilot childcare quality improvement project. Assist in early childhood research, compilation and dissemination. Assist in developing and implement public awareness campaign and advocacy.

**Uptown Alliance Community Land Trust Intern:** Support and organize efforts for the Community Land Trust including collecting, analyzing and presenting information to the board to define community development activities of the alliance. Priorities: community building, workforce development and affordable housing.

**Youth Villages Teacher/Counselor:** Lead education groups and sports, chart progress notes, observe treatment teams.

**Youth Villages Volunteer Intern:** Recruit volunteers for special events and ongoing programs. Assist with volunteer and intern placement. Assess agency volunteer and intern needs. Manage special volunteer projects and events.

## **MODERN LANGUAGE/SPANISH**

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*Requires Professor Eric Henager's signature on internship application*

**Latino Memphis:** Map the Hispanic community in Memphis; Develop and implement ESL lesson plans; research potential funding opportunities; explore innovative cross cultural awareness projects/programs within the US; establish a mentor program between Rhodes and MIFA that works with Latino children in the public school system.

Additional internships are available pending student's interests. Please schedule a meeting with Sandi George Tracy by calling 901.843.3800.

## **URBAN STUDIES**

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*Requires Professor Mike Kirby's signature on the internship application; qualifies for F11 credit.*

**Bartlett Area Chamber of Commerce Economic Development Intern:** Assist in gathering pertinent data (economic, demographic, industrial, etc.) that is used in marketing the community as well as strategic planning; assist in identifying relevant issues (political, workforces, housing, etc.) that could have an impact on the community; attend BACC events.

**Common Ground Memphis Intern:** Participate in all aspects of the initiative including attending meetings, develop marketing strategies using social networking sites and local blogs, assist with recruitment of participants. Common Ground is a committee to have discussions regarding race relations in Memphis.

**Community Development Council:** Work specifically with the Coalition for Livable Communities; attend meetings and take minutes; contact neighborhood associations; coordinate at smart growth presentation/evaluation of different neighborhood associations; create promotional brochures.

**Memphis Family Shelter Intern:** Work with children or families that were formerly homeless.

**Memphis & Shelby County Office of Planning & Development:** Assist with planning and economic development issues; projects may vary pending interest of student and current projects.

**Mid-South Peace & Justice Center Intern:** An interracial organization dedicated to nonviolent education, advocacy, and action for local and global peace and justice issues. Interns may assist with several projects including Peace Committee, Community Gardens in Orange Mound ( a low income neighborhood), Global Goods Store (Fair Trade), and/or Memphis Living Wage Coalition.

**MIFA Handyman Program Intern:** Work with an interracial organization dedicated to nonviolent education, advocacy, and action for local and global peace and justice issues. Interns may assist with several projects including the Peace Committee, community gardens in Orange Mound (a low-income neighborhood), Global Goods Store (Fair Trade), and/or Memphis Living Wage Coalition.

**Perea Pre-school Intern:** Assist with pre-school program for children from low-income families.

**RISE Intern:** Assist with bankruptcy study with a grant from the American Bankruptcy Institute, collect detailed survey information from 1000 bankruptcy filers and then subsequent work to analyze the results. A second project is a study of the pattern of foreclosures in Hickory Hill community and design of foreclosure prevention strategies; GIS skills would be helpful in this project. A third project is public policy advocacy.

**St. Jude Research Hospital Volunteer Coordinator Intern:** Assist in coordinating a large-scale volunteer program.

**Shelby County Criminal Justice Intern:** Work on policy research for Shelby County.

**Shelby County Mayor's Office Intern:** Research and track Shelby County legislation through the legislative process; work on legal issues concerning education and economic growth in the county. Opportunities may also exist to work on health policy.

**Shelby County Public Defender Intern:** Assist attorneys in court and with clients; prepare paperwork for cases; assist in specialized courts such as drug courts.

**United Housing, Inc. (UHI) Housing Development Intern:** Oversee communications between UHI and contracted project management consultant including timely management of bids and contact with contractors; develop record keeping system; handle correspondence with rehab customers; recruit and direct volunteers for site work days.

**United Housing, Inc. (UHI) Lending Manager Intern:** Manage lending files; receiving and directing rehabilitation loan inquires, following up with delinquent loan payments each month; producing and distributing loan coupon books; producing informational materials.

**United Housing, Inc. (UHI), Outreach Intern:** Assist with general outreach activities to area churches and community organizations; enter client data into the Home Counselor Online System; schedule clients for classes; scheduling speakers for homebuyer education classes.

**VECA CDC Intern:** Located near campus, assist VECA with current projects.

**Vollintine Boys & Girls Club Intern:** Opportunity to work with effective youth programs.

**The Works Intern:** Participate in a dynamic faith-based housing development corporation in South Memphis.

## **THEATRE**

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*Internships are arranged on an individualized basis. Schedule a meeting with Sandi George Tracy for additional information.*

## **WOMENS STUDIES**

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*Requires Professor Judy Haas' signature on internship application*

**Center for Research on Women:** (mission: to conduct, promote, and disseminate scholarship on women and social inequality) Current projects include: sexual harassment of teens in Memphis middle and high schools, Memphis Safe Campus Consortium, Infant Mortality in Memphis. Interns would be involved in research on one or more areas.

**DeNeuille Learning Center Intern:** (non-profit educational and vocational facility for low income women) Assist with education, grant writing and preparation of students for job placement. Serve as project coordinator for special projects.

**Planned Parenthood Education Intern:** Following a training period, coordinate and implement a complete sexual health education series with an applicable social service agency.

**Women's Foundation for Greater Memphis Grant Writing Intern:** Research grant funding opportunities; research community issues including those impacting women's economic self-sufficiency and women's leadership.

**Youth Villages Volunteer Intern:** Recruit volunteers for special events and ongoing programs. Assist with volunteer and intern placement. Assess agency volunteer and intern needs. Manage special volunteer projects and events.

**YWCA Abused Women's Services Shelter Intern:** Answer crisis calls, help with children, interact with women and provide support; may also assist with orders of protections, warrants, etc.