Houston Community College System  
*Faculty and Administrator Scholar Intern Program*  
*Operational Guidelines*

**Purpose:**  HCC is committed to providing an educational environment that meets the needs of a diverse group of students. This program offers scholar interns opportunities to teach, serve as counselors, or serve in administrative capacities in a community college. The general purpose of the program is to develop a system-wide recruitment and training program for priority areas in which successful mentor relationships are formed that will help HCC develop faculty and administrative candidates for possible regular full-time employment in selected priority areas upon completion of a one-year or two-year intern period. The initial assignment will be a posted competitive process. After one year, the intern may be converted to regular full-time employment based on evaluation and recommendation from supervisors.

**Benefits to the Intern:**
- Opportunities to obtain experience specific to community colleges
- Opportunities to establish relationships with professionals in their chosen fields of interest
- Pay of approx. $34,131 per year (minimum of faculty scale) for 9 months of teaching activities.
- Pay of approx. $42,837 per year (12 month) for administrator activities. There will be no administrative interns in the pilot program.
- Benefits coverage and participation in the Teacher Retirement System (TRS)

**Terms and Responsibilities:** The intern faculty or administrator role is a temporary appointment, recommended for up to two full academic years. It is usually full-time and at least 50% of normal load, but may vary due to the specific needs of the program, department, or college and the prior experience of the intern. During the first semester, teaching faculty interns are expected to teach two or three courses under the supervision of a mentor in a team teaching arrangement. During the second semester, the scholar interns will be expected to teach three or four courses with all necessary preparations and faculty duties. The program may be flexible depending on prior experience of the intern with the higher education environment. Both semesters will include required professional development and participation in relevant faculty/staff activities. In the second year, if applicable, the Intern is expected to perform at a higher level and teach a full load of classes. See Attachment A, Roles and Responsibilities of Intern Scholars.

If an intern earns outstanding evaluations, the College Dean, in consultation with members of the department in which the intern is teaching, may recommend to the President to select the intern for the full-time position at the end of either one year or two years of service. If not, the intern position will be returned to position control for reassignment as a new intern position. The reassignment will follow the same protocol for filling of faculty vacancies and prioritizing of new faculty positions as administered by the VCIN and the Chancellor’s Cabinet.

**Recruitment Process:** Several targeted recruitment strategies are recommended:
1) Partner with higher educational institutions within a 200-300 mile radius that have high levels of graduates in the priority areas.
2) Advertise the high tech educational training available to the interns.
3) Recruit in workforce areas with priority positions.
4) Assist with relocation expenses (up to $1,000).
5) Partner with community organization with a similar commitment to enhanced faculty development and diversity at HCC.

The number of internal candidates will not be limited; however, recruitment from external candidates should provide a strong pool of both internal and external candidates.

**Credentials for Interns:** Preferred candidates will have limited college-level teaching experience (with no more than five years of adjunct teaching experience, the equivalent of two and one-half years of full-time teaching experience, or less). Also, teaching faculty interns should have completed the minimum educational requirements listed below prior to their first semester of teaching.

**Academic Faculty:** minimum of a master’s degree with 18 graduate semester hours in the teaching discipline or a master’s degree in the teaching discipline.

**Workforce Faculty:** credentials depend on the type of workforce program. For workforce faculty teaching transfer courses, credentials are the same as academic faculty coupled with 36 months work experience related to the teaching area. For non-transfer courses, in general a minimum of an associate degree from an accredited institution is required coupled with 36 months work experience related to the teaching area. In a few specialized areas, a certificate with 36 months work experience will suffice.

**Developmental Faculty:** minimum of a baccalaureate degree in a discipline related to their teaching area.

Additional criteria:
1) Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, learning needs, and ethnic backgrounds of the community college population
2) Interest in community college teaching, interest in diverse learning styles, applications of instructional technology, active learning, service learning, and other new teaching techniques used in the community college environment.
3) Enthusiasm for student success
4) Ability to speak another language, preferably Spanish
5) Willingness to work with a supervising instructor and team teach
6) Ability to teach day and evening classes at various campuses
7) Basic knowledge and understanding of personal computers and programs, especially MS Word
8) Meet instructor requirement for English language proficiency (Declaration of Primary Language Form)
9) For workforce, ability to document 36 months of related work experience (Verification of Workforce Experience Form)
Credentials for Interns in Critical Need Fields: The HR Department, working together with the VCIN and Chancellor’s Cabinet, may periodically designate a teaching field as one of “critical need” for the college. In these cases, the college will offer support for interns to complete an educational plan to obtain credentials for teaching in the critical need field. Details for this portion of the program are still under construction.

Credentials for Intern Mentors: Mentors will be identified by the college Presidents/ System Office Administrator based on the disciplines and program areas of selected Interns. One release time the first semester for the faculty mentor is recommended, with a team teaching arrangement in which the mentor/intern jointly teach classes, gradually assigning more and more responsibility to the intern. For example the mentor would have a load of 4 classes, the intern 2 or 3. The arrangement can be flexible depending on the situation.

Criteria for Mentors (Supervising Instructors):
1) At least 3 years experience teaching, counseling, or serving as a librarian
2) Committed to professional development of the intern
3) Good student evaluations and satisfactory performance reviews
4) Adequate time to devote to the intern and related training workshops and meetings
5) In same or related discipline as Intern
6) Preferred: prior experience as a mentor or supervising instructor

Instructional Areas: Faculty interns will be sought in those disciplines and program areas identified according to the following criteria: a full-time/part-time faculty ratio of classes taught below 50 percent, student demand as evidenced by numbers of sections taught, and economic projections for future needs. Deans should have input into specific disciplines selected, with the Presidents Council and the VCIN making final determination.

Number of Interns Recommended:
Once an intern is either selected for full-time assignment or released, there is NO INTERN VACANCY created. New intern positions are assigned each year based on need as determined by the VC for Instruction and the Chancellor’s Cabinet.

Selection Process: Intern positions will be announced and filled on a competitive basis. It is recommended that the screening committee be composed of faculty and department chairs from the college department and the discipline committee. Interns will be screened and selected based upon qualifications and potential, rather than a heavy emphasis on teaching experience, with selection made by the College Dean.

Pay:
• Pay for a 9-month faculty internship: approx. $34,131/year (The minimum of the faculty scale)
• If an intern is selected for regular full-time employment, he/she will then receive the salary appropriate to his/her educational credentials and experience.
• Pay for 12-month administrator interns: approx. $42,839/year (No administrative interns in the pilot program)
Supporting Expenses:
Supporting expenses for the program include mentoring, professional development, team teaching, and similar expenses (app. $10,000) and recruitment expenses (ads, mailing, travel, etc., app. $20,000). Above total does not include any relocation expenses. Interns will be reimbursed relocating expenses according to the same guidelines as current faculty and administrators.

Funding:
Intern salary funding will come from System funds through the position control process. Funds will then be transferred to the college budget. At the end of the internship program, funding will continue for the conversion of the intern position to a regular full-time position.

Evaluation of the program and interns: Evaluation will be both formative and summative on the following timelines:

1) End of Orientation: written evaluation by interns
2) End of first semester: written evaluations by interns, mentors
3) End of second semester: written evaluations by interns, mentors, and Department Chairs, plus interviews with Deans; recommendations made by Deans for Intern to be retained as Intern for a second year, terminated, or converted to full-time faculty.
4) End of third and fourth semesters: same process as step three above.

Mentors will evaluate interns using faculty evaluation criteria, including classroom observation rating checklists. Students will evaluate interns using the SEOI process. Department Chairs will evaluate interns each semester. See Attachment “C” for additional evaluation information.

Orientation and Training for Interns: It is recommended that faculty interns complete a weeklong orientation at the start of their internship, consisting of 2 days of General New Employee Orientation (GNEO) (standard for all new employees) and a 3-day Orientation which emphasizes student learning, effective teaching strategies, and the needs of diverse students. Training throughout the program will also include sessions on effective job search techniques as well as other issues that will prepare interns for careers as community college teachers or administrators. Possible topics: community college culture, principles of effective teaching in the community college, uses of instructional technology, diverse learning styles, classroom management, student services available, retention issues, grading and testing, grade sheets, HCC record keeping and reporting requirements, discipline curriculum, expectations of all faculty, orientation to the intern program, active learning techniques, assessing student learning, critical thinking techniques, teaching workforce skills, and so on. This Orientation will be developed and conducted by experienced HCC faculty and staff members under the direction of the HCC Center for Teaching and Learning Excellence.

Interns will also have the opportunity to develop skills in Learning Management Systems, Distance Education instruction, and other instructional technologies.

Current HCC Employees Selected as Interns: The Intern Program is open to both internal and external applicants who meet criteria. Internal candidates will receive the same pay as external candidates, no matter what their current HCC salary. Internal candidates selected for intern positions will move from their current position into the intern position.
**Timeline:**

- Determine Intern positions by discipline: no later than January
- Begin recruitment: February
- Announce positions: February
- Interns selected: May
- Interns report: August date of Faculty Report
- Attend General New Employee Orientation: August date of Faculty Report
- Attend 3-day Faculty Orientation: Three days following GNEO dates

**Program Administration:**

Overall program responsibility: HR/Employment Department, Don Washington Director
Operation, maintenance and program evaluation: Office of VC for Educational Development and Presidents Council.
Orientation/Training Program for Interns: HCC Center for Teaching and Learning Excellence, David Diehl
Program guidance: Steering Committee comprised of representatives from each college, HR, and Office of VC for Educational Development.

**Attachments:**

A: Roles and Responsibilities of Intern
B: Recommended Performance Review of Faculty Scholar Intern
Attachment A: Roles and Responsibilities of Faculty Interns

Professional responsibilities for teaching scholars/interns: The Intern’s responsibilities include numerous activities. The intern is expected to spend a substantial amount of time with the mentor in an appropriate academic setting. The time should include meeting other faculty, observing classes, and learning about new/current educational technology. The intern also teaches and is responsible for presenting lecture, providing classroom instruction, student assessment, insuring student learning, conducting counseling sessions, or performing other academically related activity with the mentor (e.g. campus activities, field work, committee meetings). Interns are also responsible for attending a training seminar and monthly training meetings. Interns should keep a weekly journal of activities, insights, experiences, and “lessons learned.”

Following is a list of professional responsibilities for the teaching scholar intern:
- Teaching – 2 courses (6-8 hours) first semester and 3 courses (9-12 hours) in second semester. Full load following second semester.
- Team teach or assist mentor with his/her instructional assignments in first two semesters, as directed by mentor
- Meet with and assist students during office hours, as directed by mentor
- Observe course(s) each week, taught by mentor or other experienced faculty member
- Tutor students
- Be observed teaching courses each week by mentor or other experienced faculty member
- Set specific goals for individual professional development plan in consultation with mentor and department chair
- Minimum of weekly meetings with mentor
- Receive and offer appropriate criticism. Share ideas with mentor.
- Participation in discipline and department meetings
- Participation in faculty development and intern development activities
- Participation in the faculty evaluation program
- Involvement with appropriate student club(s) and/or student activity program(s)
- Observation of college governance activities (Faculty Senate, Discipline Committee meetings, etc.) Will not serve on these committees as a voting member.
- Attendance at general Faculty Conferences
- Develop sample course materials (syllabi, exams, etc.) as directed by mentor
- Develop appropriate course/counseling materials and methods, which include multicultural education.
- Will not serve on faculty selection committees, committees to select textbooks, nor serve as a sponsor of extra-curricular activities.

Professional responsibilities for counseling scholars/interns: The Intern’s responsibilities include numerous activities. The intern is expected to spend a substantial amount of time with the mentor in an appropriate counseling setting. The time should include meeting other faculty, learning about new/current educational programs, observing other counselor’s activities and learning about student services and programs available. The intern also counsels and is responsible for student assessment and advising, student recruitment and retention activities, and performing other student-service related activity with the mentor (e.g. campus activities, field
work, committee meetings). Interns are also responsible for attending a training seminar and monthly training meetings.

**Following is a list of responsibilities for the counseling scholar/intern:**

- Minimum of 40 hour work week: full-time
- Provide short term counseling to students as appropriate
- Shadow experienced counselor or mentor observing student interactions and meetings
- Assist faculty and staff in the college in handling student problems, academic concerns, educational issues and behavioral concerns
- Assist the Counseling Center with new student orientation, advising, study skills and time management workshops
- Assist the Counseling Center with programs to promote student personal and career development
- Assist the Student Services Offices with programs to promote an understanding of cultural awareness and diversity
- Set specific goals for individual professional development plan in consultation with department chair
- Weekly meetings with mentor
- Receive and offer appropriate criticism. Share ideas with mentor
- Participation in department meetings
- Observation of college governance activities
- Attendance at general Faculty Conferences and Student Services In-services.
- Develop appropriate counseling materials and methods, which include multi-cultural education.
Attachment B: Roles and Responsibilities of Mentor

Mentors’ Roles and Responsibilities:

Mentor responsibilities include activities that both supplement and complement the intern’s development. The mentor serves as the supervising instructor for the intern for the first two semesters. The mentor must orient the intern to the college, introduce the intern to a variety of faculty members and on-campus programs, share his or her expertise, spend time with the intern in weekly meetings, observe the intern while teaching or counseling, assist the intern in planning classroom activities, and constantly provide feedback. It is important that both the Faculty Scholar Intern and the college faculty members have a clear understanding of the role and responsibilities of the Intern, understanding that this is foremost a developmental learning experience. The mentor also shares responsibilities with intern in terms of the interns’ growth and development. Mentors are expected to attend a 4-hour mentoring workshop to prepare them for the mentoring experience. The final responsibility of the mentor is to complete a comprehensive evaluation of the intern.

Professional responsibilities of the Intern Mentor include:

A. Provide the intern with a campus tour identifying key work areas, including
   1) location of support personnel
   2) where mail retrieved
   3) where duplication may be done
   4) location of equipment and supplies
   5) student support services
   6) library
   7) bookstore

B. Meet with the intern prior to the beginning of or early in the semester to set up the following:
   1) regular meeting times
   2) share texts and related teaching/counseling materials
   3) review course syllabi and outlines
   4) assist in completing necessary paperwork
   5) discuss absence reporting and support personnel
   6) discuss campus safety

C. Meet with the intern regularly
D. Respond to the intern promptly
E. Introduce intern to other faculty and staff
F. Assist the intern when he/she is developing course materials, syllabi, assignments, examinations, etc.
G. Share counseling/teaching responsibilities by allowing the intern to take a more active role in evaluations, classroom presentations, student assessment activities, etc., as the intern is ready.
H. Provide realistic experiences without exploiting the intern
I. Assist the intern in identifying and engaging in appropriate professional growth opportunities and goals
J. Provide and receive appropriate feedback
K. Discuss the rights and responsibilities of the instructor, in the classroom and beyond
L. Participate in the intern evaluation process.
M. Assist intern in developing curriculum and approaches in teaching/counseling that include awareness and understanding of diversity and multi-cultural education
N. Assist intern in developing teaching strategies that address various learning styles.
O. Assist intern in resolving classroom management or student-related problems
P. Discuss issues and methods of student recruitment and retention, including the role of the instructor
Q. Observe intern classes weekly and provide feedback
R. Schedule weekly classroom observations for intern of either mentor or an experienced instructor’s classes. It is suggested that the Intern observe the same course over several class meetings for continuity, as well as observe a variety of other classes to get a flavor of different teaching styles. Provide a classroom observation checklist to suggest “what to look for” in the observations.
S. Invite intern to accompany mentor to ancillary activities, such as faculty committee meetings, student club sponsorships, etc.
Attachment C Recommendations for Performance Review of Faculty Scholar Interns

Recognizing that the Faculty Intern program is a learning and transitional period, it is recommended that Intern Performance Review be based on growth and progress toward teaching excellence. Based on discussion at the 6/4/04 Intern Follow-up workshop, the following criteria are proposed as measures of Faculty Intern performance progress:

1) Pre and Post assessment by the mentor on
   - Class preparation
   - Teaching effectiveness
   - Classroom management techniques
   - Assessing student learning and modifying techniques to optimize learning
   - Effectively meeting the needs of a diverse student population
   - Knowledge of HCC procedures, policy, and practice

2) Student SEOI

3) Self Evaluation (self report)

4) Progress towards any objectives set (such as webCT)

5) Initiative, enthusiasm, ability to receive and act on construction feedback, cooperation, and interpersonal communication skills.

The mentor and/or department chair should periodically assess performance through classroom observation, review of teaching materials, and other interaction with the Intern. Interns should keep daily journals and turn in periodic “mini-reports” to the mentor/department chair of activities, progress, and insights.

Recommendation based on discussions with 2004-2005 Interns and Orientation instructors.