Message from the Poster Community Coordinator

The Global Internship Conference is a forum dedicated to advancing the knowledge of academic work placement and experiential education. This year, the GIC traveled down under to New Zealand, a land with proactive policies and emerging practices that position international education within the country’s talent acquisition strategy, driving the innovation economy. Topics ranging from employability to the international student experience to post-study work rights informed the discussions and debates that took place in Auckland.

This year GIC’s Poster Community celebrated its 5-year anniversary and featured 26 posters by 40 presenters from 12 countries! The Community’s humble beginning of 12 posters - created by 19 individuals - and displayed in the corridors of O’Reilly Hall on the campus of University College Dublin, has steadily grown since the community’s inception in 2015. The 2019 poster topics included: underrepresented students in experiential education, internships in non-traditional destinations, volunteerism and service-learning in marginalized communities, virtual internships, best practices in employability and career services, technology in work-integrated learning, and more. We’re grateful for the presenters who return annually to the community because they love it, and for the new members who brought amazing energy and insights! We look forward to another 5 great years at GIC!

Pamela Roy, PhD
Academic Internship Council

![Graph showing the number of posters and presenters from 2015 to 2019 in Auckland, Detroit, Santiago, Boston, and Dublin.]

- Auckland: 15 presenters, 10 posters
- Detroit: 20 presenters, 15 posters
- Santiago: 25 presenters, 20 posters
- Boston: 30 presenters, 25 posters
- Dublin: 35 presenters, 30 posters
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**THEME: Support & Student Learning**

**THEME: Research**

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The key to a successful international internship program comes down to the learning and employability outcomes a student achieves through it. The author explored the role and best practices that program providers and institutions should consider when delivering these outcomes.
BEST PRACTICES FOR IMPLEMENTING & MEASURING EMPLOYABILITY OUTCOMES

A SUCCESSFUL INTERNATIONAL INTERNSHIP PROGRAM
Deploy a framework that delivers and measures employability & learning outcomes throughout.

INTERNERSHIP CULTURE
There is a lot of behind the scenes that happen in order to promote a positive internship culture.

Pre-internship | During internship | Post-graduation

Cultural Awareness & Open-Mindedness | Managing Expectations | Professionalism

Feedback & Communication
We thrive on a strong feedback culture and maintain constant communication with both students & host companies.

Pre-Arrival Feedback Form → Mid-point Feedback Form → End of Internship Feedback Form

POST INTERNSHIP
Completion Reference Letter
Alumni Connection

Evaluations & Reporting
Building on the Success of 25 years of the Eurotech Model to Launch an International Engineering Program

Brian Schwarz, University of Connecticut

Building on the successful Eurotech model, the University of Connecticut has launched an International Engineering Program that includes required global internships. Program locations include Germany, Spain, China and France. Students not only gain practical hands on experience in another country through the internship experience, they receive two degrees as part of the program. They receive a degree in one of 12 engineering disciplines and a language degree.
Building on the Success of 25 years of Eurotech Model to Launch an International Engineering Program

http://internationalengineering.uconn.edu

The Eurotech Model

- Eurotech is a 5 year dual-degree program that leads to a BA in German and BSE in one of 12 engineering fields.
- Currently have around 100 students in the Eurotech program
- Eurotech program includes a five or six -month internship abroad in Germany from March – July or August

International Engineering Program

- In 2015, we expanded to Spanish. The Engineering Spanish Program (ESP) started in Valencia, Spain. Currently, around 40 students in the program
- In 2017, we expanded to Chinese. The AsiaTech Program started in Shanghai, China. Currently, our smallest program with only 10 students
- In 2018, we expanded to French. The Technopole France Program started in Toulouse, France and launched the International Engineering Program. Already 12 students in the Technopole France Program

Successes

- In Spring 2018, we launched a brand new website – http://internationalengineering.uconn.edu to include all the program sites under one comprehensive site. At the same time, we developed and printed a new international engineering program brochure.
- UConn Global Affairs has provided us with scholarship money specifically for our program participants to off-set cost of study abroad and the added cost of the 5th year.

Challenges

- Internship placements in Germany are getting increasingly more difficult even though we have established relationships with many companies i.e. Porsche, Bosch, Trumpf, Mahle, Daimler/Mercedes Benz, MTU Aeroengines, Fraunhofer Institute, Merck, Heidelberg Orthopedic Hospital, etc.
- Recruitment of programs equally has been the most difficult since some programs are getting more press than others and in the end those programs are getting more recognition and students. We had a serious retention issue with the AsiaTech program over the last two years.

Results

- In order to combat the internship placements in Germany, we implemented a new on-line two course sequence during the year abroad
- These new courses provided support for the transition to Germany as well as extra preparation to compete for high level internships in Germany
- For the last three years, we have coordinated a required internship workshop completely in German in November in Heidelberg, Germany
- As the Eurotech program has 3 – one credit specialized German courses, we are now implementing them in the Spanish and French programs
- These courses keep the cohort of students together while providing engineering training in the other culture and language
- Recruitment has been one of our top priorities for the program and we have implemented outreach to over 200 high schools in the State of Connecticut for the last two years
- This year, we created a new poster for all the high school partners to display in the counseling offices

Conclusions

- International Engineering Program prepares students for the global workforce and improves their intercultural communication and soft skills to compete in tomorrow’s world
- Students get in-depth language and cultural exposure during the program with real time hands-on experiences in the workforce, as they apply and compete for real internship openings
- After meeting excellent role models during their internship experience abroad, most students consider graduate school (in the US or Abroad) or consider working for an international employer
- Over all, it’s a win-win for all constituencies involved with the program

Sponsorship provided by UConn Global Affairs and UConn School of Engineering
The Cross-Border E-Commerce Talents Promotion Program is a team consulting internship opportunity for international youths who are specifically interested in seeking their future career development in an economically booming region of Asia where cross-border e-commerce has become an emerging trade pattern. The Internship Program is designed to facilitate international youths’ professional learning while supporting Taiwanese enterprises to use cross-border electronic and physical distribution channels to develop and expand their business in global markets.
What is TEEP?

- Launching from 2015
- Collaboration between government and universities
- Fellowships supported by the Taiwanese MOE

Activities & Trainings Provided

1. Meet purpose-driven top talents with diverse background and expertise and build strong lasting relations and friendships
2. Work on new ideas with practical experiences to learn more about Taiwanese business culture
3. Free language classes to enhance communication proficiency in Chinese
4. Cultural trips and activities to experience the unique Taiwanese culture
5. Partial subsidy for air ticket fare and maximum 10-week allowance for living expenses of NT$25,000 to $30,000.
6. Get a chance to be recruited as a full-time employee in Taiwan after the program

Benefits for participants

1. Meet purpose-driven top talents with diverse background and expertise and build strong lasting relations and friendships
2. Work on new ideas with practical experiences to learn more about Taiwanese business culture
3. Free language classes to enhance communication proficiency in Chinese
4. Cultural trips and activities to experience the unique Taiwanese culture
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6. Get a chance to be recruited as a full-time employee in Taiwan after the program

Outcome 2015-2019

- 134 participants
- 32 Countries
- 24 companies

Teaching tools

- Teamwork & Impact Management
- Building Blocks of Consulting Skills
- Business Presentation
- Logical Thinking
- Business Writing
- Problem Solving
- Analysis Tools

Operational structure

- CBECTP
- Internship
- Chinese Learning
- Cultural Immersion
- TEEP

Benefits for participants

- Meet purpose-driven top talents with diverse background and expertise and build strong lasting relations and friendships
- Work on new ideas with practical experiences to learn more about Taiwanese business culture
- Free language classes to enhance communication proficiency in Chinese
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- Get a chance to be recruited as a full-time employee in Taiwan after the program

Chronological Records

- TEEP@ICPT: International Consulting Program in Taiwan
  - 2015
  - 2016
  - 2017
  - 2018
  - 2019
  - To be continued

TEEP@AsiaPlus: Cross-Border E-Commerce Talents Promotion Program

- 2020-2021
  - Future Scope:
    1. Expansion to Southern Hemisphere in early 2020
    2. Sustainable program

Outcome 2015-2019

- Number of Participants
- Nationality Diversity

The participants who got job in Taiwan

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<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
<th>Company name</th>
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<tr>
<td>Yosoa Tijiro</td>
<td>Indonesian</td>
<td>CoreTech System Co., Ltd.</td>
</tr>
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<td>Vigor Ananda</td>
<td>Indonesian</td>
<td>Fun Fremium Inc.</td>
</tr>
<tr>
<td>William Lucas</td>
<td>American</td>
<td>Shih Fung Screen Co., Ltd.</td>
</tr>
<tr>
<td>Ariana Otane</td>
<td>American</td>
<td>Shih Fung Screen Co., Ltd.</td>
</tr>
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<td>Doe Yi Kai An</td>
<td>Vietnamese</td>
<td>Tai &amp; Chyuan Associates Inc.</td>
</tr>
<tr>
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<td>French</td>
<td>TSG-Consultations</td>
</tr>
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<td>Elma Gilb</td>
<td>American</td>
<td>Everest Textile Co., Ltd.</td>
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<tr>
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Durban University of Technology’s Approach to Work Integrated Learning

Themba Msukwini, Durban University of Technology

There is a growing need to investigate and improve the human resource capacity, as well as to determine the qualities and competencies of all co-operative education practitioners in order to facilitate learner support of work integrated learning in the curriculum. At the Durban University of Technology (DUT), after completing their course work, students are required to take part in a Work Preparedness Skills Workshop, which is followed by placements in industry or programmes where work integrated learning occurs. The learning is continuously monitored, assessed, or evaluated in order to measure if the student learning outcomes have been attained, as well if employers are satisfied with students’ contributions.
There is a growing need to investigate and develop the human resources capacity, as well as to determine the qualities and competencies of all co-operative education practitioners in order for them to facilitate learner support of work integrated learning (WIL). The current paper is the culmination of an intervention between the Universities of the Technikon (UoT) in South Africa... The challenges revolve around the fact that these co-ordinators should be multi-skilled, have not received a formal training for the duties that they are expected to perform and in most cases they have a lecturing load.

A curriculum vitae based selection would be important to select the best candidate. The process of WIL placements takes order for them to facilitate learner support of work integrated learning (WIL) in the curriculum of different programmes within the Universities of the Technikon (UoT) in South Africa... The minority who did not have a mentor were placed in the workplace as a means to make them assume their role. In order to address some of the potential concerns, the... The National Accreditation Service for Teachers and Education (NASTEP) has been established in order to address these challenges... the WIL Co-ordinator, Industrial Supervisor, G. Venter, G. Venter et al. (2011: 78). A human resource officer from Dulux-Akzonobel shared that one of their chemical engineering students admitted to have a drinking problem. He was supported in such a way that a company psychologist was asked to help him by counselling in order for him to deal with this problem.

EXPERIENCED DECISION FOR QUALITY ASPECT

To develop a model for UoTs to address WIL practice

METHODS

Closed-ended questionnaires were developed to extract the required data from graduates. Industry participants as well as university mentors and academics who are taking part in WIL.

RESULTS AND DISCUSSION

Dr Themba Msukwini

ACKNOWLEDGEMENTS

Co-operative Education @ DUT for the funding to attend the national and international conferences,
How to Create a Cult Following of International Internships on Your Campus

Fredrik Van Huynh, Absolute Internship

The poster showcased best practices on how to create a cult following of international internships on campus by aligning important stakeholders and offering a structured international internship program with the goal of increasing students’ employability upon graduation.
How to Create a Cult Following of International Internships on Your Campus

Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

31 campuses across Mexico in 25 cities throughout the country, the most recognized in Latin America.

Stakeholders to agree on an international internship model.

Visa for Mexican passport holders.

Safety

Parents

31 campuses across Mexico in 25 cities throughout the country, the most recognized in Latin America.

Stakeholders to agree on an international internship model.

Visa for Mexican passport holders.

Safety

Parents

Recommendations

Internal committee that believes in international internships.

Adaptability to local visa regulations overseas.

Country wide recruitment effort with clear outlined objectives.

Pre-Departure Sessions with provider.

Orientation

Benefits & Challenges

- International work experience
- Quicker integration overseas compared to other nationalities
- Local infrastructure with the university
- Financial
- Safety concerns
- Parents
- Lack of information

- Internationalisation
- Increased student employability
- Competitive edge over other institutions
- Various stakeholders and faculties on campus
- Safety concerns
- Academic credits
- Parents
- Visa

- Pre-screened and highly qualified students
- Internationalisation
- Diversity
- Safety concerns
- Students have a preference for Spanish speaking locations overseas
- False familiarity with the culture & language for Spanish speaking locations overseas

info@absoluteinternship.com www.absoluteinternship.com
Integrating Global Professional Competencies in Curriculum and Program Design: From Experience to Employment

David Waddell, Brigham Young University

The poster focused on the unique relationship between courses of study and professional experience in liberal arts disciplines. Humanities and social science programs face a singular challenge in helping students and other stakeholders articulate the value message of their training. Experiential education programs play a key role in grounding that message and arming students with the portable competencies they need to thrive in a rapidly evolving workplace.
DEVELOPING INTERNATIONAL COMPETENCIES
through a liberal arts education

The Liberal Arts Student's Journey

What do I want to learn?
I want to learn skills and competencies that will help me get into graduate school or a career.

What am I supposed to learn?
Communicate Effectively
- Write critically
- Write coherent explanations and arguments with attention to the implications of language

Synthesize Ideas
- Gather and interpret information

Navigate Cultures
- Identify patterns in information and explain their implications
- Observe and interpret the nuances of a culture through its language, history, traditions, and practices

How should I learn?

What do I do?
I am able to articulate the knowledge gained through experiential learning by learning how to:
1) Identify the situation or task undertaken
2) Talk about the action taken while in the situation or doing the task
3) Reflecting on the results of the action and the lessons learned

Not only do I learn the skills required by the university but I have developed the ability to learn independently. I learn from the experience, I reflect on what I've learned, which helps me decide what I want to develop next.

Why does this change me?
Students become searchers and advocates for their own learning. They seek experiences with the intention to learn, grow, and change.

Why does this make me unique?
As a student learns to learn with intention, experiences new things, and reflects on that learning, they will be able to understand how to move from classroom book work to real world situations. They are prepared to meet challenges in life and employment with skills that will help them succeed.

My International Experience

FROM
- "Amazing"
- "Incredible"
- "Life changing!"

TO
- "Developed my ability to..."
- "Helped me understand that"...
- "Gave me the skills that can..."
International Internship and Sustainable Partnership: A Case Study

Queen Ko, National Taiwan University

International internships feature learning transformation across campuses. The poster highlighted the successful elements of international internship that bring experiential education to graduates and strengthen knowledge of work placement. With the support of university partners worldwide, new modalities of student learning are no longer addressed only in academic research, but in intercultural competence and professional experience. The exposure to a foreign working environment allows interns to leave their comfort zones, enhance the capacity of cross-cultural communication and professional skills, and expand the network of interpersonal relationships. The success of an internship program requires sufficient funding and adequate administrative infrastructure from the home institution as well as the teamwork from the host university to coordinate the program. Through internship schemes, international internships lay a solid foundation of career path for students.
program models & academic frameworks

international internship and sustainable partnership: a case study
integrating employability outcomes through global internships

abstract
the presentation features international internship programs which bring experiential learning to academic and professional knowledge of students. the case study reflects on the implementation of student learning outcomes, particularly in academic research, but also practical competence and professional experience. the experience in an international working environment allows interns to develop the capacity of international mobility, to enhance the capacity of cross-cultural communication and professional skills, as well as to respect the nature of international understandings. the success of an internship program requires collaborative teaching and practical reflection. in this context, the program has been designed to be implemented through academic and mini-projects, focusing on the project learning. the results of the internship program have been evaluated and analyzed to understand the nature of the nature of the program. the following section discusses the implementation of the program and evaluates the project outcomes.

university of southern california internship program with ntu

since 2012, ntu students were selected through the usc with internships based on their international skills.

benefits
office
- database development (systematic)
- experience learning
- creative project
- international staff
- multiple solutions on different problem
- international cultural calibration

campus
- mingle with local student
- info session of partner university
- international campus review

intern student
- administrative works in a university (know-how)
- conference logistics
- study abroad, work abroad experience
- group project skills

feedbacks
brandon thomas
i absolutely love that my job was caseworker and that i was preparing for programs that were made for students like me. because of my time here, i am seriously considering a future in higher education.

stephanie benes
i’d like to thank you for the materials we were given. through working on the “cross-cultural destination project”, i’ve learned a lot about different cultures. in addition, through this project, we were able to experience different cultures.

jane cumara
i was able to learn a lot about higher education administration during my time at usc, which will be helpful to some extent in my future career path.

hayley sinatra
staying in usc has allowed us to improve our communication skills within higher education & student affairs. being a gap year student has been an amazing experience, i have truly enjoyed the process of learning and growing.
Beyond the Internship: Assisting Students in Increasing their Employability Through Global Work Experience

Alexandra Gemperle, Absolute Internship & Helen Hobson, University of Birmingham

The popularity of internships abroad continues to rise as universities add internships to their list of opportunities, and students increasingly see the value of combining professional and international experience. However, the quality of each student’s experience is affected by a combination of factors, as they juggle cultural adjustment, living out of the country for the first time and perhaps one of their first professional experiences, over a period as short as four weeks. Dealing with these seemingly overwhelming elements can result in students not making the most of the internship experience. For this reason, matching each student to an internship abroad should not be seen as the end of a process; rather, efforts should be made before, during and after the internship to ensure that all parties are fully benefiting from the experience, including the student, the university, and the employer.
Beyond the Internship: Assisting Students in Increasing Their Employability Through Global Work Experience

**Before**
- Meeting with university and provider held – see if partnership worthwhile i.e. university target areas vs. internships on offer.
- University promotes opportunities via workshops, newsletters and career fairs.
- Goes through process (with support from University, provider) including university funding to support students.

**During**
- Student completes preparation for experience (by provider/university) – on-line (and face to face) – assigned global buddy, etc.
- Provider & University partnership (provider has employer contacts & internships).
- Students apply, completes on-line application.
- Student share during Career Development Workshops and mid- and final review about the experience.

**After**
- Provider and University work together to support the student.
- Student completes regular blog to support with reflection.
- Student completes reflective report, reflective workshop.
- Increased level of soft and hard skills and employability.

**Advantages**
- First generation university students have the opportunity to intern abroad.
- Employers overseas benefit from vetted and selected international talent.
- Students are able to market themselves globally to an employer, opening up for employment around the world.

**Challenges**
- Not all institutions and stakeholders welcome provider partnership.
- Provider and institution must work closely together to manage student expectations before the student travel overseas.

**Conclusions**
- Increased number of First Generation University Students secure graduate jobs prior to graduation VS those that didn’t intern abroad.
- Increased number of First Generation University Students choose to intern abroad instead of completing an exchange semester abroad.
- The institution sets themselves apart from other institutions by providing bursary to support students financially.
- Excellent transparent communication between provider and university for success.
- Employers overseas are pleased to welcome students from high-ranking institutions and recognize the value-add they bring.

info@absoluteinternship.com  www.absoluteinternship.com
Internships are largely a personal experience that a student must internalize to realize the transferable skills for employability. The poster discussed additional tools that can be used while working with students before, during, and after an internship in order to help them recognize and implement the key transferable skills to the workplace.
Bridging the Employability Gap: Before, During, and After an Internship

University provides resources and Student uses resources before and during a program. University provides some after program resources but student often on own for job/career search. University could provide more structured resources to help students connect the dots from education to internship to career.

Before & During
- Specific Coursework
- Curriculum Integration
- Past Experiences
- Interests/Skills
- Career Goals
- Pre-departure
- Internship/Experience Assignments/Journal

Education
- + Internship/Experience
- + Career Plan
- + Resources

EMPLOYABILITY

After
- Unpack
- Reflect & Apply
- Complete Education
- Career Profiling
- Skills/Attributes
- Coach/Advisor
- Networks
- Prof. Development

Chris McKenzie
Development Director
cmckenzie@ciee.org
313-316-8800
GE/University of New Orleans Software Engineering Apprenticeship Program (SWEAP)

Mahdi Abdelguerfi, Ted Holmberg, Jeff Serpas, Dustin Gaspard & Derek Seibert, University of New Orleans

In 2013, General Electric Digital, a subsidiary of GE, selected the city of New Orleans as the location for its Technology Center, where GE-specific software needs could be developed in-house. The City of New Orleans, GE Digital, Louisiana Economic Development, and the University of New Orleans were then faced with the challenge of establishing a strong local pipeline that funnels residents into the technology and information industry. This joint effort was branded SoftWare Engineering Apprenticeship Program (SWEAP). The SWEAP program distinguishes itself from other internship offerings because of its emphasis on training students for employment across two stages, one academic year per stage. The SWEAP program has been an incredible success - nearly 100% of the students who participated in the program have been hired as full-time employees by GE. The program has been ongoing for 4 years and has successfully transitioned over 50 students into GE Digital as full-time Software Engineers.
University of New Orleans Software Engineering Apprenticeship Program
Mahdi Abdelguerfi, Ted Holmberg, Jeff Serpas, Dustin Gaspard, Derek Seibert

Challenge
In 2013, General Electric (GE) selected New Orleans for its Technology Center. Louisiana & GE then faced the challenge of establishing a strong local pipeline to funnel residents into the IT industry and fill 300 high-quality technology jobs.

Solutions
GE & UNO partnered to launch a world-class software apprenticeship program for undergraduate students.
- Paid coop between industry (GE) & academia (UNO)
- Provides access to in-demand training:
  - Software Engineering,
  - User Experience (UX) / User Interface (UI),
  - Cyber Security,
  - Agile Methodology.
- Supports professional development, including presentations & leadership skills
- Gives opportunity to work on real software projects for live clients, utilizing cutting-edge enterprise solutions
- Assigns industry mentors to facilitate learning.

Methods

Apprentice Selection
To be eligible, students must be enrolled at UNO and have completed at least sophomore-level CSCI courses. Final selections are made through an interview process conducted by GE. A typical SWEAP cohort comprises about 15 apprentices.

Apprentice Assignments
Students are assigned into 4-person teams and are tasked with real world, high-impact projects.

Apprentice Support
Each team's progress is tracked at GE by a SWEAP project manager and at UNO by a full-time industry liaison. Additionally, students are assigned a mentor, who is a senior-level software engineer at GE, to provide guidance & advice.

Results

Interns Selected 60+
Conversion Rate 95%

Discussion

Agile Partnership
SWEAP’s infrastructure is agile by design, with minimal layers of administration, allowing quick response in terms of bringing stakeholders together to identify new challenges and solutions with little lag time.

Returns on Investment for Internships
For GE, SWEAP serves as an extended interview for potential hires, while also training candidates into their culture and tools. For UNO, SWEAP motivates students to strongly commit to the program and graduate quicker as they have an opportunity lined up.

SWEAP & GE Restructuring
In 2015, GE announced a strategic realignment which included plans to divest its GE Capital business. SWEAP was originally designed to operate under the GE Capital banner, but the parent company recognized the program’s incredible value and no part of it was cut.

Organizational Endpoints (Liaisons)
A dedicated, well-defined, direct communication link between the university and industry members is critical. For instance, a feedback loop was established between the GE project manager and the UNO industry liaison, such that suggested new skills, methodologies, or tools could be communicated directly to the department and adopted into the curriculum.

Alumni Strengthen Pipeline
Many graduates from SWEAP have become very involved in improving and streamlining the experience for future cohorts. They have often volunteered as mentors and coaches. They have continued to organize and oversee GE outreach initiatives. In some instances, they have returned as adjunct instructors to teach university-level courses related to web applications and mobile applications.

Accolades
SWEAP’s success has garnered international recognition when it received a Partnership Excellence award by the International Economic Development Council in their 2017 Excellence in Economic Development Awards.

Recognition
SWEAP has been featured by Forbes, U.S. News, and many other publications. Additionally, the success of SWEAP helped to pave the way for new opportunities such as with our partnership with DXC.
Incorporating Cultural Differences in Career Preparation

Nannette Ripmeester, Expertise in Labour Mobility

As the student population becomes more international, career guidance should also expand to provide tailored support to foreign students. The poster addressed the common challenges in cross-cultural and international career advising and presented online and offline practical solutions to engage and support an international student body.
SUPPORTING INTERNATIONAL STUDENTS MATTER

DECISION MAKING

GLOBAL TOP 3 DECISION MAKING ELEMENTS FOR INTERNATIONAL STUDENTS

- 96% FUTURE CAREER IMPACT
- 94% INSTITUTION REPUTATION
- 92% LEARNING POTENTIAL

INTERNATIONAL STUDENTS’ NEEDS

- Country-specific occupational information
- Career preparation & planning
- Regulations
- Opportunities
- Job search information
- Job hunting process
- Cultural differences in the hiring process
- Professional networks

CHALLENGES IN CAREERS SERVICES

- Scalability of service
- Communication & Engagement with foreign students
- Cross-cultural collaboration
- Knowledge of cultural differences and lack of diversity in the team
- Not enough time, budget or personnel
- Lack of employer network & alumni connections

THE AIR CIRCLE: ATTRACTION – INTEGRATION – RECOMMENDATION

INeSPECTIVE STUDENTS make study decisions based on employability opportunities.

THE JOB SEARCH CHECKLIST

- Job hunting
- CV Writing
- Application Letter
- Elevator Pitch
- Dress to Impress
- Job Interview

THE WORKSHOP SERIES / WEBINARS

ONLINE GUIDANCE / ONLINE CAREER COURSES

- Online sources, digital tools etc.
- Join forces, it’s all about collaboration!
- Outsource services to save time
- Start your program early

74% of prospective international students say work opportunities are a decisive factor for their study decision and improving career prospects is the second most important reason to choose a university. Nannette Ripmeester (2018). When being ‘book-smart’ is not enough; skills graduates need to succeed in the future workplace, Internationalisation of Higher Education Handbook.

94%
96%
92%

60% of international students expect opportunities in their field of study. Source: World Education News, 2016.

74%
94%
92%

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94%
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92%
Learning Beyond Borders: There's an App For That

Ganesh Neelanjanmath, iCent App by Neel-Tech, Inc.

The poster presented how two higher education institutions, University of Guelph and Nova Scotia Community College with multiple campuses have implemented the use of an app to help their students explore study and work abroad opportunities and improve their experience while traveling abroad. The app also supports students throughout the life cycle with the goal of improving student engagement, travel risk management and student success.
Learning Beyond Borders: There's an App for That
Humber College, Internship Students Case Study

Introduction

Humber iCent app is dedicated to supporting students through all stages of global experience: from exploring global opportunities, to preparing for the journey, to helping to keep students safe and connected while abroad, to sharing success stories and reflecting on new skills and knowledge when students return.

Usage Analytics

Usage Analytics 1 January 2019 to 15 June 2019

- 841 total app users
- 15,521 sessions
- 60,949 information referenced
- 56.84% returning users

Top 5 Countries where the app was used
- Canada
- India
- United States
- Denmark
- Italy

174 cities in 39 countries

iCent, the Study Abroad app

- Explore Global Opportunities
- Application Process
- Contact Us
- Humber Bursary
- Travel Registry
- Before You Go
- Packing Checklist
- While Abroad
- Check In
- Returning Home
- Travel Tools
- Share your Story

Student Testimonial

Fashion Management Humber College student Zuna Suhail, 21, says she is excited for the app.

She and her friends considered going abroad before the app was launched, however, they did not take an initiative to go to the International Centre.

"I would rather use the app than go to the International Centre, It's just easier," she says.

Implementation Steps

- Website updates
- Email campaigns
- Social Media awareness
- Pre-departure orientations
- Student Ambassadors

Benefits of using technology in global learning

- Marketing
- Advising
- Risk Management
- Fingertip resources
- Reflection & Engagement

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www.iCentapp.com
Meaning of Internships

Michael Rodriguez, Stockton University

An internship semester in Washington, D.C. can be very consequential for the academic, professional, and personal growth of a student. As students commence their internship semester, a significant number harbor profound uncertainty about their goals for personal growth and development. Self-evaluations in the internship portfolios indicate that the experiential learning context of an internship enables many interns to ameliorate the uncertainty about their academic, professional, and personal goals. Other interns re-assess and revise their short- and long-term objectives, thereby injecting uncertainty into previously settled goals. Both levels of discernment are activated by the vast opportunities for mentorship, supervision, and paraprofessional experience that an internship semester offers. Insights gleaned from student (portfolio) narratives can be an invaluable contribution to developing hypotheses for more systematic study of the meaning of internships for students.
The Meaning of Internships
Michael S. Rodriguez, Associate Prof., Political Science
Stockton University, New Jersey USA

Abstract

An internship semester in Washington, D.C. is very consequential for the academic, professional, and personal growth of students. The study is a content analysis of 170 internship portfolios of Stockton College students from Fall 2006 to Spring 2011. As students commence their internship semester a vast majority are quite settled about their academic and professional goals. An equally significant number also harbor profound uncertainty about their goals for personal growth and development. Self-evaluations in the internship portfolios indicate that the experiential learning context of an internship enables many interns to ameliorate the uncertainty about their academic, professional, and personal goals. Other interns re-assess and review their short- and long-term objectives, thereby injecting uncertainty into previously settled goals. Both levels of discernment are activated by the vast opportunities for mentorship, supervision, and para-professional experience that an internship semester offers. Insights gleaned from student (portfolio) narratives can be an invaluable asset in enabling faculty and administrators to more effectively advise students as they prepare to undertake a domestic or international internship experience.

Methods

- Content analysis of 170 internship portfolios of Stockton University students from Fall 2006 to Spring 2011.
- Summative and formative evaluation of initial and final articulation of academic, professional, and personal goals - Learning Objectives Statement (LOS) & Final Defense Letter (FDL).

Results

- High Type I-Salience/ Certainty for Academic (89.4%) and Professional (76.5%) Goals.
- High Type II- Salience/Uncertainty for Personal Goals (85.3%).
- 80.6% of internship portfolios suggest internship experience represented a critical juncture.

Discussion

- Internship Portfolios narratives about career development and identity-formation.
- Uncertainty increases for interns in academic and professional goals-exploring new career pathways, mentoring, network of contacts, broader array of opportunities.
- Impact of personal growth more resonant (existential makeover) than academic and professional development in internship semester.

Conclusions

- Internships increasingly become “career decision points” for students as semester progresses.
- Integration of academic training with internship experience increases as semester progresses.
- Higher percentage of students view internship (64.2%) as critical juncture in personal growth than in career development (35.8%).
- Careerist orientation to internships does not capture tendency for interns to imbue an internship semester with significant meaning in terms of resolving uncertainty in personal development.
- Aspirational orientation more appropriate for identifying areas of certainty/uncertainty as students prepare for internship semester.

Acknowledgements

Special thanks to the William J. Hughes Center for Public Policy for sponsoring the research for this project and the School of Social & Behavioral Sciences at Stockton University for providing a course release to undertake research project.
What is the Role of Career Services in Integrating Employability Outcomes Through Global Internships?

Alexandra Kadlec, The Intern Group & Deborah Liverman, Massachusetts Institute of Technology

The poster focused on the unique relationship between courses of study and professional experience in liberal arts disciplines. Humanities and social science programs face a singular challenge in helping students and other stakeholders articulate the value message of their training. Experiential education programs play a key role in grounding that message and arming students with the portable competencies they need to thrive in a rapidly evolving workplace.
What is the Role of Career Services in Integrating Employability Outcomes through Global Internships?

Lexie Kadlec, The Intern Group and Deborah Liverman, MIT Career Advising & Professional Development

**TRENDS**

- 54% International Experience
- 56% Service Learning
- 80% Leadership Experience
- 86% Completed Internships
- 92% Undergraduate Research Opportunity Program (UGOP)

**EXPERIENCES GRADUATES PARTICIPATED IN**

- 88% of those who take part in TIG’s internship programs find work at a graduate level job within three months and that 95% say the program was good for their career.

**APPROACHES TO MEET DEMAND**

1. Provide opportunities through a private or university internship program
2. Individual opportunities with universities and employers through on and off campus opportunities
3. Fund/support students independent ventures abroad

**CAREER SERVICES SUPPORT INTEGRATING INTERNATIONAL OPPORTUNITIES**

1. Participate in pre-departure and reentry trainings to discuss career opportunities and learning outcomes while abroad, i.e. networking, apply learning to career goals, transferable skills
2. Assessment of Global Experience in outcome surveys
3. Career Services and Study Abroad work together to develop international opportunities, i.e. global opportunities at career events, tag global in career management system, jointly develop opportunities

**MISTI**

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

**EXPERIENCES GRADUATES PARTICIPATED IN**

- 54% International Experience
- 56% Service Learning
- 80% Leadership Experience
- 86% Completed Internships
- 92% Undergraduate Research Opportunity Program (UGOP)
HEI-Initiated Cross-Sector Networking and Partnership on Global TESL Internship in Taiwan

Da-Fu Huang, Southern Taiwan University of Science and Technology

This poster presented the operation and outcome assessment of a cross-sector global internship project on English teaching (GIPET) in the primary and secondary schools of Tainan City, Taiwan. The project participants’ responses to the project are shown to be significantly positive from the perspectives of diverse stakeholders, including foreign interns, local students and schools, and local and central government. Foreign interns are successfully recruited by Tainan Municipal Government (TMG) as English teachers at local primary schools, thus achieving the optimal goal of the GIPET built on the employment MOU between TMG and Western Sydney University. The action research-based appraisal of the GIPET have practical implications for internship quality enhancement and employment placement of foreign interns in the local job market.
HEI-initiated cross-sector networking & partnership on global TESL internship in Taiwan

Prof. Da-Fu Huang
Southern Taiwan University of Science and Technology

TEEP@AsiaPlus
- Taiwan Experience Education Program (TEEP) sponsored by MOE/Taiwan
- International Boosting Program on Cross-cultural Learning and Global TESL Internship at Capital City, Taiwan
- Oldest city and capital of Taiwan for over 200 years under the Ming & Qing Dynasty rule
- First city to emulate the Singapore model of bilingualism
- Pronouncing English as second official language & highlighting bilingual education and environment
- Rich, unique historical heritage plus bilingual education demand to attract international students for TESL internship

Cultural learning & Immersion
- Immersion in local life
- Language exchange
- Enjoying Tainan delicacies
- Hospitality
- Cross-cultural learning and experiences
- Tainan Tour Highlights

Outcomes evaluation methods
- Survey
- Interview
- Observation

Yearly Growth at a Glance
- The program grows significantly in terms of the yearly number of local partner schools, months of internship, and participating international students.
- The results show a successful global internship model, and provides as an exemplary case practical implications for other Asian countries where English is used as foreign language.

Survey of the TEEP impacts
- TEEP experiences have the following impacts (in decreasing order) on the participants
  1. Getting immersed in and better understand the local and Chinese culture and life styles
  2. Acquiring innovative teaching techniques
  3. Engaging in innovative learning activities and rethinking about education
  4. Becoming more determined to be a teacher or an education major
  5. Developing an interest in teaching as non-education major

TEEPer Feedback
- Andrew Garrard, who joined as an Australian intern the TEEP program for three consecutive years!
- "I have had a wonderful time meeting and working with my colleagues and guests that I have had the pleasure of working alongside. I have also learned a lot about Taiwan’s culture and history, which has enhanced my understanding of the country’s language and customs."
- Jacqueline Nguyen, who joined as an Australian intern the TEEP program for three consecutive years!
- "I have also had the opportunity to teach English and interact with Chinese students in a fun and engaging way. The program has given me a new perspective on teaching and learning, and has helped me to develop my confidence in the classroom."

The model TEEP: From Intern to Employed Teacher of STUST
- "I would highly recommend this program to other TEEPers. It has been a wonderful experience and I look forward to returning next year!"
- "I am so grateful for the opportunity to join the TEEP program and for the support and guidance provided by the staff."

Visit our website: teep.stust@gmail.com
Alexandra Gemperle
Alexandra Gemperle is the Partnerships Development Manager at Absolute Internship, where she fosters new relationships with universities aiming to send students on international internship programs. Originally from the Philippines, she graduated with a bilingual degree in History and Journalism from the University of Navarra in Spain. Living and working in various countries has taught her the value of global professional experience. She aims to pay forward this knowledge, along with a great love of travel, to every future Absolute Intern.

Alexandra Kadlec
Lexie oversees university partnerships and admissions at The Intern Group, an international internship program provider. She has worked with numerous universities around the world to develop their international internship offerings. She has also led market research projects to understand both student demand for global experiences and employer demand for culturally aware recent graduates. Her research has been mainly dedicated to understanding the gap between students’ skills upon graduation and the skills graduate employers look for and how universities play a major role in both aspects. Lexie has been with The Intern Group for 5 years and has seen over 4,000 university students go through international internship programs. She has witnessed first-hand the major shifts in international education.

Ashley Chih-Yu Huang
Chih-Yu Huang is the Program Manager at National Sun Yat-sen University.

Brian Schwarz
Brian Schwarz joined the University of Connecticut, School of Engineering as the Director of Advising in August 2007. In Brian’s tenure in this position, he created the Eurotech and Engineering House Living Learning Communities in 2008 and 2011, respectively. He became the Co-Director of the Eurotech Program in 2012 and has developed three new International Engineering Programs in 2015, 2017 and 2018: Engineering Spanish Program (ESP) in Valencia, Spain, the AsiaTech program in Shanghai, China and Techopole France in Toulouse. In February 2017, he assumed the role of Director of Experiential Engineering Education Initiatives and Director of International Engineering Program.

Christopher McKenzie
Chris works as the Development Director for the Academic Internship Council. He collaborates with universities around the world to develop internship and experiential learning experiences. A Michigan native, Chris graduated from Central Michigan University with a degree in Recreation specializing in Experiential and Outdoor Education. The first decade of his career was spent in the experiential education field developing and facilitating experiential programs and workshops for diverse groups of high school students both domestically and internationally. Chris has held leadership roles within three University systems, most recently Michigan State University, that focused on marketing and strategic program development for the recruitment and admissions of domestic and international college students, high school students, and transfer and non-traditional students.
Da-Fu Huang
Dr. Da-Fu Huang is professor of applied linguistics of Department of Applied English and dean of College of Humanities and Social Sciences of Southern Taiwan University of Science and Technology (STUST). Receiving his PhD in applied linguistics from University of Texas at Austin, he specializes in language testing, corpus linguistics, and quantitative research methods. His current research concentration includes English as the medium of instruction (EMI) assessment and corpus-based analysis of English vocabulary learning and teaching. He was invited to visit Western Sydney University, Australia as a research fellow in 2014 and 2016. Since 2016, Dr. Huang has been the STUST project leader of the Taiwan Education Experience Program (TEEP) sponsored by the Ministry of Education of Taiwan to promote global internship and cross-cultural learning in Taiwan by foreign students from around the world.

Deborah Liverman
Deborah sets the strategic direction for Career Advising & Professional Development by working with groups, departments, employers, graduate and professional programs, and fellowship programs to provide opportunities centered on career development and success for MIT students, postdoc scholars, and recent alumni.

Derek Seibert
Derek Seibert is a Lead Architect at GE Power Services where he focuses on agile coaching, system assessment, and business domain decomposition.

Dustin Gaspard
Dustin Gaspard is an IT Manager and Operations Guild Leader at Tulane University. He formerly served as the Technical Development Leader for GE Digital New Orleans.

Edward Holmberg
Ted Holmberg is the full-time industry liaison for the computer science department at the University of New Orleans. Holmberg's primary role is to serve as an interface between industry and academia. He has helped to establish and maintain the GE Digital Software Engineering Apprenticeship Program (SWEAP) since 2014, which has successfully converted more than sixty students into fulltime software developers. For last five years, Ted has also served as an instructor to the introductory programming course for computer science majors, and served as staff mentor for four IT-related student organizations. Holmberg’s secondary role is to serve as an outreach liaison coordinating with school boards, middle schools, secondary schools, and non-profits. Since 2017, Holmberg has served as Camp Director for five different coding camps.

Fredrik Van Huynh
Fredrik van Huynh is the Co-Founder and CEO of Absolute Internship, an award-winning global internship program in Barcelona, Beijing, Bogota, Lisbon, London, Hong Kong, Madrid, Montreal, Shanghai, Singapore, Stockholm and Tokyo. Frequently covered by Forbes Magazine, The New York Times, Bloomberg Businessweek, Financial Times, Entrepreneur Magazine and BBC News, Fredrik is recognised as one of Sweden's top entrepreneurs, having built a globally recognised business from the ground up.
Ganesh Neelanjanmath
A former international student in Canada, Ganesh carries varied work experience as a programmer, business analyst, and project manager from India, Spain, US and Canada. Having gone through the international student journey himself, understanding the challenges and pain points involved, Ganesh founded iCent, the international student app which is used at over 300 campuses globally.

Helen Hobson
Helen Hobson is the Internship Officer within Careers at The University of Birmingham. She has built relationships with employers to arrange work experience programmes, as well as working with students to support them in finding opportunities. Program opportunities include working with local start-ups, large scale global employers, virtual experiences, and internships on campus. The Virtual Internship programme is the first of its kind within the UK.

Jeff Serpas
Jeff Serpas is the Senior Director of Program Management at General Electric. He has also served as the Global Program Manager for the Information Technology Leadership Program of GE. He has over 15 years of success as an information and software technology leader.

Mahdi Abdelguerfi
Dr. Abdelguerfi is currently Professor & Chair in the Computer Science Department at the University of New Orleans. He is the founder and executive Director of the Canizaro-Livingston Gulf States Center Environmental Informatics (GULFSCEI).

Matthew Wong
Matthew has been involved in student mobility for over 10 years. He is a director at ImmerQi, a China-based program provider of internships, teaching, au pair and study opportunities for students and recent graduates. He has been an active attendee and presenter at GIC for a number of years.

Michael Rodriguez
Michael S. Rodriguez is Associate Professor of Political Science at Stockton University, and serves as the institution’s Campus Liaison for the Washington Internship Program. Prof. Rodriguez holds degrees in Political Science from Princeton, the University of Texas at Austin, and Temple University. He has also held administrative roles at Princeton and Haverford College. He is originally from San Antonio, Texas and currently lives in Swarthmore, PA.

Nannette Ripmeester
Nannette Ripmeester is Director of Expertise in Labour Mobility and founder of the educational gamification app CareerProfessor.works. She started her international career at the European Commission in Brussels, working for 7 years on streamlining labour mobility within Europe, after obtaining an MA in European Studies from the University of Amsterdam. Nannette is part of the NAFSA Trainer Corps and was recently appointed Industry Innovator in Residence for Study Queensland with a focus on employability. Next to her role for ELM, Nannette heads the European Office for i-graduate – responsible for the International Student Barometer (ISB) in continental Europe and Atlantic Canada. She is board member of Codarts, the Dutch University of Arts that trains dancers, musicians and circus performers. She frequently presents and writes on employability, graduate outcomes, talent retention and cultural differences in job hunting. With over 25 years of experience working for large corporate clients and HigherEd institutions across the globe, she understands what makes people internationally employable, making Nannette a leading expert on mobility for study and work.
Pamela Roy

Pamela Roy is the founder of the Consultancy for Global Higher Education, which offers personalized project management and strategic leadership to universities, non-profit philanthropic and non-governmental organizations. Dr. Roy has over 15 years of experience in international higher education and has committed her scholarly background and creative leadership abilities to foster youth education and community-building at the local, national, and international levels. She received her PhD in Higher, Adult, & Lifelong Education from Michigan State University.

Queen (Han-Chen) Ko

Han-Chen is currently the Director of Study Abroad Center at Office of International Affairs, National Taiwan University (NTU). She has served in several positions in the Office, including study abroad programs and non-degree international student service for the past 8 years. She initiated the Visiting Student Program at NTU, where more than 300 international students benefit from the program every year. Han-Chen received her B.A in International Affairs and Foreign Language and Literature in National Cheng-Chi University.

Te Min Chang

Te-min Chang, PhD is an Associate Professor of Department of Information Management at the National Sun Yat-sen University, Taiwan since 1996. He specializes in text mining, information retrieval, machine learning, recommendation mechanism, and decision analysis. In addition to his primary area of research, he founded the International Youth Consulting & Internship Center in the NSYSU to increase industrial collaboration, support the new southbound policy, and cultivate new international talents for Taiwan. The center evolved out of the Taiwan Experience Education Program (TEEP) funded by the Ministry of Education (MOE) and being executed for the fifth year. In the future, Dr. Chang will lead the center to actively seek for similar collaboration projects and continually enhance the depth of collaboration between industries and academia and talents cultivation.

Ted Holmberg

Ted Holmber is an Industry Liaison in the Computer Science Department at the University of New Orleans. He interfaces between industry partners and the departments and coordinates IT internship programs.

Themba Msukwini

Dr. Themba Msukwini graduated with BSc (Maths & Chem), Hon (Chem) from the University of Fort Hare, and received his MTech (Chem) and PhD(HRM) from Durban University of Technology (DUT) in South Africa. He was a Chemistry lecturer for 10 years at DUT. Currently he is the External Engagement Manager which deals with placement of WIL learners in industry for Work Experience, internship and SETA funding.
Celebrating 5 years of the Global Internship Conference’s Poster Community

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