



## PREFACE

The Global Internship Conference (GIC) traces its roots back to 1999 when two faculty members at Michigan State, Rick Paulsen and Dan Ferguson, gathered a small group of interested parties to explore the notion of overseas internships for academic credit, which was still an innovative concept in U.S. higher education at the time. In 2011, the Academic Internship Council (AIC) was formed and picked up the torch from Rick and Dan to lead the only conference on the international education circuit to focus specifically on international internships. At this time, GIC moved to an annual cycle with a university host, starting with University of California, Berkeley in 2012, followed by the University of Toronto in 2013, National University Singapore in 2014, University College Dublin in 2015, Northeastern University in 2016, and Pontificia Universidad Católica de Chile in 2017.

Kate Moore and Brett Berquist have co-chaired the content committee since 2012, moving the conference to a peer review system, nurturing a research track within the conference, developing pre-conference workshops, implementing a vibrant poster community led by Pamela Roy, and continuing to foster a welcoming networking opportunity under Tony Johnson's leadership and Matt Byrnes' conference management.

For 2018, GIC returns to its birthplace and is hosted by three Michigan universities, Michigan State University, University of Michigan, and Wayne State University. We thought it a fitting occasion to offer the field a selection of papers from past GIC speakers. This is much more than the proceedings of one conference. All authors have played important roles in the conference but most of the chapters herein were written specifically for this curated collection of nuggets of GIC wisdom.

Each year GIC gathers the various stakeholders of the international internship field, more than 400 participants from over 30 countries, including career services and study abroad staff at universities, academic staff, and, to a lesser degree, students and internship hosts. Finally, it features the work of internship providers in the exhibition hall and in presentations. This volume opens with a scan of the internship provider **LANDSCAPE** summarizing interviews with 23 provider organizations who reflect on how they began their company, challenges in the field and future directions. It's an interesting read to see the field from their perspective.

*The Successful Internship* is a seminal work that has become a must-read for anyone working in this field. Mary King and Fred Sweitzer, the book's authors and frequent GIC presenters, offer us a **FOUNDATION** chapter, where they reflect on what makes a high-quality internship and the conditions that can foster transformative 'deep' learning. The concepts discussed are familiar to GIC attendees and this foundation chapter reminds us to process all

content in this volume with an eye to our shared goal of transformative learning for the student interns we serve.

Sixteen chapters follow from knowledgeable professionals with years of experience in this field. We have organized these into the book's subtitle - Mission, Methods, and Models.

**MISSION:** The first section focuses on why we do this work. The opening three chapters re-enact a GIC highlight from 2015 - a rousing debate on the role of today's university: education in the noble sense or job-ready employability? Aden Hayes has donned his robe and powdered wig again as master of ceremony at University College Dublin's debating chamber to introduce the theme of the match. Michael Woolf delivers a stirring and erudite call to value learning for its own sake. With his feet firmly on the ground, R. Kelly Cameron takes a more realistic but equally powerful stance on the purpose of higher education. It's an age-old debate that continues to preoccupy many of us, particularly those in the liberal arts.

Beth Judge shares how Michigan State University has revitalized their Arts and Letters degrees through an experiential learning program. Simon O'Leary from Regents University in London summarizes two research studies on the employability benefits from internships, which he presented at the Dublin and Toronto conferences. Alan Blackman from Griffith University and a leader of the Australian Collaborative Education Network (ACEN), a key stakeholder group that lobbied the Australian government to incorporate Work Integrated Learning (WIL) into Australian degree structures, shares his perspective on the emergence of WIL in Australia and its organization at his institution.

**METHODS:** This section contains a toolkit of different approaches to internship program design that can inform any institution's thinking in this area.

*How do I balance academic content and hands-on work experience in designing an international internship?* Best practice guidelines and standards have been frequently featured at the GIC and leaders from the GIC community have been involved in developing the Forum on Education Abroad standards as well as guidelines for the NAFSA Work, Internships, Volunteering, and Research Abroad (WIVRA). Kate Moore and Jennifer Evanuk Baird, both active members of the WIVRA group, offer a useful framework to help readers think about internship program design choices relating to academics. The chapter reflects Moore's decades of experience co-designing internship programs with partner universities.

*How can I get my head around setting up an internship in a challenging market like China?* Inspired by a headline from *The Economist* in the early 2000s, "Go East Young Man!", Daniel Nivern takes us through the process of setting up an internship program focusing on China, now neck-and-neck with London as an internship location offered by over half the providers surveyed for the landscape chapter.

*How do I make sure the internship is a good fit for my student?* It's challenging to identify a good fit for internship applicants. Steven Levy from Connect-123 and Grant Littke from Pennsylvania State University have frequently presented on provider/university collaboration at GIC and offer the reader useful guidance for screening applicants to ensure appropriate fit with the internship opportunity.

*What alternatives are there to providers for finding internship opportunities for my students?* Rachel Criso from University of Michigan and Carol Ham from Lehigh University

provide concrete guidance from their years of experience sourcing internships through alumni networks.

*I know internships are valuable but how can I help my students identify and articulate the skills employers are looking for?* Phil Gardner and Linda Gross, GIC participants from the start, present Michigan State's application of the T-shaped professional, developed by Jim Spohrer at IBM, and describe how MSU developed its 'unpacking' methodology for study and internships abroad, oft-featured at GIC and other international education conferences.

*There's so much going on in this field, how can I think about the future direction of internships and how this can help my students prepare for the changing world of work they will experience?* Mike True from Messiah College reflects on his long experience with internships and identifies future trends.

#### **MODELS:**

The final section ties it all together with case studies of actual programs, relating their successes and challenges.

This section opens with a Universitas 21 consortium internship model from Toni Wright, Eluned Jones, and Susan Welland. The chapter includes initial assessment of employability gains.

Randeep Kullar, Tracy Weber, and Darin Menlove present how one institution has scaled up its program models to meet rising student demand at UC Berkeley, the inaugural host of the new-era GIC in 2012.

Aston University staff outline the strong professional development program that forms the backbone of their internship approach for master's students in the Aston Business School in a chapter authored by Elsa Zenatti-Daniels, Uwe Napiersky, and Iwan Griffiths.

Shabnam Ivkovic, from the University of Waterloo, rounds out the Models section with a detailed description of the Canadian co-op model. Co-op structures alternate periods of study with time in the workplace, moving internships from an option for the few into the mainstream for all students in a particular program. As we learned at the 2014 Toronto conference, there is much to be learned from this approach, which has proven very successful with students and employers. Waterloo is a Canadian powerhouse for co-op and Shay's chapter provides a feast for thought.

The authors of these chapters – 18 in all – share a wealth of experience designing and delivering international internship programs. They represent the range of discussion at the Global Internship Conference and provide real lessons learned and guidance for those working with or considering developing international internships. We hope that readers well-versed in international internships will find inspiration and new ideas and that those considering establishing international internship offerings will find guidance and encouragement. The Global Internship Conference is a welcoming space to pursue these conversations. However, if you are unable to attend, the authors will be please to connect with you via e-mail.