Oh the Possibilities!

Aligning International Internships and Service-Learning Opportunities with Students’ Academic & Professional Goals

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Lynn Aguado, Michigan State University
Alyse Collins, Portland State University
**Session Goals**

- Align program plans for both student goals and institution’s abilities by:
  - Illustrating impact of international internships and service-learning experiences
  - Identifying the trends and benefits of such experiences
  - Providing examples of program models

- Discuss challenges and successes
  - Share results
### Definitions

<table>
<thead>
<tr>
<th>Internship</th>
<th>Service-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“typically refers to a short-term (one month to one year) work experience with an organization abroad that allows participants to apply theoretical classroom knowledge in a real-world setting, and gain a better understanding of a given field in a global context...may or may not offer academic credit and may or may not be paid.”</td>
<td>“related to, but according to proponents is quite distinct from, volunteering. Most notably, service-learning combines formal instruction with related community service.”</td>
</tr>
</tbody>
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Aligning International Internships and Service-Learning Opportunities with Students’ Academic & Professional Goals
CIEE, November 2013

Student Perspectives Video
**Benefits of International Internships & Service-Learning Experiences**

<table>
<thead>
<tr>
<th>For Students</th>
<th>For Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic, professional, personal</td>
<td>Diversify program options</td>
</tr>
<tr>
<td>Highly valued skills:</td>
<td>Attract more, diverse and underrepresented students to international programs</td>
</tr>
<tr>
<td>• Interacting w/people who hold different interests, values, perspectives</td>
<td>Return on investment</td>
</tr>
<tr>
<td>• Understanding cultural differences in the workplace</td>
<td></td>
</tr>
<tr>
<td>• Adapting to situations of change</td>
<td></td>
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<tr>
<td>• Gaining new knowledge from experiences</td>
<td></td>
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</tbody>
</table>
TRENDS IN INTERNATIONAL INTERNSHIPS & SERVICE-LEARNING EXPERIENCES

- Consensus that practical experiences are beneficial
- Growing demand
  - Open Doors data
  - Anecdotally reported

### Open Doors 2013

<table>
<thead>
<tr>
<th>For-Credit Internships or Work</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abroad by Institutional Type*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate-granting Universities</td>
<td>64.6</td>
<td>61.4</td>
</tr>
<tr>
<td>Master's Colleges &amp; Universities</td>
<td>18.2</td>
<td>19</td>
</tr>
<tr>
<td>Baccalaureate Colleges</td>
<td>16.0</td>
<td>13.7</td>
</tr>
<tr>
<td>Special Focus Institutions</td>
<td>0.5</td>
<td>5.2</td>
</tr>
<tr>
<td>Associate's Colleges</td>
<td>0.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Total Students</td>
<td>17,536**</td>
<td>20,676</td>
</tr>
<tr>
<td><strong>18% increase</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Credit Internships or Work</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abroad by Institutional Type*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate-granting Universities</td>
<td>65.6</td>
<td>66.2</td>
</tr>
<tr>
<td>Master's Colleges &amp; Universities</td>
<td>16.1</td>
<td>17.6</td>
</tr>
<tr>
<td>Baccalaureate Colleges</td>
<td>16.6</td>
<td>15.2</td>
</tr>
<tr>
<td>Associate's Colleges</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Special Focus Institutions</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Total Students</td>
<td>8,700</td>
<td>11,862</td>
</tr>
<tr>
<td><strong>36% increase</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

* Based on the 2010 Carnegie Classification of Institutions of Higher Education.

** Total differs from the figure reported in Open Doors 2012, which was subsequently updated.
**Models of Academic Internships at MSU**

Full time work in relevant field
Part time work combined with traditional courses
Independent internships
Campus Collaboration – Signature Model

- Full time 12-week internships, variety of locations
- Academic credit: 12-16
- Sponsored by the colleges of Arts and Letters, Social Sciences, James Madison, and Communication Arts and Sciences
- Internship placements and on-site arrangements set up through provider, university or alumni partners
- Administrative oversight for programs is divided among colleges
- Regular meetings on campus and regular site visits
Internships in Paris Program
Location: Paris, France
Primary Sponsoring College: Arts & Letters

- Full time, 12-week program
  - Business, the arts, health and human services, communications, marketing, politics, non-governmental organizations, law, film and journalism

- Academic credit: 12-16 credits
- Language study
- On-site arrangements by EUSA
- Host family housing
INTERNSHIPS IN LONDON PROGRAM
LOCATION: LONDON, ENGLAND
PRIMARY COLLEGE SPONSOR: SOCIAL SCIENCES

- Half time, 11-week program
  - Business, the arts, health and human services, communications, marketing, politics, non-governmental organizations, law, film and journalism
- Internship seminar plus 1-2 courses
- Academic credit: 13-14 credits
- On-site arrangements by CAPA
- Housing in apartments
**Made in Italy Program**

**Location:** Rome, Italy  
**College Sponsor:** Communication Arts and Sciences

- Traditional study abroad program with internship option
- Two communications courses plus half-time internship

- Internship placements
  - communications, marketing and journalism
- 6-week program, 9 credits
- On-site arrangements by ACCENT
- Housing in apartments
INDEPENDENT INTERNSHIPS
VARIOUS LOCATIONS
VARIOUS COLLEGES

- Internship and all on-site arrangements made by student
- Program length varies
- Credits arranged through MSU faculty member
- OSA enrollment process
INTERNATIONAL SERVICE-LEARNING PROGRAM MODELS AT PSU

Campus Collaboration
Education Abroad Office
Provider Relationships
GRADUATE SCHOOL OF EDUCATION
PROGRAM: SERVICE-LEARNING IN INDIA:
ENGAGEMENT AND CULTURAL UNDERSTANDING

- **Location:** Madurai, India
- **Local partner:** Lady Doak College & Russ Foundation
- **Faculty Support:** 2 faculty in GSE
- **Credits:** 4 – 8 (depending on program options)
- **Program Length:** 2 – 3 weeks

*Designed for Graduate level students*
Location: Managua/Granada/Boaco, Nicaragua
Local partner: Jesse F. Richardson Foundation & Dr. Milton Lopez
Faculty Support: 4 faculty in IOA
Credits: 6 (capstone credit also possible)
Program Length: 2 weeks (on-campus course throughout spring quarter; international component during summer quarter)

Designed for both Undergraduate & Graduate level students
Education Abroad Office
Program: Teaching English in South Korea

- **Location:** Jeollanamdo, South Korea
- **Local partner:** Jeollanam Provincial Government
- **Faculty Support:** no on-the-ground faculty
- **Credits:** 4
- **Program Length:** 5 weeks

*Designed for MATESOL Graduate level students, but Undergraduate Students are also welcomed*
PROVIDER RELATIONSHIPS

- Experience working with
- CIEE Service-Learning programs
  - Dominican Republic
  - Thailand
  - South Africa
  - China
FUNDING OPPORTUNITIES & RESOURCES

Scholarships and Grants
Resources and Sites
Variety - general to specialized
- StudyAbroadFunding.org
- Handout provides a sampling

Gilman International Scholarship
- Study abroad scholarships
- Critical need language awards
- International internship awards

Recent trend – crowdsourcing
- Raise financial support for achieving goals, international community service
ROUND TABLE DISCUSSION – SUCCESSES VS. CHALLENGES

- Study Abroad office resources
- Student recruitment and preparation
- Securing academic credit
- Working with your institution
- Working with program providers
## Roundtable Discussion – Study Abroad Office Resources

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of advisors</td>
<td>Lack of resources for experiential activities</td>
</tr>
<tr>
<td>Collaboration with other entities, faculty and providers</td>
<td>Ability to arrange credit for experiences</td>
</tr>
<tr>
<td>Specific majors require internship or service-learning</td>
<td>Identify staff responsible for coordinating – where is support within collegiate units</td>
</tr>
<tr>
<td>Departmental support by faculty volunteering to assist in locating experiences</td>
<td>Educating &amp; marketing what internships are</td>
</tr>
</tbody>
</table>
**Roundtable Discussion – Student Recruitment & Preparation**

<table>
<thead>
<tr>
<th><strong>Successes</strong></th>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection with career offices &amp; campus service learning offices</td>
<td>Planning and low turnout recruitment events/participation</td>
</tr>
<tr>
<td>Documentation of experience on their resumes</td>
<td>Students don’t recognize return on investment</td>
</tr>
<tr>
<td>Talk to successful alumni, word of mouth advertising, mentoring</td>
<td>Buy-in from colleges, support with collective outreach</td>
</tr>
<tr>
<td></td>
<td>Educating students + parents</td>
</tr>
</tbody>
</table>
## Roundtable Discussion – Securing Academic Credit

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inclusion of faculty in the selection committees</td>
<td>- Timing required/time lag - faculty may sit on the syllabi &amp; materials and there is no urgency for approval</td>
</tr>
<tr>
<td>- Faculty outreach cultivation, including them in the process</td>
<td>- Removing faculty involvement may impact desire to give credit approval to a third party</td>
</tr>
<tr>
<td>- Advisory committee</td>
<td>- Transfer issues - determining what constitutes full time, standard equivalencies</td>
</tr>
<tr>
<td>- Develop institution-based internship courses, discipline-based, broader credit</td>
<td>- Proprietary issues</td>
</tr>
</tbody>
</table>
Roundtable Discussion – Working with Your Institution

Successes

- Collaboration & support – faculty, registrar, career services, academic departments
- Determined & streamlined processes
- Long-term relationships = sustainability
- Schools/departments owning their own internship experiences

Challenges

- Departments collaborating with each other & work intensive
- Figuring out academic credit
- De-centralization – multiple offices working with international internships
- Balancing needs + interests of more traditional Liberal Arts Professional schools
- No champion at decision level/priorities
- Limited resources or not adequate resources – no home for the resources
**Roundtable Discussion – Working with Providers**

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guaranteed placements</td>
<td>Changing business model of the provider &amp; increased costs</td>
</tr>
<tr>
<td>Close ties to host communities, local organizations, partnerships &amp; sustainability</td>
<td>Additional fees/costs to student</td>
</tr>
<tr>
<td>Navigating local requirements (i.e. visas)</td>
<td>Culture of internships &amp; knowledge of provider</td>
</tr>
<tr>
<td>Pre-departure assistance</td>
<td>Paid vs. unpaid internships</td>
</tr>
<tr>
<td>Close collaborations &amp; willingness to negotiate/discuss options</td>
<td>Appropriate placement for the student</td>
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<td>Long term impact/relationships</td>
<td>Language proficiency</td>
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<td>Clear communication of expectations</td>
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<td>Academic transcripting</td>
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<td></td>
<td>Coordinating schedules – timelines may be different between institution &amp; provider</td>
</tr>
</tbody>
</table>
You’ll be on your way up! You’ll be seeing great sights! You’ll join the high fliers who soar to high heights.

QUESTIONS?
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  Assistant Director
  Gilman International Scholarship
  Institute of International Education (IIE)
You’re off to great places,
Today is your day!
Your mountain is waiting,
So... get on your way!

Dr. Seuss