



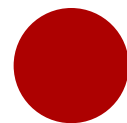
# CONNECTING THE DOTS

*Enhancing Students' International  
Internship Experience & Employability*

Dr. Philip Gardner, Michigan State University  
Richard Russo, University of California, Berkeley  
Shawna Hurley, Institute of International Education

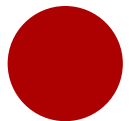
# TRENDS IN INTERNATIONAL INTERNSHIPS

<b>Open Doors 2013</b>		
<b>For-Credit Internships or Work</b>		
	<u>2010/11</u>	<u>2011/12</u>
<b>Total Students</b>	17,536**	20,676
	<b>18% increase</b>	
<b>Non-Credit Internships or Work</b>		
	<u>2010/11</u>	<u>2011/12</u>
<b>Total Students</b>	8,700	11,862
	<b>36% increase</b>	
<i>** Total differs from the figure reported in Open Doors 2012, which was subsequently updated.</i>		



# SESSION OBJECTIVES

- Explore how students can maximize their internship for professional marketability
  - Employer perspectives on international internships and how students can use these experiences to best market themselves.
  - Supporting students on campuses
  - Best practices, challenges and successes on your campuses and with your programs

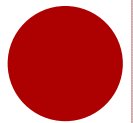




# **EMPLOYER PERSPECTIVES & A MEANINGFUL EXPERIENCE**

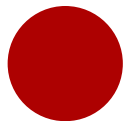
**Phil Gardner**

**Executive Director, Career Services Network at  
MSU & Director, Collegiate Employment Research  
Institute**

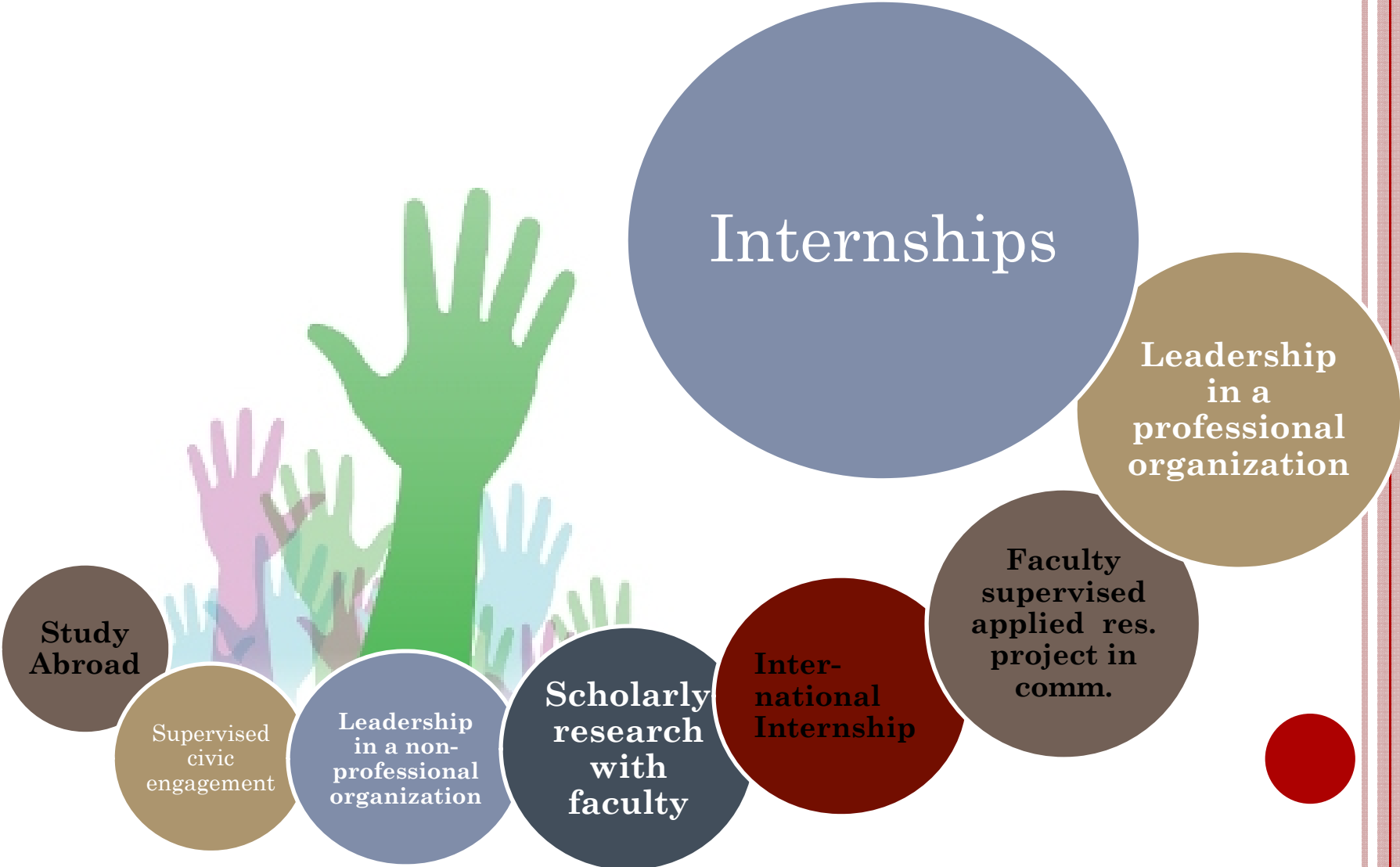


# PILLARS

- Pillars of Education – Integrated Work Learning Experiences
  - Academic Rigor: experience has depth and solid outcomes
  - Financial Investment: students paid & institution vested in program
  - Strategic Alignment: “everyone rowing the same boat” – not just a gimmick
  - Relevant: appropriate level of work
  - Accountability: account for activity, responsibility & results
  - Professional Development: continuous process of learning
  - Advance Purpose: advance toward student’s purpose not just a job
  - Credentials: indication of performance



# WHAT COLLEGE EXPERIENCES COUNT?



# EMPLOYERS EXPECTATIONS

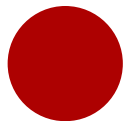
- Length
  - Learn something practical
  - Learn to function across cultural/functional boundaries – non-academic boundaries
- Relevant
  - It's the simple things
  - Not the job you are applying for but the direction you want to move towards
- Integration
  - Across all experiences – does not stand alone
- Evaluation of Performance
  - Not just in the workplace
- Global Dimension





# LEVERAGING THE EXPERIENCE: STUDENT

- Unpack the experience
- Repack into “whole clothe”
- Pull out the stories that relate to pertinent skills, competencies, attitudes, behaviors, values that are important to the employer or graduate school
- Craft your story
- Be confident in telling your story
  - How did it change as:
    - Person
    - Learner
    - Professional
    - Citizen





# INTERNATIONAL INTERNSHIPS: GILMAN SCHOLARS PERSPECTIVES

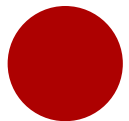
Shawna Hurley

Operations Manager, Gilman International  
Scholarship

Institute of International Education

# PREPARATION FOR INTERNATIONAL INTERNSHIP

- How did you identify and arrange?
- Who was most helpful in assisting setting up internship
- What did you do before leaving home to prepare?

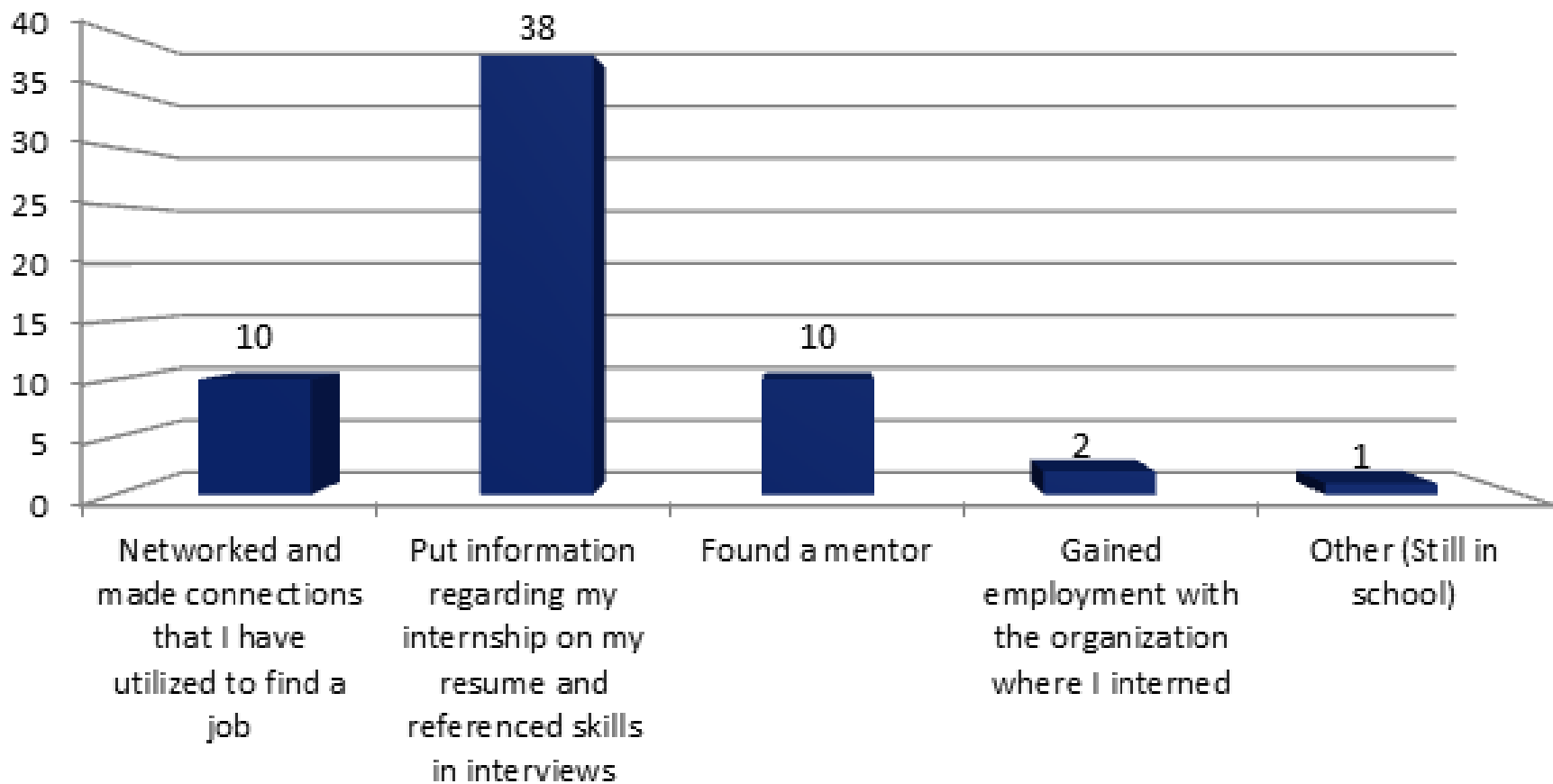


# LESSONS AND SKILLS LEARNED

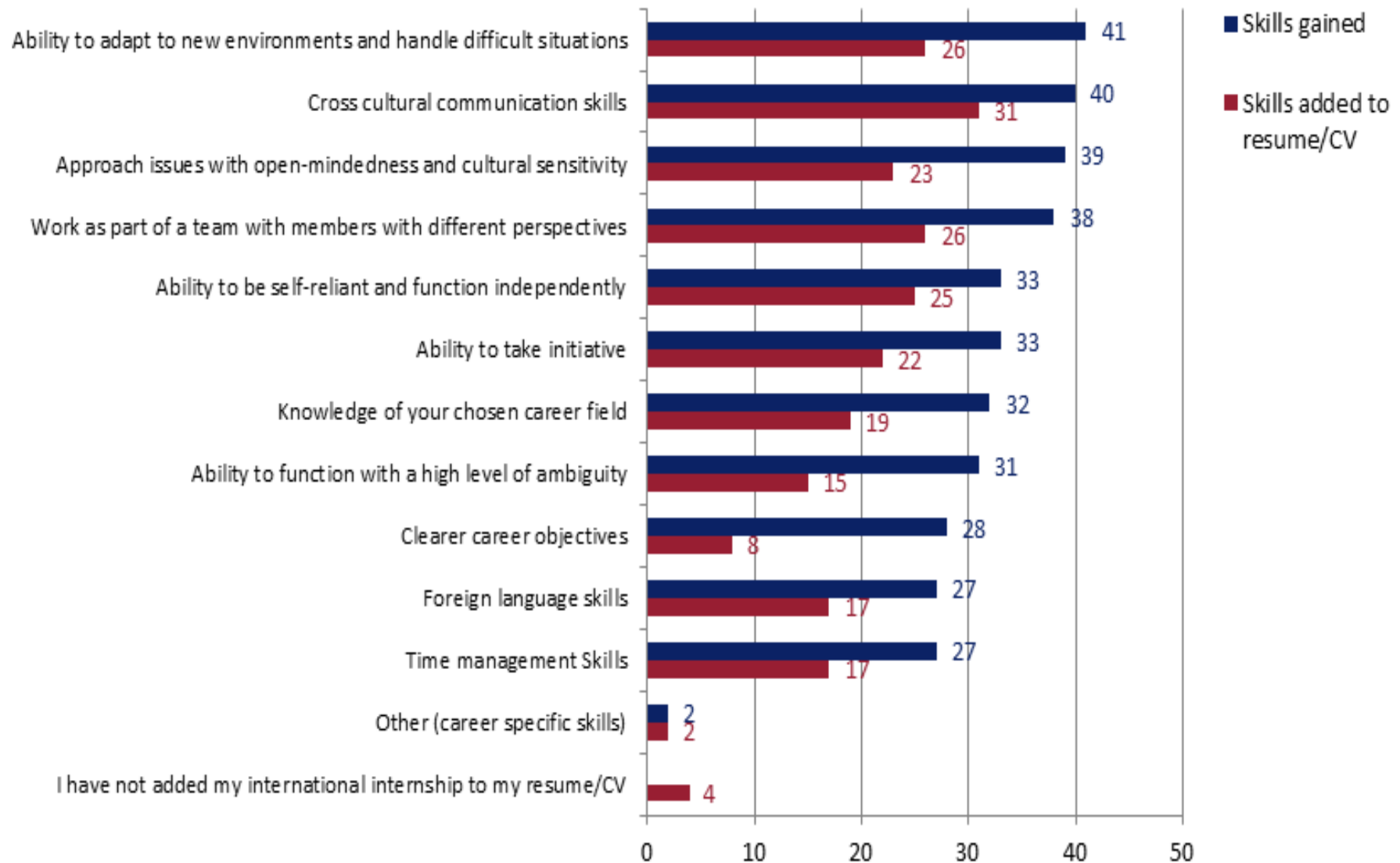
- Lessons learned
- Networking
- Adding new skills to resume/CV
- Skills discussed in job interview



## How did you utilize your connections and skills learned abroad as you seek/sought employment?



## What professional skills do you feel you gained during your experience? What gained skills have you added to your resume/CV?





# SUPPORTING STUDENTS ON CAMPUS

**Richard Russo**

**Dean, Berkeley Summer Sessions**

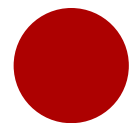
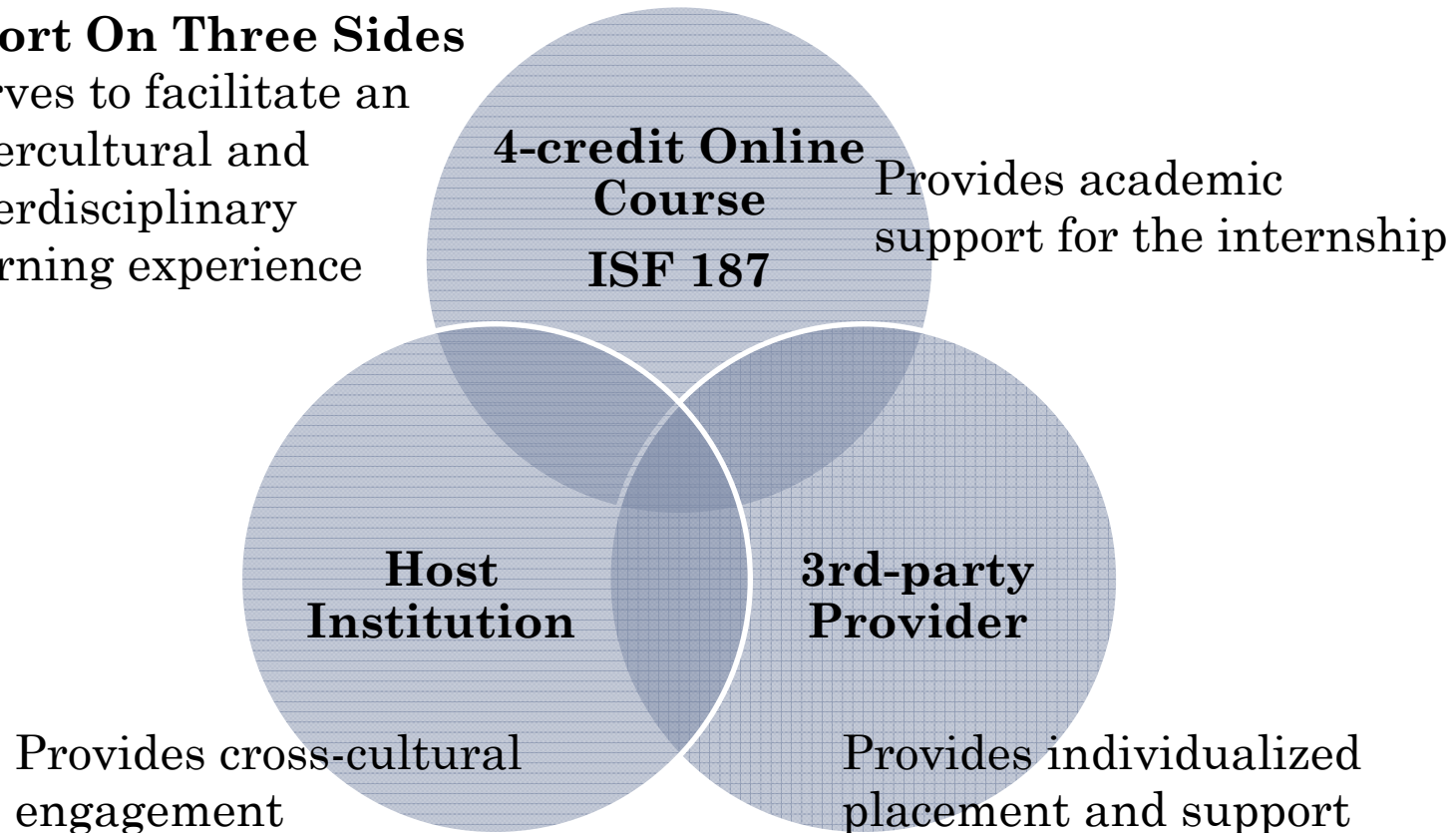
**University of California, Berkeley**



# SUPPORTING STUDENTS ON CAMPUS UC BERKELEY

## Support On Three Sides

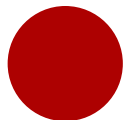
- Serves to facilitate an intercultural and interdisciplinary learning experience





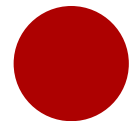
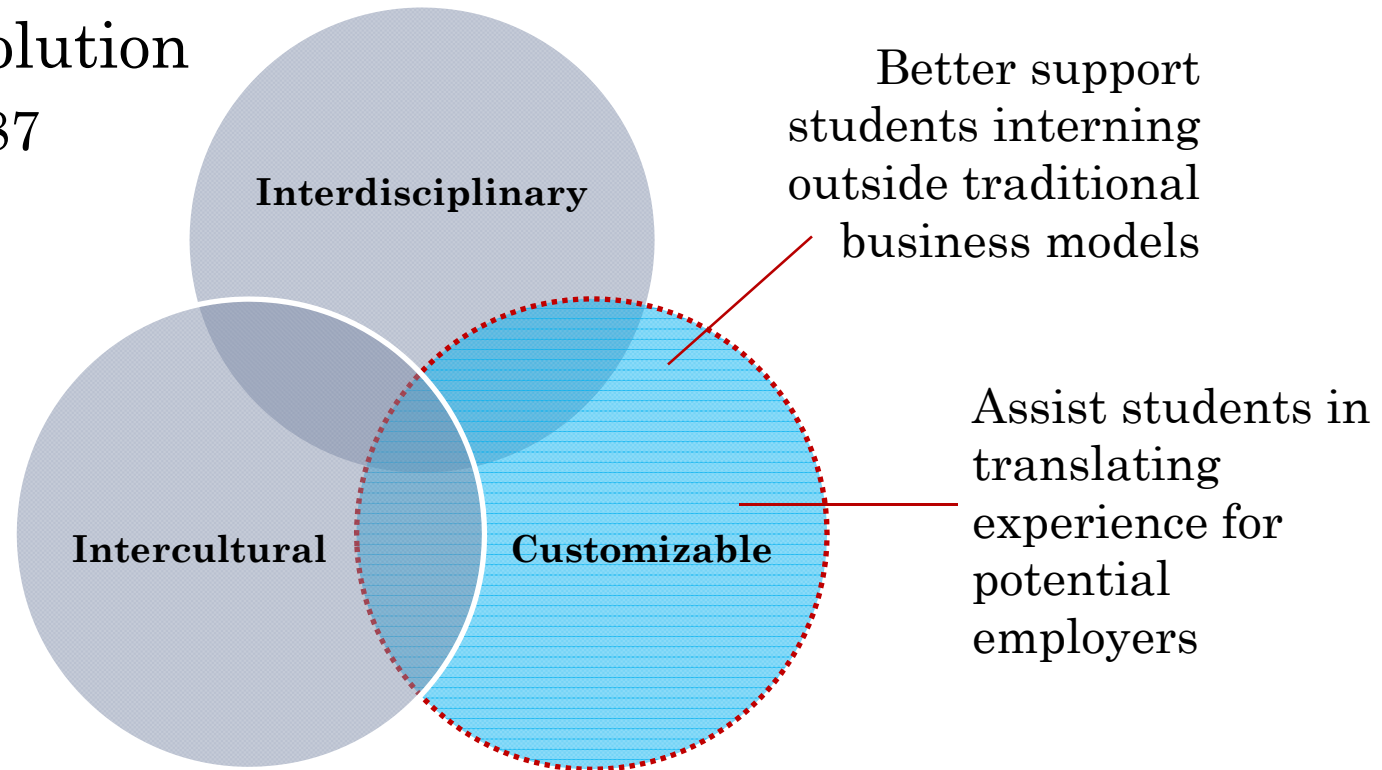
# SUPPORTING STUDENTS ON CAMPUS UC BERKELEY

- ISF 187 Experiential Learning: Organizational Context, Self-Reflection, and Professional Development
  - Provides intellectual experience
  - Facilitates deeper evaluation of organizations
  - Encourages development of critical skillsets
  - Facilitates partnership with UCDC
- Partnership with the Career Center (New)
  - Students who find their own internships, need credit
  - Self-service model
  - Ensures quality, validity at low cost



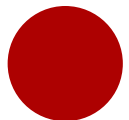
# SUPPORTING STUDENTS ON CAMPUS UC BERKELEY

- Next evolution of ISF 187

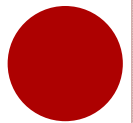


# MOVING FORWARD, KEY EMERGENT QUESTIONS AND CHALLENGES?

- Managing student expectations for types of placements
- Translating experience to educational goals on return and subsequent job search (re-entry concerns)
- Offering research-based internship models
- Demand for specific internship placements
- Institutional capacity for growth
- Counting internship experiences towards major requirements
- Expanding partnerships with campus career centers
- Formalizing longer-term opportunities
- Assessment and outcomes at both the internship and programmatic levels—what should students be able to know/understand/do based on this experiential learning opportunity?



# QUESTIONS?



# CONTACT INFORMATION

- Dr. Philip Gardner – [gardnerp@msu.edu](mailto:gardnerp@msu.edu)  
Executive Director, Career Services Network at MSU &  
Director, Collegiate Employment Research Institute  
Michigan State University
- Rick Russo - [russo@berkeley.edu](mailto:russo@berkeley.edu)  
Dean, Berkeley Summer Sessions  
University of California, Berkeley
- Shawna Hurley – [shurley@iie.org](mailto:shurley@iie.org)  
Operations Manager, Gilman International Scholarship  
Institute of International Education (IIE)

