Global Internship Conference

2018

POSTER COMMUNITY PROCEEDINGS | DETROIT, MICHIGAN

Driving Opportunities. Bridging Borders.
The Global Internship Conference hosted the fourth annual Poster Community in Detroit, Michigan on June 14, 2018, representing a wide range of issues, trends, and best practices surrounding international experiential education. In 2015, the inaugural poster community was held in Dublin, Ireland and featured 12 posters by 19 presenters. The 2016 Poster Community in Boston, Massachusetts featured 27 posters presented by 38 presenters. In Santiago, Chile, in 2017, we welcomed, for the first time, posters in both Spanish and English; 17 posters were presented by 26 presenters. This year, the Poster Community continued to grow with 27 posters by 34 presenters on topics ranging from underrepresented students in experiential education, internships in non-traditional destinations, volunteerism and service learning in marginalized communities, student support, including for physical and mental health, partnership-building, employability, and virtual internships.

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The chart above illustrates the growth of the Poster Community over the past four years, with a notable increase in the number of presenters and posters presented.
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46 Presenter Biographies
Incorporating a Volunteering Project into an International Programme: The Case of University of Essex and Colchester Zoo

Jan Spalek, University of Essex

The traditional model where universities have only offered study abroad programmes is long gone. Students ask for and seek other international opportunities to enhance their studies and to expose them to a variety of international environments. Essex Abroad has identified a variety of short-term opportunities abroad and this poster describes the UmPhafa South African volunteering project. The poster will demonstrate step-by-step practical information regarding the project, as well as how to organize and run a similar opportunity at your institution. Detailed student feedback was analyzed to explore what the students learned and how this benefits their student experience and employability skills.
University of Essex
UmPhafa Project

More mature. More tolerant. My values and beliefs have changed. More self-reliant. I am more able to juggle multiple demands. I came to know to host country, culture and people very well. I am more able to juggle multiple demands. I am more independent. I am more interested in world events.

KEY FACTS ABOUT THE PROGRAMME

- Project is run by UK based zoo
- Educational
- Wet established
- Potential for future collaboration
- Research based
- Charitably operated
- Unique opportunity
- CV/skills focused
- Well established
- Potential for future collaboration
- CV/skills focused
- Funding

Why UmPhafa

Programme offers a unique opportunity to learn and develop relevant skills and experience.

In 2017, 126 students expressed interest in Essex Abroad developed short term summer schools volunteering projects, internships and other programs. All students used CLICK platform and in 2017 students stated that they are more tolerant, mature and independent. As a result of this experience, all students stated they part in more projects in the future and they are hoping to change in the future and that giraffe can actually hide!

Top skills and knowledge students gained during the project:
- Research data collection
- Improved fitness
- Cultural awareness and diversity
- Field work
- Subject knowledge
- Teamwork
- More knowledge about animals ad the environment
- Conservation skills

Examples of intensive learning at UmPhafa

- I have learned so much from this experience, being more aware of the issues of poaching to learning that giraffe can actually hide!
- UmPhafa experience was an outstanding and breathtaking experience. It has been a very engaging and rigorous environment and great for personal learning and development...
- "So far this experience has been full of ups and downs. I have met some lovely people and seen some amazing animals. This experience was great and it will surely change any intern’s life."

Funding

University of Essex offers match-funding of up to £1,000 (16/17) or group match-funding of up to £400 per person (17/18).

Students have crowdfunded over £20,000 and are offered support with setting up and management of their crowdfunding pages.

Top highlights of the experience:
- Experiencing African culture
- Seeing and touching animals
- Going on excursions
- Traveling Abroad
- Learning new skills
- Experiencing different culture and country
- Seeing animals in wild
- Having access to this amazing opportunity
Understanding the Gap between Professional Development and Internships

Christopher McKenzie, Academic Internship Council

This poster presents a framework, highlighting the differences between professional development, industry immersion, fieldwork, practicum, internship and other experiential learning experiences and programs.
CONTINUUM OF IMMERSIVE EXPERIENTIAL LEARNING FOR EMPLOYABILITY

A working document to foster conversation that better defines and describes the differences in experiential learning models related to industry and how we think about them and discuss them globally.

**CURRICULUM INTEGRATION**
- What ways does your University integrate these experiences?
- What ways can your University integrate these experiences?

**FACTORS TO CONSIDER FOR PROGRAM DESIGN**
- Desired outcome, desired impact
- Level of immersion needed to meet outcome
- Length of time available to complete the experience
- Credit vs. non-credit
- Paid vs. unpaid

**PROFESSIONAL DEVELOPMENT**
Ongoing by choice
Formal (credential), informal (self-directed)
Specific (skill), broad (concept)
Examples: Continuing Ed, Volunteering

**SERVICE LEARNING**: teaching and learning strategy in partnership with a community to help solve complex, major societal issues
Best Practices in China: Incorporating Internship Experiences through Nontraditional Methods

Rebecca Slotkin, G-MEO (Global Maximum Educational Opportunities, Inc.)

Using experiences and best practices of G-MEO, a third party study abroad provider in China, we will explore the successes and challenges of building a strong internship program in a less conventional city. With an emphasis on creating a unique experience by utilizing a public-private partnership model that can be applied around the world, this poster will illustrate how to effectively place and support students in internships that optimize local resources and how to maximize the student experience.
**Best Practices in China:**
Incorporating Internship Experience through Nontraditional Methods

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### Identify **LESS** CONVENTIONAL CITIES

**Why?**
- Lower cost of living
- Thriving culture
- Abundant economic opportunities
- Region of innovation
- Unsaturated but growing markets
- Advantageous geographic location

**How to identify a suitable city?**

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<th>National Indicators</th>
<th>Academic Wealth</th>
<th>International Recognition</th>
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<td>i.e. Free trade zone</td>
<td>- 3rd largest high-tech zone</td>
<td>- Hosts over half of Fortune 500 companies</td>
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<td>2016 National “Central City”</td>
<td>- 56 universities</td>
<td>- 6 World Heritage sites in Sichuan province</td>
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Commitment to Attracting Innovative Talent
- Markets not as saturated as Beijing/Shanghai
- Ranked 3rd in China for Chinese overseas returnees

Fertile Policy Environment For Business Growth
- Multinational companies streaming in i.e. DHL & Lufthansa Cargo

Exciting Cultural Offerings
- Famous food, traditional opera, religion, 3,000 years of history, pandas

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### Utilize **PUBLIC-PRIVATE PARTNERSHIPS**

**Why?**
- Policy & government support
- Easier student placement & wider offerings
- Validates visa for interning abroad
- Employers benefit from interns, especially English-speaking
- Opportunities for additional funding

G-MEO’s Chengdu American Center collaborates with many partners:
- Multiple universities in U.S. & China
- Chengdu Mayor’s Office & Education Bureau
- Chengdu High-Tech Zone
- Nonprofits & enterprises

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### Create **STRONG ACADEMIC STRUCTURE**

**Why?**
- Credit-bearing *Professional Development* and *Chinese for Business Purposes* language courses
- Customizable programs to fit student need
  - 3+3 Study and Intern model
  - Summer, flexible timing
  - Semester part-time, fits into academic plan
- Faculty-Led Opportunities + Service Learning
- Support from abroad provider, home institution, faculty, & internship employer
- US accreditation

**How?**

<table>
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<th>TECHNICAL SKILLS +</th>
<th>LANGUAGE PROFICIENCY +</th>
<th>CULTURAL COMPETENCY</th>
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| CHALLENGES
- Introducing lesser known city as a destination
- Credit transfer for graduate students
- Presenting value of an international experience vs. paid domestic internship
- Internal management with team in 2 countries i.e. interview coordination
- Complexity managing employer & student expectations
- Employers want minimum 3-6 months, full-time

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**Would you like to learn more?** Contact Rebecca Slotkin rebecca.slotkin@g-meo.com
Globalization has brought us closer together and has somehow made societies more open and tolerant towards each other however, it also represents a challenge, a cultural one. Tolerance is not the same as understanding nor is it knowledge. It should be precisely this understanding that students interning abroad should be seeking in order to become the future leaders.
CROSS-CULTURAL PREPARATION AS AN IMPORTANT FACTOR FOR A SUCCESSFUL INTERNSHIP ABROAD AND ITS IMPACT IN EMPLOYABILITY

What Employers are Looking for

- Understanding of the Global Context
- International Experience
- Intercultural Competences
- Adaptability
- Multi-Lingual Skills
- Global Networks

Survey to 1,315 Students from the US, Canada, UK, Hong Kong, China, Mexico between January 2015 & September 2017

+60% of Employers emphasized the importance of understanding the Global Context

52% of Students surveyed confirmed the desire of receiving cultural preparation for their internships abroad

Cultural Differences

Internship Country

Student's Home Country

Cross-cultural training before, during and after an internship abroad

Global Internship

Outcome

- Cross Cultural Communication Skills
- Cultural Awareness
- Independence
- Flexibility
- Maturity

ENHANCED EMPLOYABILITY

University

Internship Provider

Global Dimension Courses

Culture & Language Courses

Cross Cultural Training

Pre-Departure Sessions

On-Site Orientation

Chances of employment 6 months after graduation were 3 times higher when having completed an internship abroad.

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Global Scholars Program: International Internships for Underrepresented Students in the Global South

Anita Deeg-Carlin & Dina Franceschi, Fairfield University

Enriching international internship experiences through cross-cultural competency may be accomplished by expanding student and geographic diversity. This poster presents lessons from African and Latin American partnerships.
The Global Scholars Program:

International Internships for Underrepresented Students
Terry-Ann Jones, Anita Deeg-Carlin, Dina Franceschi, William Vasquez-Mazariegos

The Global Scholars Program is funded 100% by U.S. Department of Education, Undergraduate International Studies and Foreign Language Programs ($90,000).

Program Objectives
- Encourage underrepresented student participation in learning abroad
- Facilitate undergraduate opportunities in non-traditional destinations

The Gambia
Girls’ education, Small Business, Health, Environment, Gender Norms, (Wolof language immersion)

“My Wolof (the commercial language in Gambia) is getting better and I couldn’t feel prouder of myself.”

GSP Intern, The Gambia

Guatemala
Community development, engineering, education, environment, income generation, microfinance, skills training, appropriate technology (Spanish language immersion)

“...I am moved by their generosity and welcoming spirit. I feel prouder of myself.”

GSP Intern, Guatemala

Brazil
Conservation, reforestation, mapping, community organizing, biodiversity (Portuguese language immersion)

The fire that I see in the eyes of my co-workers when they talk about the children that the organization uplifts only motivates me even more to become a servant leader whose work better the lives of those that surround me.”

GSP Intern, South Africa

South Africa
Education, Social Work, Career Building (Zulu/Xhosa language immersion)

“These are the best days of my week, because I visits the communities. I am moved by their generosity and welcoming spirit. They make you realize that is because of them that we must strive to educate ourselves to fight for their human dignity and make an impact for social justice.”

GSP Intern, The Gambia

The best days of my week are those in which I visit the communities. I am moved by their generosity and welcoming spirit. They make you realize that it is because of them that we must strive to educate ourselves to fight for their human dignity and make an impact for social justice.”

GSP Intern, South Africa

“...I saw someone different to what I thought was possible. I saw that you don’t have to go abroad to learn non-traditional language and learn non-traditional location cultural immersion...”

GSP Intern, South Africa

“...I really wanted to study abroad in Africa.”

GSP Intern, South Africa

“I was a RA (Resident Assistant). I didn’t think I’d be able to go abroad.”

GSP Intern, The Gambia

Facilitate undergraduate opportunities in non-traditional destinations
- Encourage underrepresented student participation in learning abroad

Main Factors in Choosing GSP Over Traditional Study Abroad
- Individualized support to address unique constraints
- Flexibility of travel dates
- Access to funding
- Non-traditional locations
- Offer of unique options:
  - Teach
  - Research
  - Cultural immersion
  - Learn non-traditional language in non-traditional location

Academic Fit of GSP
- Race relations
- Global Public Health
- Environmental Studies
- Economic Development
- Foreign Languages
- Regional interest in Latin America and Africa

Results
- 31 applicants, 68% underrepresented
- 17 awarded, 82% underrepresented
- 10 committed, 80% underrepresented

Applicant Pool
- 50 applicants, 47% underrepresented
- 20 accepted, 50% underrepresented
- 13 unaccepted, 77% underrepresented
- 10 committed, 80% underrepresented

Year One
- 31 applicants, 68% underrepresented
- 17 awarded, 82% underrepresented
- 14 committed, 86% underrepresented

Year Two
- 30 applicants, 47% underrepresented
- 13 accepted, 71% underrepresented
- 10 unaccepted, 75% underrepresented
- 7 committed, 85% underrepresented

Future Research
- What characterizes the outcomes of learning abroad for students from underrepresented groups? In what ways are these outcomes similar or different to more traditional experiences?
- What are the impacts of these internships on students in the short term and long term?
- Do the outcomes merit the additional resources required for this type of program? In what ways?
The World is Your Oyster; Preserving This Concept for Future Generations through Virtual Opportunities: Pilot Program Insights

Briony Davies & Andreu Gual Falco, Corkscrew

This poster share insights from a Virtual Experienceship Pilot Program which includes threats that travel restrictions pose to youth and the potential limitations on students gaining invaluable international work experiences. The Virtual Experienceship is a means of students developing their professional skillset through online training and the completion of challenging real business projects. The findings and lessons learned from the pilot program are shared.
**Pilot Program Insights**

1. **Time Zones** - Although second nature to professionals, managing time zones and understanding when to book appointments is new to students. Many struggle with effective communication.
2. **Organisation** - We've used several tools such as Slack, video calls, and emails to manage tasks and feedback. Students are encouraged to work on their own time, but guidance is provided when necessary.
3. **Professional Communication** - Students are expected to communicate professionally. This is a significant challenge, especially for those new to the digital workplace.
4. **Student vs Client Expectations** - The client projects often require clear outcomes and expectations. Students must be prepared to handle this aspect.
5. **Time Frames** - Being realistic about program and project durations and the number of hours the student will need to commit is crucial.
6. **Culture** - Students are encouraged to work in teams to learn about the different cultures they wish to work in.

**Why Virtual? Why Online?**

From the very start, training has been a core focus of our expericenceships. There is so much more value to be gained by both students and clients when training is done either online or during summer vacations. We have seen great results with our professional communication platform.

WHAT THE VIRTUAL EXPERIENCESHIP Taught Us Was That The Training Element Is Even More Important When Putting Students into Remote Work Environments. There are so many aspects of working remotely that we can’t be prepared for such as existing in foreign relationships, physical health, previous experience and skills.

It is now 1 year ago that we committed to taking our Experienceships online in an aim to reach and support more students and grow our number of Corkscrew Thinkers in the world. It has been an exciting journey that has taught us a lot and pushed us to make numerous pivots along the way.

In addition to the pilot program we have also been busy building an online learning platform, Experienceships, courses and online learning programs as well as putting all of our training materials into digital format.

**Skills of the Future...**

- Resilience
- Adaptability
- Creativity
- Curiosity
- Lifelong Learning
- Self-Directed
- Negotiating
- Communication

**For more information please contact** future@corkscrew.io
Over the last two years, IIE worked with 12 university partners in the USA to implement high-quality experiential learning opportunities for more than 1,000 international undergraduate students. As a result, IIE garnered unique and valuable insights into effective approaches for preparing the world’s future workforce. This poster focuses on the importance of partnership building to further this goal, highlighting how combining in-class skill building and skill application through internships and research projects with local industry partners is an effective way to provide workforce development for international students and recent graduates.
Making a global impact: Merging the classroom and local industry partners

Overview

IIE administered the BSMP program, including the academic training period where students had the opportunity to engage in a short-term internship or research opportunity. Based off the success of this program, IIE launched the GET program which provides hands on internship and research experience for international students at various US universities and companies.

15,910 students participate in summer internship and research programs

Over 2,500 organizations host students. These include Fortune 500 corporations, startups, nonprofits and universities

Sample of corporate partners: Boeing Company, Facebook, Google, Mayo Clinic, United Nations

Case study: IIE and University of Tennessee Knoxville

Program Overview:
- Five week program with University of Tennessee Knoxville – Lean Enterprise program
- The program teaches students the technical knowledge of Lean Enterprise and how to apply this knowledge.
- Includes research, lectures and projects with local companies

Activities & Industry Exposure:
- Project work with companies around the region to apply Lean knowledge and to help solve challenges in a sustainable way for the companies.
- Industry site visits

Case study: IIE and Temple University

Program Overview:
- Six week research program with Temple University – College of Engineering
- Each project corresponds to a 3-credit Independent Study complimenting the student’s research.
- Includes research, lectures and industry focused site visits

Activities & Industry Exposure:
- Center for Networked Computing Tour & Presentations
- Engineering Talk: Relationship between Industry & Mechanical Engineering
- Career Center Workshop
- Symposium Presentations

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Jump started by a donor-driven, campus-wide initiative to rethink career education and catapulted by recent changes in college leadership, the Internship Program under Wellesley Career Education has been dramatically reshaped in just two years. This poster demonstrates how thoughtful collaboration with a variety of on- and off-campus stakeholders, a comprehensive integration of best practices, careful reallocation of resources, and consistent eye on institutional alignment can better position any experiential learning program and its students for greater accessibility, more resiliency, and compelling outcomes when faced with a rapidly changing internal and external environment.
Evolution of a Globalized Internships Framework

Rocio Garza Tisdell, Program Director, Internships - Wellesley College - rtisdell@wellesley.edu

INSTITUTIONAL PROFILE
Top-ranked, private college
Liberal arts, all women
2,300 Undergraduates
13% International students
7:1 Student Faculty Ratio
$ 1.8 B Endowment

ABSTRACT
Jumpstarted by a donor-driven, campus-wide initiative to rethink career education and catapulted by recent changes in college leadership, the Internship Program under Wellesley Career Education has been dramatically reshaped in just a 2-year period. With the administration calling for an era of financial sustainability, the demand grew for a centralized model to handle numerous sponsored experiential learning opportunities available through individual departments.

Through an ongoing collaboration with administration, faculty, other staff, and key stakeholders (including internship hosts in nearly 30 countries) as well as consideration of best practices, the program restructure was carefully balanced by a need to maintain a high-touch, individualized stakeholder experience alongside an accessible, standardized approach.

BY THE NUMBERS
$ 736,000 Total stipends awarded to over 200 students (2018)
89.6% Graduating seniors with ≥ 1 internship (average, 2016 and 2017)
73 Internship hosts through signature programs in over 25 countries

INSTITUTION
Accessibility of opportunities
Quality of experiences
Holistic student development, improved outcomes
Risk management

EXTERNAL STAKEHOLDERS
Pipeline to diverse talent pool
Quality of experiences
Retention, leadership development
Risk management

STUDENT DEVELOPMENT
Consistent quality of experience has been a particular challenge when connecting with hundreds of students across an array of programs in distinct industries/disciplines and geographical locations. Mirroring our programmatic strategic alignment processes, we guide students through alignment of their own personal, academic, and professional values through a cycle of self-assessment, action, and feedback.

FRAMEWORK FOR CENTRALIZATION
Scrutiny over the quality of internship experiences has never been greater. While legal liability (for student safety both inside and outside of the workplace) is certainly one consideration, our primary motivations for centralization focus on issues of accessibility:

⇒ Opportunities: A recent study from Mount Holyoke College shows that a shift away from a competitive program improved the outcomes for students with financial need or weaker academic performance.
⇒ Funding: Having a single application process and promotion source for these awards will make it easier for students to identify sources of funding.
⇒ Resources: A college-wide, streamlined process would ensure that all students who are sponsored by the college are aware of the same, comprehensive resources to prepare for success in their experiences.

Career Education is already collaborating with nearly a dozen academic departments who offer funded summer opportunities. As we continue building this framework, we believe that the success of the Career Education programs will gain recognition from other departments as we work toward a centralized model.

CAREER EDUCATION
INTERNSHIPS

WELLESLEY COLLEGE SUMMER OPPORTUNITIES
On-Campus Programs
Botanic Gardens
The Davis Museum
Science Center Summer Research
Social Sciences Summer Research
Wellesley Centers for Women
Human Resources
Slater International Center

Career Education
Summer Internship Credit
Grants for Student-Identified Internships

Signature Programs
American Cities Program
Global Citizenship Program
Elisabeth Luce Moore '24 Internships in Asia
Lumpkin Summer Institute for Service Learning
Biomedical Research & Health Internships

Off-Campus through Academic Depts
Art Department
Classic Civilizations
English/Writing Program
Jewish Studies
Language Programs (French, German, Italian, Spanish, Russian)
Peace and Justice Studies
Psychology Summer Internships
Religion Department
Women and Gender Studies

Unique Institutional Programs
Madeleine K. Albright '59 Institute for Global Affairs
The Freedom Project
Wendy Judge Paulson '69 Ecology of Place Initiative
Wellesley in Washington

Career Services (Career Education)
Academic Affairs
Analytics & Assessment (Institutional Research)
Library & Technology Services
Study Abroad (International Studies)
International Students Office (Slater International)
Peer institutions (women’s colleges, liberal arts, Ivy League)
Employer industry leaders
US Department of Labor
National Association for Colleges and Employers (NACE)
Global Internships Conference (GIC)
University Risk Management and Insurance Association Inc (URMIA)

4. IMPLEMENTATION
CONTENT
Design experiential learning goals to complement academic curriculum
Define thresholds for quality
Prepare and communicate rationale for changes

CLARITY
Identify common, jargon-free language
Simplify application and onboarding processes
Make selection criteria transparent

CONSISTENCY
Standardize eligibility for sponsorship across programs and departments
Establish universal promotion and access
Proactively manage expectations

1. ALIGN GOALS & PRIORITIES
2. IDENTIFY REQUIRED RESOURCES
3. BENCHMARK BEST PRACTICES
4. IMPLEMENTATION
5. EVALUATION & EVOLUTION
Routinely collect data and solicit feedback
Periodically revisit previous steps to inform continuous evolution
Professional internships are becoming more commonplace within the undergraduate student experience. However, overseas internships are still relatively rare. However, an increasingly globalized marketplace demands that graduates possess language skills, inter-cultural competencies, and experience abroad. In an effort to position our students to be truly equipped to obtain and sustain an international career, the Center for International Education at the University of Wisconsin, Milwaukee created an in-house internship program to meet what we saw as a gap in student need and opportunity on our campus.
INTERNATIONAL INTERNSHIPS DEMYSTIFIED

International Internships within the Global Studies Degree Program at the University of Wisconsin-Milwaukee

Abstract

Students in the Global Studies degree program analyze and evaluate the global processes at work in a variety of historical, economic, social, cultural, and political phenomena. Global Studies students complete the equivalent of 8 semesters of foreign language, are required to study abroad, and complete an overseas internship related to their track. This fieldwork component is supported by the learning objectives of the program and the internship experience itself, in turn, strengthens and clarifies those learning objectives while also providing practical, global work experience.

Methods

Students complete 160 hours in a mandatory overseas internship. Internship relates to a specific Global Studies track. Students receive 3 credits through a provider or through Global 489, an online internship course at UWM. Students may take an optional international careers class either before or after the internship. Students must hold an approved internship proposal before they begin the internship. Students must complete the internship during the semester the proposal was approved. Students have the option to join the UW-Milwaukee Global Studies Alumni Group on LinkedIn.

Results

Global Studies

Study Abroad

Foreign Language Study

International Internship

Career Outcomes for Featured Alumni

• Libya: Coordinator, Dan Church Aid
• USA: Jr. Program Officer: World Education
• South Korea: Sales & Recruitment, Cambridge Education Group
• USA: Research Manager, Facebook
• USA: Sr. Communications, Northwestern Mutual

Acknowledgments

Thanks to the Global Studies alumni who generously shared their personal reflections, insights, and career information.

Additional thanks to the Center for International Education (CIE) at UWM.
Career Experience in a Collectivist Culture: International Internships in China and Japan

Anthony Skedzielweki & Jillian Low, CRCC Asia

This poster describes key differences in workplace culture found commonly in contrast between western and eastern workplace cultures, with a focus on nuances of professional culture in China and Japan. The poster will provide an overview of Chinese and Japanese professional culture, common contrasts and potential issues when compared with various western societies, and provide recommendations for training and supporting students as they encounter and navigate these differences in the workplace.
“Culture is a dynamic force for change rather than a rigid set of forms or parameters that must be strictly adhered to. As the World Commission on Culture and Development (WCCD) noted, a society’s culture is neither static nor unchanging but rather is in a constant state of flux, influencing and being influenced by other world-views and expressive forms.” — UNESCO, Globalisation and Cultural Change

**CHINA**

**DO’S**
- Share details about your personal life
  - Build “guan xi” (关系)
  - Hobbies
  - Associations
  - Family
  - Go to dinners, gatherings, and parties outside of work

- Keep your personal life private
  - Stay aloof and quiet
  - Be standoffish and uninvolved
  - Decline invitations to social gatherings outside of work

**DON'TS**
- Be argumentative or defensive
- Use linear logic
- Say “no” bluntly
- Be aloof or quiet
- Be standoffish and uninvolved
- Stay aloof and quiet

**Respecting hierarchies**
- Refer to people based on their titles
- Serve, greet, or interact with most senior persons first

**Treat everyone at the same level**
- Act like your boss is the same status as you
- Serve yourself or your co-workers first

**Jeopardize prestige**
- Cause public disapproval

**Give gifts**
- Bring gifts from your hometown
- Choose meaningful and high quality goods

**Disregard hospitality**
- Accept a gift immediately without first declining politely

**Speak indirectly**
- Implied negativity says “We’ll think about it” or “Maybe”
- Use spiral logic

**Be upfront**
- Say “no” bluntly
- Use linear logic
- Be argumentative or defensive

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**JAPAN**

**DO’S**
- Go to social activities after work
  - Bars
  - Restaurants
  - Karaoke lounges
  - Make an effort to pay
  - Relieve stress and unwind

- Maintain a conservative disposition
  - Cooperate and be independent
  - Be obedient and sensitive

- Honor Japanese cultural traditions
  - Bow, then shake hands
  - Respect hierarchies or “keigo” (敬語)
  - Highest ranking person sits at the head of the table, furthest from the door

- Have a bilingual business card “meishi” (名刺)
  - Always have enough cards to hand out
  - Give and receive after bowing

- Follow the conservative dress code
  - Wear dark colors
  - Respect formal policy

**DON'TS**
- Have an unsatisfactory business card
  - Take and hand out cards quickly
  - Put cards in your pocket

- Be insensitive to cultural traditions
  - Shake hands first
  - Sit first, or wherever is most convenient for you

- Have a loud personality
  - Use excessive hand gestures
  - Have an individualistic mentality

- Dress to stand out
  - Wear bright colors and flashy patterns
  - Have visible tattoos

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The tables below are an idea of what an intern in China or Japan may face in their business setting. Although these are common situations, our suggested actions are only recommendations. Culture is fluid, and in turn, so is business etiquette. Whenever you are in a new place keep in mind cultural norms, but also be open to change.

Anthony Skedzielweki & Jillian Low, CRCC Asia
ImmerQi has been a provider of internships in China for 10+ years and have gained unique insight to the opportunities and challenges to interning in China. The organization has been examining what this means to the wider community; from host companies, home institutions, the intern and society. Recent industry trends in China were explored and its implications for interns.
Opportunities & Challenges to Interning in China

**Chinese Growth Trends**
- Technology: Digital areas like cloud, e-commerce, artificial intelligence and Internet of Things will continue to grow on a large scale.
- Entrepreneurship: China’s new generation of determined entrepreneurs are expanding businesses rapidly. Around $77 bn of venture-capital investment from 2014 to 2016.

**Challenges in Daily Life**
- Food and drinks
- Cultural differences
- Language barriers
- Rules and regulations
- Medical treatments
- Social Norms

**Best Practices**
- China Programming
- Flexibility & customs
- Support & response procedures
- Managing expectations
- Established communication channels
- Networks & logistics
- Local expert - China nuances

**Chinese Companies**
- Tencent
- Huawei
- Alibaba
- DJI
- Xiaomi

**Challenges as a Young Professional**
- Company structure
- Communication issues
- Business networking practices
- Showing Face
- Chinese business customs
- Technological tools

**Highlights**
- Designed logo for restaurant client
- Made air purifier to combat pollution
- Real estate projects for family business
- Published in American magazine
- Trained staff on foreign patients
- Offered job by their host company

Matthew Wong, ImmerQi
Spanish Heritage Seekers (SHS) frequently choose to intern in Madrid, Spain with the goal of gaining practical work experience, improving their language skills and connecting with their culture. Given their perceived familiarity with the culture, they anticipate little culture shock or language barrier during their pre-departure. Once in Madrid and working full-time, they will most likely encounter numerous cultural differences that can either deepen their intercultural competence or hinder their ability to adapt and perform successfully. By providing SHS students with specific pre-departure and on-site orientation information in addition to reflection based workshops, educational professionals can better support these students in their professional and personal identity development.
Spanish Heritage Seekers in Madrid Internship Programs: Challenges, Benefits and Student Support

Sample:

50 Spanish Heritage Seekers (SHS) Students Participating in a Summer Internship Program in Madrid, Spain

37 Host Companies in Madrid

4 On-Site Program Staff

Challenges & Benefits:

STUDENT
- Generalization of culture
- Perceived as different
- Connect & learn
- Understanding of identity

COMPANY
- Flexibility & Adaptability
- Unexpected Language Barriers
- Enthusiasm towards work & life in Madrid
- Quicker Integration with the rest of the team

ON-SITE STAFF
- Unexpected additional support
- False familiarity with the culture & language
- Openness to try new things
- Understanding of differences

Advise & Support

Intercultural Competence
Culture & Language Courses
Heritage Seeker Training
Pre-Departure Sessions
On-Site Orientation

www.absoluteinternship.com
info@absoluteinternship.com

Aurelie Chouaf & Eumaria Bonilla Cartier, Absolute Internship
Globally, we are at a point in history when the rate of automation across industries is advancing at a speed that was unheard of even five years ago. Autonomous vehicles? Done. Surgical robots? Done. How about a store without staff where members are able to shop at their convenience using an app on their cell phone? Also done. But is this a good thing? What about the human connection? Where is the knowledge sharing? This poster examines how international internship experiences translate to better collaboration and knowledge sharing in the workplace, and how both U.S. and International organizations can realize the benefits, both tangible and intangible, of hosting interns.
A **RENEWED** FOCUS ON

**RELATIONSHIPS**

IN AN INCREASINGLY AUTOMATED WORLD

Technology and automation are replacing human workers... yet tech companies need more people to create the technology that users are demanding.

**INTERNATIONAL J-1 INTERNS:**

» Hands-on, experiential learning
» Collaboration with American counterparts
» Learn American Business Skills
» Gain an entrepreneurial advantage in their field

Knowledge sharing is the essential ingredient for people and companies to thrive.

Roxana Pleacoff, Cultural Vistas
Batting for the Same Team: Building Student Supports Together to Make International Experiences Reality; Not Just Dreams

Shay Ivkovic, University of Waterloo & Jean-Marc Hachey, MyWorldAbroad

University of Waterloo facilitates 900 co-op internships across 60+ countries outside Canada/USA annually (40% increase in 3 years). Fifty-four percent of the students who want to participate in internships outside of Canada desire to go beyond North America. Students are empowered in part due to a multi-modal student engagement framework that includes a revitalized web presence, readiness roadshows, and pop-up ice-breaker booths. One of our more popular go-to resources is MyWorldAbroad with whom we have developed customized postcards for valuable but under-a-minute educational tips. We’ll share details of the larger framework, and collaboration on designing the quick-tip postcards that are a hit with students.
University of Waterloo & MyWorldAbroad
Batting for the same team

Building student supports together to make international experiences reality; not just dreams

The challenge at UWaterloo
- ~900 co-op internships across 60+ countries outside Canada/USA annually (40% increase in 3 years)
- Much interest expressed by student to undertake internships (co-op work term) abroad, but significantly fewer actually ‘take the leap’. Key reasons include:
  - Low compensation; compared to North America
  - Readiness to handle planning overheads
  - Maturity to bridge cultural gaps
  - Internationalization is a key strategic indicator – we WANT to facilitate experiences abroad!
  - Required low-cost, low-resource outreach and student support plan to change perceptions, and provide a structured framework to students to commit to, plan and execute their ‘abroad adventure’

The approach at UWaterloo
- Some creative-thinking led to a multi-modal student engagement and support framework:
  - revitalized web presence: to make it easy for students to find information, and educate themselves in a timely fashion
  - readiness roadshows: facilitated by Student Advisors who have excellent international experience – with a ‘reality bites’ approach; handouts on assessing one’s readiness to go abroad, preparing for the experience, finding opportunities and funding, etc.
  - pop-up ice-breaker booths: set up in high-traffic areas; mainly a medium for students to ‘drop by’ and explore possibilities
  - work term support: high diligence in opportunity development, regular check-in(s), mindful coaching on value of the experience, support in communicating this value for future

No need to reinvent every wheel!
- Started using MyWorldAbroad ‘Quick Guides’ way back in 2014
- Realized that the information covered in them addressed several questions our students had
- Over time, also realized that there could be a more engaging way to utilize these guides even better…

MyWorldAbroad Processes & Tools
- FOCUS: MyWorldAbroad partners with 50+ client schools to help students maximize the career value of going abroad.
- SERVICE AREAS: - Online Content, - Training Products, - Marketing Campaigns
- STRATEGY: Collaboration & customization to meet client needs

Two Information Distribution Cycles

Eight Training Products

Online Content (300+ articles, 4,000 resources)

Collaborating on student support

UWaterloo’s observation
- While the MyWorldAbroad ‘Quick Guides’ provided great information, students would scan the text in a few seconds, and keep the page(s) aside
- Needed something more attractive and ‘easily consumable’ to engage students, and help them actually take the information in
- Photo contest ‘post cards’ with contact information for the international team are very popular
- Reached out to MyWorldAbroad to see if something similar would be possible as a collaborative exercise → 3-month project (2017/18)

Outcome → Six ‘Training Postcards’

Several positive outcomes
- Low-cost resource for UWaterloo to fill gaps in UWaterloo’s resources – did not have to re-invent the knowledge wheel
- Attractive postcards – anecdotal evidence suggests that students want to ‘collect’ all the places they wish to go to; thereby also getting several nuggets of valuable info
- Enhanced usability: valuable but ‘under-a-minute’ educational tips that a Student Advisor can review with a ‘drop in’ can be used as a bookmark instead of being ‘filed away for later’
- Furthering the internationalization agenda – MyWorldAbroad used resources in the Philippines to design and develop the cards
- MyWorldAbroad has rolled out 12 Training Postcards to all their client schools
- Postcards are great for quick learning and for promoting access to more detailed online content at www.myworldabroad.com

Shay Ivkovic, University of Waterloo & Jean-Marc Hachey, MyWorldAbroad
The University of Michigan School of Information teaches a required internship program in which graduate students write a learning proposal in conjunction with their supervisor, participate in online discussions, and engage with a professional mentor to guide their work. Their time is monitored, and ongoing support is provided by staff to help students work through issues and challenges. Within this, students are able to pursue learning goals in a range of structured experiential programs globally, with public and private sector organizations, and through entrepreneurial activities. Students are matched with professional mentors, often alumni to guide their professional development.
Best Practices in Internships for Global Graduate Students

INTERNSHIP PROGRAM HISTORY

1996
• Internship program required for all graduate students

2000
• Portfolio incorporated into internship course curriculum

2013
• Focus on internship and portfolios through integrative learning and reflection
• Inclusive internship program created for part-time graduate students

2014
• Launch of faculty-led program, Global Information Engagement Program (GIEP) in India
• Hofstede’s Cultural Dimensions incorporated into internship prep seminar for all students
• Internship program revised to create new inclusive name; provide greater alignment of requirements across three degree programs; offer students greater flexibility for research, innovation and entrepreneurial internships globally; updated internship proposal process
• For CPT reasons, changed course enrollment to term directly preceding internship
• GIEP moved to Cape Town, South Africa

2016
• Launch of Summer in Seoul Internship Program
• Intercultural Effectiveness Scale (IES) incorporated into fall orientation

2017
• Launch of NetHope Internship Program

2018
• Additional international internship funding provided
• Specific reflection prompts for international internships developed for internship course curriculum

INTERNSHIP PROGRAM ELEMENTS

Self-Directed Search
• Internship prep
• Course reflections
• Funding available
• Evaluations

Specials
• Internship prep
• Course reflections
• Funding available
• Assigned alumni mentors
• Evaluations

Faculty-Led Program (GIEP)
• Alumni engagement
• Consultations with experts
• Community engagement/social identity preparation
• Course reflections
• Fully-funded
• Evaluation

Commonalities:
Pre-Departure Orientation
Mentorship from faculty, professionals, alumni

UMSI Environment & Community Characteristics

Global and multi-culturally oriented graduate learning environment
• Strong emphasis on engaged learning and practical experience
• Utilize IES and Hofstede’s Cultural Dimensions with all students
• Master of Science in Information (MSI): 422 s
• Master of Health Informatics (MHI): 73 s
• International student population: 38%
• Average age: mid-late 20’s
• Average professional experience: 2-4 years

Best Practices & Resources

Advising Graduate Students for Successful International Internships (Chapel, 1998)
Experiential Learning: Experience as the Source of Learning and Development, 2nd Edition (Kolb, 2014)
NACE: 15 Best Practices For Internship Programs
SAA: Best Practices for Internships as a Component of Graduate Archival Education
Inc. How to Get the Most Out of Your Interns

Kelly Kowatch, Director, Office of Professional and Community Engagement, kkowatch@umich.edu
Katie Dunn, Assistant Director of Career Development, kgdunn@umich.edu
Changing Stereotypes of Rural Education in Taiwan: The Taiwan Experience Education Program

Mei-Fen Chen, National Chengchi University

Taiwan Experience Education Program (TEEP) for International Talents of National Chengchi University is a long-term, sustainable initiative organized by Taiwan’s Ministry of Education. The program invites young, energetic and talented students from around the world to engage with Taiwan’s rural communities and schools. The program attempts to ascertain preconceived notions international students have about rural education in Taiwan and to determine how participation in the program modifies these stereotypes.
Changing stereotypes of rural education in Taiwan: the Taiwan Experience Education Program

Connecting the World with Your On-Site Experience in Taiwan: Exploring the Beauty and Innovation of our Rural Education

**Introduction**

“Taiwan Experience Education Program for International Talents of National Chengchi University” (TEEP@NCCU) is a long-term, sustainable initiative organized by Taiwan’s Ministry of Education. The program invites young, energetic and talented people from around the world to engage with Taiwan’s rural communities and schools. The program will attempt to ascertain preconceived notions international students have about rural education in Taiwan and to determine how participation in the program modifies these stereotypes.

- Widen the understanding and vision of Taiwan and its people
- Involve in the primary schools and its activities
- Express the ideas, motivation, values and talents
- Call for action to share Taiwanese cultural/educational characteristics with the world

**Impact**

**For Students**
1. A chance to be exposed to different cultures across the globe. To meet some international students and interact with them.
2. It changes and broadens their perspective of the world. It opens their curiosity to learn a new language and culture.
3. Actually, they often say to international students "I want to go to your country on trip."

**Local Student**
1. Share the cultures and experiences with each other.
2. A better understanding of Taiwan’s educational system and the culture.
3. Bring the experience back to their countries and contribute to the society.

**International Students**
1. To tap on ideas from the international community in terms of innovation and technology in education.
2. To make the link between local and international cultures.

**For Local Community**
1. People around the world know about Taiwan’s education as all participants are required to post about their experience on the social media.
2. It gives people hope that the viable interaction of education and technology. And the kindness and love have no color or race.

**For Globally**

More than 100 international students from 20 different countries have participated in TEEP program. And more than 500 reflections have been posted on different social media.

**Taiwan Experience Education Program for International Talents of National Chengchi University**

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More than 100 international students from 20 different countries have participated in TEEP program. And more than 500 reflections have been posted on different social media.
Embracing Millennials and Gen Z in the Workplace:
Seasonal Employees, Interns and Beyond

Julie Knapp, Indiana University

Learn and understand how to create a work environment that will attract and retain Millennials and Gen Z. This poster encourages you to shift your existing stereotypical thoughts about Millennials and Gen Z and rethink how we have been told to manage these generations. Embrace the positive, stay relevant and learn how to create meaningful work for Millennials and Gen Z.
EMBRACING MILLENNIALS AND GEN Z IN THE WORKPLACE: SEASONAL EMPLOYEES, INTERNS AND BEYOND

In 2015 – Millennials surpassed Gen Xers as the largest generation in the US labor force (Pew Research Center)

Five Generations Working Side by Side in 2020

- **Traditionalists**
  - Born before 1946
  - Hard workers
  - Enthusiastic
  - Supportive

- **Baby Boomers**
  - Born 1946-1964
  - Rigid, traditional, organized

- **Generation X**
  - Born 1965-1983
  - Independent
  - Knowledgeable
  - Self-sufficient

- **Millennials**
  - Born 1984-2001
  - Technologically savvy
  - Socially aware

- **Generation Z**
  - Born 2002-2018
  - Social media
  - Mobile

Teach Millennials and Gen Z that it takes time to make an IMPACT in the workplace

- Understand that the overall journey takes TIME!
- Strength of Relationships and Networking
- We have the responsibility to help them build confidence, patience, social/communication skills and find balance b/t life and technology.

**Intern On-Boarding**

- Together Develop a “Professional Intern Growth Plan”

A document that outlines the intern’s goals, strengths, weaknesses, and an action plan for achieving future career objectives

**Attracting Millennials and Gen Z Interns:**

- **Opportunities Related to Marketing and Recruitment**
  - Explain the benefits of the experience during marketing and recruitment efforts:
    - How does the organization give back or contribute to the community, region or world?
    - Does the organization or internship experience link to the student’s desire to help others?
    - What transferrable skills will the student obtain?
    - Are there leadership opportunities within the experience?
  - **Formalized Mentorship and Networking**
    - **Reverse Mentoring Programs**
      - An initiative in which seasoned professionals are paired with and mentored by younger employees on topics such as technology, social media, and current trends.
        - One manager has her “reverse mentor” introduce one new app for her phone each week – “today it is about collaborating, communicating and being able to work together.”

**Consider Implementing Reverse Mentoring**

- **Knowledge Transfer** – allows for specific knowledge and experience to be passed on.
- **Increased Retention** – provides the opportunity to contribute and have an impact that Millennials and Gen Z desire.
- **Fresh Perspectives** – Young mentors can offer insights into their target market, help define a brand voice via social media, or provide advice on digital best practices.

Indiana University – Bloomington

Department of Recreation, Park, and Tourism Studies

Julie Knapp, Ph.D.
jlknapp@Indiana.edu

Julie Knapp, Indiana University
Delivering Outstanding Support for Students’ Physical & Mental Health During International Internships

Jamie Bettles, Intern China Ltd

This poster outlines InternChina’s resources and best practice, developed over a 10-year period, in relation to student mental and physical health during international internships. The poster will showcase the support mechanisms InternChina has developed to ensure students with a range of mental and physical health challenges are well supported during an internship overseas, including tips, considerations and success stories.
Jamie Bettles, Intern China Ltd
Maximizing Global Internship Experiences Through Training and Assessment

Joe Tort, Purdue University

The Intercultural Development Inventory (IDI) is a popular assessment tool measuring intercultural competence. Published program assessments show international experiences alone, produce minimal gains in IDI scores. However, pairing international experiences with effective intercultural training has produced greater development amongst program participants. The Purdue GEARE program has developed a three-course model to prepare and mentor students throughout the international experience. The course utilizes the IDI as both an assessment instrument and training tool. This poster illustrates the course components and results from the first cohort of students to complete the intercultural training models in connection with their international experience.
MAXIMIZING GLOBAL INTERNSHIP EXPERIENCES THROUGH TRAINING AND ASSESSMENT

INTERCULTURAL TRAINING MODEL
2017 GEARE COHORT

ENGR 297 ENGINEERING PRE-DEPARTURE (1 CREDIT)
4 Areas of Global Competence Exposure
- Increased awareness of self  
- Increased awareness of others  
- Management of emotions in the face of ambiguity  
- Bridge cultural gaps

Topics and Activities Include
- Goal setting for intercultural learning  
- Intercultural communication  
- Stereotypes and generalizations  
- Self-awareness  
- Intercultural empathy

ENGR 297 GLOBAL ENGINEERING EXPERIENCE (1 CREDIT)
Topics and Activities Include
- Developmental workshops  
- Exploration of professional fields in the host country  
- Reflection  
- Discussions with intercultural mentor

2017 GEARE COHORT RESULTS

PRE-ID1 DEVELOPMENTAL SCORES (SEP 2016)
- Adaptation 0.0%  
- Acceptance 3.9%  
- Minimization 53.3%  
- Polarization 27.5%  
- Denial 11.5%

POST-ID1 DEVELOPMENTAL SCORES (SEP 2017)
- Adaptation 8.1%  
- Acceptance 16.2%  
- Minimization 36.7%  
- Polarization 13.5%  
- Denial 2.7%

PRE IDI DEVELOPMENTAL SCORES

GEARE 2017 PATTERNS OF CHANGE
- Denial GROWTH: 60.0%  
- Stasis: 35.6%  
- Regress: 4.4%

PROGRAM REQUIREMENTS

- Minimum 3.0 GPA  
- Enroll as a first year student or sophomore  
- 5 mandatory sophomore meetings  
- Domestic internship/research session  
- International internship/research session  
- Foreign language (12 credits)  
- Cultural orientation seminars  
- Study Abroad  
- Global design team experience  
- Poster presentation

INTERCULTURAL DEVELOPMENT

"Ethnocentric orientation is when our own culture is experienced as central to reality in some particular way."
- Janet M. Bennett, Ph.D. (2013)

"Ethnorelative difference making is when our own culture is viewed in the context of another culture."
- Janet M. Bennett, Ph.D. (2013)

Contact Joe Tort  
Assistant Director Global Professional Practice  
jtort@purdue.edu  
Office of Professional Practice  
43 Joe Tort, Purdue University
As more students go abroad on international internship, it is more important than ever to look at participants’ motivations, goals, and outcomes. This poster will look at self-reported data from ISA Internships pre-departure and post-program evaluations between the years 2015 to 2017. The data will represent a sample of over 350 participants and cover a range of topics that begin to reveal participant motivations, goals and outcomes. Additionally, challenges and opportunities for the future of international internships are presented.
**Internship Motivations and Outcomes:**

**A LOOK ACROSS THREE YEARS**

### Pre-Departure Evaluation

**STUDENT OVERVIEW**

Program Country

In what year of study are you currently enrolled?

Describe your previous international experience

Will you receive academic credit for your internship?

**INFLUENCERS AND GOALS**

What are your personal goals for your internship experience (please check all that apply)?

The following factors influenced my decision to participate in an internship program:

The following characteristics were important to me when choosing my particular program:

**CONCERNS**

How concerned are you about the following potential negatives?

### Post-Program Evaluation

**50% completion rate, 2016-2017**

Post-Program Evaluation

Can I satisfy all the requirements needed to complete my internship?

The majority of my experience was positive, there were just certain days that I felt underutilized.

The work I did get assigned was relevant to my field but I would have liked to have had more work.

The environment was professional and I did learn a lot. However, the work was not in the area that I was going to be interested in pursuing and I often felt out of my element.

Although I realized that I wanted to follow a different career path, this internship was helpful in achieving my goals.

The projects were challenging for me and pushed my creativity beyond my perceived limits. I have grown so much as a graphic designer.

Employees were very capable to help me when necessary.

The internship placement was perceived positively including that it was an overall positive experience, should be considered for future participants, was a good placement, and relevant.

Even if participants didn’t feel satisfied with the progress they made towards their goals at their internship, they still feel that choosing an international internship was the correct decision.

Co-workers and workplace environment are a large factor in the participant’s satisfaction with the internship as identified through participant comments.

### Conclusions

**MOTIVATIONS**

- Participants returned with more than they had set out to achieve.
- Rarely did a participant feel they did not focus on any goal listed on the survey.
- Motivations are clearly career-driven.
- Majors and study abroad advisors were the strongest influencers in deciding to intern abroad. We did not ask about career services, but my guess is that it would be low.
- Location, location, location!

**CHALLENGES AND OPPORTUNITIES**

- Low completion rate.
- Finances are a continuous barrier.
- Housing arrangements, transportation and clarity of placement job description remain high on the list of challenges faced while abroad.
- None of which are challenges at their actual internship placement.
- ISA has undergone a complete overhaul of the pre- and post-program evaluations to more accurately capture learning as it relates to cross-cultural and career readiness competencies.

**CONSIDERATIONS**

- How can we in the field better connect location to career opportunities?
- How can we in the field engage alumni as recruiters and to help manage expectations?
- Do study abroad advisors feel equipped to advise on international internships as the #1 influencer for students? How are study abroad advisors collaborating with career services?
Presenter Biographies

Andreu Gual Falco
Chief Operating Officer at Corkscrew. Coming from a background in social development and politics Andreu has a passion for all things collaboration and with strong impact. Based in the heart of Barcelona, he is part of the vibrant startup ecosystem and has a wealth of contacts from tech to travel throughout the city.

Anita Deeg-Carlin
Anita Deeg-Carlin is the Associate Director of the International Studies Program at Fairfield University in southern Connecticut. In this role she serves as academic advisor to the International Studies and International Business majors, and manages all related programming, including the Model United Nations program, the Global Scholars Program, the Undergraduate Journal for Global Citizenship, and the International Business Club. Anita received her BA from Wheaton College, IL, in Culture and Development. Her MS in Watershed Management, a Master’s Internationalist, was a joint degree from the Department of Natural Resource Management at Colorado State University and the United States Peace Corps. After spending time in South America and Africa, she returned to the United States to begin her career in international higher education with the McCulloch Center for Global Initiatives at Mount Holyoke College as Director of International Experiential Learning.

Anthony Skedzielewski
Anthony is from Southern New Jersey and graduated from Ursinus College with a Bachelor of Arts Degree in International Relations and a minor in Japanese. After graduation he participated in the Teach For America Program teaching a 6th grade class in Oklahoma City. Following this experience he headed off to Japan through the JET Program, teaching English and assisting with cultural exchanges on a daily basis. After this experience he completed an internship with the United States Embassy in Warsaw, Poland working in the Cultural Affairs Sector. Anthony then went back to Japan to work in the English Education and Cultural Exchange field again. Anthony is currently working towards his Master’s Degree through the University of Denver with a focus in Global Affairs.

Aurelie Chouaf
Aurelie graduated from Montpellier Business School with a degree in international business. As part of her studies she interned in three different companies, based in three different cities, for 22 months in total. After living abroad for four years, Aurelie co-founded Absolute Internship, and has since worked in Hong Kong overseeing operations for
all programs. With the ability to speak in multiple different languages, Aurelie loves to travel and share experiences with locals wherever life brings her.

**Briony Davies**

Briony Davies is a relative newcomer to the Youth Travel Industry however what she may lack in experience, she makes up for in energy and enthusiasm. Having managed a craft alcohol company, she then studied her MSc at Manchester Business School in Innovation Management and Entrepreneurship before moving down to the South West to work for Corkscrew. She is currently their Creative Director and heads up all things Marketing and Communication as well as coaching on their Experienceship programs. She presented a poster entitled ‘Enhancing Employability through the process of Business Startup’ at last year’s GIC conference and is delighted to return this year to share her insights into how professional skillsets and international work experience can be developed through Virtual Opportunities.

**Christine A. Wolf**

Christine A. Wolf is the Sr. Academic Programs Coordinator in the Center for International Education at the University of Wisconsin-Milwaukee (UWM), where she advises and teaches undergraduates in the Global Studies degree program, among the first programs of its kind in the nation to require an overseas internship for graduation. She is a returned Peace Corps volunteer and earned her MS in Political Science as a Peace Corps Fellow from Illinois State University. She is also a proud UWM alum and employee, serving the university on a variety of committees and through volunteer service.

**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.

**Collette Agnese**

Collette Agnese is the Lead of University Engagement for IIE, where she builds and deepens relationships with host universities for several sponsored programs. She also works on the Global Experience and Training (GET) program, bringing unique short-term research and internship opportunities at leading U.S. universities to international students and recent graduates. She previously worked at SUNY Purchase as a study abroad advisor and at CIEE in their outbound programs, working with study and teach abroad programs in several countries including South Africa, Spain, China, and Chile. Collette received her MA in International
Education from New York University and served as a graduate assistant in the Office of Global Services during her time at NYU.

**Dina Franceschi**
Dina Franceschi, PhD, Professor of Economics at Fairfield, specializes in environmental economics. Her graduate and current work focuses on sustainable development strategies for developing nations. She works primarily in Latin America, specifically in Brazil on sustainability in Amazonia and more recently on water quality and access issues in the region more generally. She has also trained and led teams of undergraduates on research data collection expeditions in both Nicaragua and Belize. Since at Fairfield, she has been awarded two Dept. of Education grants to encourage student and faculty exchange between the U.S. and Brazil, one Fulbright Scholar-in-Residence, a Dept. of State grant to enable institutionalization of international education in Brazil and multiple, smaller internal, private and corporate grants to expand international and environmental education and research opportunities in Latin America.

**Eumari Bonilla Cartier**
Eumari comes from Venezuela. In 2012, she graduated from Hult International Business School in Boston-USA and, holds an MBA degree as well as a B.A. in Social Work. Having lived abroad herself, she understands the importance of gaining international work experience and the advantages of meeting people from different cultures. With more than 12 years of experience working with students from all around the world, she manages the team and works hand by hand with the founders at Absolute Internship to assure quality of the internship programs and the best experience for all international students participating.

**Jacqueline Broida**
Jacqueline I currently a senior program manager at International Studies Abroad and has been working with the Internships department for over three years. Prior to working with ISA, Jacqueline worked with GlobaLinks as an event manager. She received her B.A. from Miami University and M.A. in Anthropology from the University of Colorado at Boulder.

**Jan Spalek**
Jan joined the Essex Abroad team in March 2016 and he is responsible for the management and delivery of the outgoing year abroad programme to enable students to spend a period of study at one of the University’s partner institutions around the world. Jan previously worked

**Jamie Bettles**
Jamie has driven the growth of InternChina since 2009, establishing 5 China offices and delivering numerous high-profile funded programmes. He recently launched Pagoda Projects Ltd, combining InternChina with their new brand InternVietnam. Pagoda Projects work with numerous universities from around the world and deliver government-funded programmes for the British Council and Education New Zealand. They have placed over 2000 students and recent graduates in China since 2007. Jamie completed a one-year placement as part of his undergraduate degree, has lived in China for 4 years and is now based in Manchester. He is passionate about work experience, travel, cultural exchange and languages.
at the University of Sunderland, their Students’ Union, Chevening Scholarship, and as a freelance translator as well as in the hospitality industry. He is a graduate of the University of Matej Bel in Slovakia and the University of Sunderland in the UK. He completed work placements and internships in Cyprus, Slovakia, UK and Colorado, USA. Jan also took two career breaks to volunteer in Western Australia and travel through South East Asia.

Jean-Marc Hachey
Jean-Marc Hachey BIO: As the founder of MyWorldAbroad and author of The BIG Guide to Living and Working Overseas (over 100k copies sold), Jean-Marc Hachey is passionate about student learning as it applies to global career skills and cross-cultural competencies. Jean-Marc and his team have developed multiple online and print training materials used by more than 100 universities, such as: Quick Guides, Visual Guides, newsletters, yearlong social media campaigns, the MyWorld Blog, international IQ quizzes, and most recently, training postcards. The aim is to first engage students into a go abroad experience, and secondly, to coach students about how to maximize the career value of going abroad.

Jillian low
My work history is a varied story of short term contracts both domestic and abroad. Through these work experiences I have been exposed to event planning, non-profit administration, social media management, external stakeholder engagement, program coordination and external communications. I have adapted to an array of different office environments from B2B, non-profit and government as well as various positions. All my roles have given me a strong foundation in office administration, marketing, education and communications. I recently completed a MA at UCL Institute of Education focused on Educational Planning, Economics and International Development. This greatly increased my analytical and reporting skills while increasing my awareness in educational access, CSR, global citizenship and workforce development.

Joe Tort
Joe Tort, M.A. has more than fifteen years of experience in International Education. Previous positions include Study Abroad and Exchange Coordinator at the University of Northern Colorado and International Admissions Counselor at Purdue University. He is currently the Assistant Director for Global Professional Practice at Purdue. He administers the Global Engineering Alliance for Research and Education (GEARE). This is a comprehensive global professional training program requiring students to complete foreign language training, study abroad, domestic and international internship experiences, and intercultural training courses. Joe is actively involved in developing global internship opportunities and university partnerships. He facilitates intercultural training coursework and assess student learning outcomes, including growth in intercultural competency.

Julie Knapp
Julie Knapp has been an Internship Coordinator at Indiana University for over 15 years. She has worked within a higher education setting for over 20 years. Julie Knapp teaches a Career Perspectives and Internship Preparation Course at Indiana
University and has presented education sessions related to internships and leadership/management at the national and state conferences for several years. Julie Knapp has published an e-text on Career Perspectives and has assisted many park and recreation departments, tourism and hospitality organizations, non-profit sport related agencies and more on creating quality internship program experiences for college students. Julie Knapp teaches full time at Indiana University in the Recreation, Park and Tourism Studies Department.

**Katie Dunn**
Katie Dunn is the Assistant Director of Career Development at the University of Michigan School of Information. She manages the UMSI Internship Program, provides direct advising and counseling for graduate students, and instructs several internship and career development courses. Katie received a Bachelor of Arts in Communication from Michigan State University, as well as a Master of Arts in Educational Leadership from Eastern Michigan University.

**Kelly Kowatch**
Kelly Kowatch is the Director of the Office of Professional and Community Engagement and Adjunct Lecturer at the University of Michigan School of Information. Kelly manages the School’s experiential learning programs, including global and intercultural programs. She co-teaches the Global Information Engagement Program and manages study abroad programming and partnerships, in addition to programs related to civic technology, community engagement, design and innovation. Kelly has a Master of Higher Education and Student Affairs from The Ohio State University, and a Bachelor of Arts in Policy and Applied Economics from Michigan State University.

**Lauren Bruce**
Lauren has been in her current position as Director of Internships at ISA for over three years. Prior to joining ISA, Lauren was the Director of Study Abroad and Exchange Programs at the University of Northern Colorado. Lauren worked at American University’s Washington College of Law’s Academy on Human Rights and Humanitarian Law on inbound study abroad programming. Lauren is a returned Peace Corps volunteer who served in the education sector in Ukraine. Lauren received a B.A. from Capital University and her M.A. in International Education from American University.

**Matthew Wong**
Matthew is an Australian who has been working in student mobility between China and the global community since 2008. He is a director at ImmerQi, a leading China-focused education program provider.

**Pamela Roy**
Pamela Roy is the founder and lead consultant of 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 14 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,
Rebecca Slotkin

Rebecca graduated from Lafayette College with a degree in International Affairs. During her junior year, she spent three semesters abroad in China, split between Beijing and Kunming, as well as extensively traveling the incredibly diverse country. After finishing school, she returned to Kunming to work as a Program and Resident Advisor for a study abroad program. With experience across the world, from Taiwan to San Francisco to New York, Rebecca is excited to be back in her native New York metro area, helping students discover the life-changing joys of living and studying in China.

Rocio Garza Tisdell

Rocio Garza Tisdell oversees the sponsored internship and grants programs offered through Wellesley Career Education. In this role, she has reimagined these programs to create direct connections between work experiences and Wellesley coursework. Moreover, she collaborates with academic departments, the alumnae community, and employers to continuously refine all programmatic elements to best align with the students’ needs. In the past, she has worked with international training and education initiatives and managed compliance and administration for other grant-funded programs within higher education institutions, including Harvard University, University of Texas, and the University of California. Working with the Chief Diversity Officer and Associate Dean for Community and Culture, she created guidance and recommendations for launching diversity and inclusion programs within the Virginia Tech Carilion School of Medicine, a unique public-private partnership in professional education.

Roxana Pleacoff

Experienced Director of Client Relations with a demonstrated history of working in the international affairs industry. Skilled in Nonprofit Organizations, Intercultural Communication, Policy Analysis, Business Development, and Strategic Planning. Strong business development professional with a BA focused in Philosophy & English from City University of New York, York College.

Shabnam (Shay) Ivkovic

Since 2006, Shay has focused her professional interests on the pedagogy of international co-op (form of WIL) experiences and developing student and employer satisfaction strategy. She is also deeply involved in creating and implementing the risk management and emergency response protocol for co-op work term abroad. Shay has presented best practices and research outcomes at APAIE, CAFCE, CEIA, CBIE, WACE, & GIC. Her team for international co-op at UWaterloo facilitates 900+ international (non-USA) co-op experiences in 60+ countries annually. As the current Chair of CEWIL Canada’s (formerly CAFCE) International Committee, and is known to challenges and supports institutions across Canada put into place for facilitating internships abroad.
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