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LETTER FROM THE EDITOR

We can do more, and we can do better, when we do it together.

Since the time of publishing the last issue of *Experience Magazine: Practice and Theory*, many members of the Cooperative Education and Internship Association (CEIA) have continued to grow, expand, and evolve their respective corners of the Experiential Learning world. Many stakeholders are breaking new ground, and they are doing so in exciting ways.

For example, **Drexel University** has created an *Entrepreneurship Co-op*, a program funded by their *Close School of Entrepreneurship*, providing teachers and learners a chance to collaborate in new and interesting ways. In addition to encouraging their sophomores to explore internships, co-ops, and research over the summer through their *Reflective Immersive Sophomore Experience program*, the **University of Puget Sound** is leveraging their alumni engagement efforts to pilot a campus-wide mentorship program to collaboratively build career pathways for students. The **University of Waterloo** has developed a number of collaborative innovations in experiential education, such as the *Co-op Research Certificate* and the *Enterprise Co-op*, the latter allowing students to start their very own businesses while earning academic credit. The **University of South Carolina** will be launching the new *My UofSC Experience*, a collaboration funded by the Lumina Founda-

tion, which aims to empower learners to articulate and actualize their educational journey by leveraging their networks. The **University of Colorado** is leading a collaborative network called the *QUAD*, an inter-institutional partnership with Colorado Springs, Colorado College, Pikes Peak Community College, and the United States Air Force Academy, all aligning efforts to form a cross-disciplinary team to address needs in the community. **Trinity College** leaders are currently planning to collaborate with the Stanford University's *d.school* in order to bring home ideas to support liberal arts students. Leaders at the **University of Cincinnati** are launching a new *Employer Institute*, a new *Service Learning Co-op* program, and have recently launched a new *Cyber-Security Apprenticeship* program, all of which were collaboratively created.

Are you recognizing a common theme here, a fundamental element at the center of all of these innovative ideas, programs, and projects? Not one of these efforts is happening in isolation.

Most understand that our field continues to evolve, continues to grow, and continues to innovate because it **MUST** do so. The field demands it. The world is thirsty for it. Stakeholders, universities, and academic communities are innovating, too, because they must. Their work

depends on it. We have been forced to adapt, and in doing so, we have been relearning — exercising again — the lesson that drew each of us to the field in the first place.

We do our best work together. We innovate through collaboration.

It is not only an exciting time to be involved in the world of Experiential Learning, but it's a crucial time to be doing the work with others — with us *and* with them. It is the perfect time to share best practices, learn from peers and colleagues, embolden higher education to move the needle on solving real-world problems, and prepare our students to take-up the same charge. Now is the time to deconstruct silos and build bridges — this has never been more apparent and available.

In these pages, you will find best practice highlights, field trends, how-to articles and relevant information and resources for scholars and practitioners. What is written in these pages is for teachers and for learners, for thinkers and for doers, and perhaps most importantly for everyone that finds their voice in the spaces between.

You will notice, however, that not one of the articles in **Experience Magazine: Practice and Theory** lacks that one, important element. They will each speak to the most crucial component of innovation — *Collaboration*.

We can do more, and we can do better, when we do it together.

Sincerely,

A handwritten signature in black ink that reads "Michael J. Sharp". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

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Connecting the Campus and the Community through Experiential Learning and Historic Innovation

Peggy Byers Fisher, PhD // Ball State University

Abstract

Bringing a college or university campus, students, and local organizations together for a greater good has been happening for decades. This process involves much more than sending university students out to work or to volunteer with local organizations. The process includes placing students in for-profit and nonprofit organizations that have real needs and problems to solve. Helping students reflect upon their experience and learn from it is important to understand. This manuscript provides an innovative example of how one university is making history by connecting with the local school corporation and presenting a considerable number of opportunities for both students, faculty and staff to connect with and learn from. Additionally, it explains the difference between experiential learning and volunteering, examines the traditional models of experiential learning, and explores the benefits to the student, organization and campus.

In *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities* the American Association of State Colleges and Universities discusses what it means to be a steward of place (AASCU, 2002). The report discusses how linkages between institutions of higher education and communities can include outreach, applied research, technical assistance, policy analysis, learning programs, and service-learning, to mention a few. The important thing is that the “leaders translate the rhetoric of engagement into reality,” “how to walk the walk” and “talk the talk.” (AASCU, 2002). The report laments the lack of a clear definition of “public engage-

ment” and offers the following: “The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit” (p. 9). Furthermore, it notes the importance of “getting all elements of the campus aligned and working together in support of public engagement efforts” (p.10).

INNOVATIVE PARTNERING

This mindset is clearly in motion at Ball State University (BSU) in Muncie, Indiana. BSU is engaged in an innovative, historic path as it

connects on a deeper, more profound level with the Muncie community. In 2015, its commitment to the local community earned BSU the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. This classification recognizes colleges and universities that demonstrate an institution-wide commitment to public service, civic involvement, and community partnerships (BSU, 2019).

Ball State President, Geoffrey S. Mearns, initiated his “Better Together” campaign in 2017 and “Spreading Our Wings” strategic planning process in 2018. Ball State has been engaging with the community for decades through internships, student teaching, educational initiatives, and service-learning opportunities. During the 2016-2017 school year over 3,000 students volunteered in over 130 community organizations, providing 57,762 hours of labor (Slabaugh, June 20, 2018). BSU’s most recent connections are through its Building Better Communities and Immersive Learning programs, and the new campaign, “Better Together.” To that end, the campaign started with three community forums: one on Neighborhoods and Education, a second on Arts and Culture, and a third on Economic Development in the fall of 2017 (BSU, 2018). The goal of these forums was to discover ways the campus and community could discuss struggles and opportunities to help each other and connect in more meaningful ways.

Campus and community groups are in the process of fleshing out new paths for collaboration based on these discussions. The first of these initiatives was a “Community Campus Experience” serving as a kickoff to BSU’s centennial anniversary celebration in June, 2018. Feedback from

the forums suggests that community members are reluctant to come on campus because they don’t know where to park or where buildings are. For this event free parking was open across campus, there was food, games and entertainment, and visitors toured everything on campus from the auditoriums and planetarium, to the greenhouses, to the classrooms, and a host of other interesting locations. Its goal was to get community members familiar and comfortable with the campus and what we do.

Along with the initiatives mentioned above, BSU quietly, and to the surprise of many in the community and at the university, pursued legislative action that would give control of the local struggling Muncie Community School Corporation (MCS) that was under emergency management over to the university. In 1899, BSU was a “private teacher training school,” and in 1922 it became Ball Teachers College (BSU, 2019). It has a long history running elementary through high school initiatives, such as Burriss Laboratory School and the Indiana Academy for Science, Mathematics, and Humanities. The university was ready and able to step in and help.

Taking over an entire distressed school corporation that was under emergency management had only been tried once before. Boston University ran Chelsea Public Schools for 20 years ending in 2008 (Seltzer, 2018). One main difference with the BSU collaboration is that MCS will remain financially independent from the university. On May 14, 2018 the Indiana General Assembly passed HB 1315—legislation that provided BSU with the “opportunity to appoint a new school board to manage the Muncie Community Schools” (G. S. Mearns, personal communication, May 14, 2018). On

May 16th the BSU Board of Trustees passed a resolution accepting the responsibility to appoint a new school board to manage Muncie Community Schools. In effect, as of July 1st Ball State took over the local school corporation. Another “key difference” between the Boston University case and the BSU case is that the Chelsea School Committee “reserved power to override Boston University on policy matters affecting the whole district” (Seltzer, 2018). Mearns was quick to point out that this is a community partnership, not just a BSU initiative. He also discussed assembling a “large community engagement counsel” to help address ways BSU and the Muncie community can collaborate (Mearns, June 23, 2018).

“By marshalling BSU faculty, student and staff resources and mobilizing a coalition of external partners, the university ‘can change the trajectory’ of Muncie schools” (Slabaugh, May 14, 2018). To date, BSU has already generated more than \$2.9 million in private support (G. S. Mearns, personal communication, May 16, 2018) for the school corporation. They have received a record 88 applications for seven positions on the new school board (Slabaugh, June 7, 2018) and interviewed 20 of those applicants (Slabaugh, June 11, 2018). The former school board will serve in an “advisory” capacity until its members’ terms expire (Slabaugh, June 13, 2018).

President Mearns is encouraging faculty to think of innovative and creative ways to actively participate in this endeavor while simultaneously attempting to garner student engagement. “The thinking is that this presents an opportunity to design some innovating programing in the district” (Seltzer, 2018). More specifically, this partnership is in the process of planning

and implementing “audits of curriculum, instruction, and technology,” and “developing executive dashboards to monitor academic and financial indicators for the school system” (Slabaugh, February 19, 2019). President Mearns is clear that MCS teachers and staff are the “foundation of this partnership” (G. S. Mearns, personal communication, May 16, 2018) and that they are “valued” and “respected.” He promotes the true spirit of collaboration with the current school board members and families of MCS students as well. BSU is well aware that it needs to remain cognizant of the town-gown relationship. Mearns states “What we’re attempting to do is address a significant, profound challenge in Muncie and bring together the experience and expertise of our campus” (Seltzer, 2018). Ultimately, this partnership aims to be more than BSU fixing a problem, and then removing itself at some future date. BSU’s commitment, according to President Mearns, is long-term.

Exactly how this partnership will play out remains to be seen; details are emerging as new ground is being broken in the campus and community connection. Certainly, there will be bumps in the road and a steep learning curve. BSU’s initiatives through “Better Together” and the school corporation takeover, along with other community engagement programs, presents so many ways students and faculty can connect with the community through service-learning, internships, immersive learning, experiential learning, cooperative education and volunteering. For example, opportunities for engagement can come in the form of educational programs for teachers, resource development for the classroom, rebranding of the corporation, marketing, human resource development, policy revisions, early childhood development programs, long term planning,

finance, training, fundraising, after school programs, sports management, promoting the arts, and politics.

DEFINING EXPERIENTIAL LEARNING

Programs whereby students are connecting with the community, such as those now underway at BSU, might be called different names and each has its own nuances, but the premise of learning-by-doing is the same for all. The 1993 National and Community Service Trust Act defined service-learning, in particular, as an educational experience that includes an organized service experience that meets actual community needs, is coordinated through a university or school, is integrated into students' academic curriculum, makes continual links between the service experience and classroom content, provides structured opportunities for students to talk and/or write about the experience, and enhances what is taught in school (Schine, 1997). It is distinguished from basic volunteerism or community service because of its focus on integrating the service or work component with academic content and reflection. Jeffrey (2001) adds the importance of academic rigor, establishing learning objectives, and having "sound learning strategies" as part of these experiences. Similarly, internships and sometimes cooperative education are defined as a form of experiential learning that integrates knowledge and theory learned in the classroom, with practical application and development in a professional work environment (What is Cooperative Education, 2018, CEIA, 2015). Diambra, Cole-Zakrzewski and Booher (2004) highlight the importance of "adequate planning, structure, supervision, monitoring and opportunities for ongoing reflection" as part of a successful internship experience (p. 211).

Table 1 illustrates some of the differences between volunteering, service-learning and internships (Fisher, 2018).

DEVELOPMENT OF EXPERIENTIAL LEARNING

According to Sweitzer and King (1999), experiential learning has its roots in the apprenticeship system of the medieval times. Professional schools and training programs required "practical experiences as integral components" of these programs (p. 11). This experience sets the stage for what we now refer to as "internships." The call for "public engagement" is almost a return to our "roots and a reengagement of the core purpose of higher education" (Hoffman, 2016). In more recent times, according to the Council for the Advancement of Standards in Higher Education (CAS), the partnership between community and campus became more prominent during the Civil Rights Movement and the social activism of the 60s and 70s. There was intentional engagement regarding the social, political, and economic strife of the community and institutions of higher education. University organizations began to focus on neighborhood development and outreach programs.

The 80s witnessed student activism with the birth of COOL—The Campus Outreach and Opportunities League—to promote community involvement with students. In 1985 Campus Compact created a coalition of university and college presidents committed to enhancing the public purpose of higher education. Gorgal (2012) discusses the growth of service-learning and civic engagement efforts during the 1990s noting that higher education had renewed its commitment to community and democracy.

During the 2000s the scope of experiential learning widened to include more service-learning courses and added an array of "course-based

Table 1.

	<u>Community Service/Volunteer</u>	<u>Service-Learning</u>	<u>Internship/ Cooperative Education</u>
Example	Students participate in a home "build" with the local Habitat for Humanity	Students in a campaigns course participate in a number of "builds" and study nonprofit development, fundraising and volunteer recruitment campaigns. The experience is discussed within the context of the classroom content.	Students work a set number of hours every week organizing volunteer schedules, managing the organization's social media and publicity, and attend community forums and related meetings. The experience is the main focus of learning, and would be discussed in reflection papers, work logs, and supervisor evaluations.
Education--Curricular Integration	None usually required--tangential and unintentional	Learning is the goal--student work is integrated into the classroom material	Classroom assignments are integrated into the student's work for the organization--considered co-curricular
Skill Level	Usually requires little skill, or skill is learned by doing	Requires some skill, and learned on the job	Requires skills and learned on the job
Mentorship	None	Little to none	Facilitated by both the site supervisor and the academic supervisor
Time Frame	Any range of time	Typically one semester or full year	Typically one semester or full academic year
Career Opportunities	Can add to resume under Volunteer Experience	Can add to resume usually under Professional Experience	Can add to resume usually under Professional Experience
Community Ties	Little emphasis placed on connecting with or learning about the community	Stronger focus on learning about and connecting with the community	Stronger focus on connecting with and learning about the community
Travel	Rarely blended with travel--usually local	May be blended with travel--usually local	May be blended with travel--usually local
Compensation	Voluntary with no compensation--some charge participant fees	Voluntary with no compensation--may charge participant fees or fees for academic credit	May be paid or unpaid--students most likely will have to pay for academic credit
Evaluation	None	Yes--Mostly tied to classroom performance	Yes--Mostly tied to work performance
Primary Intended Beneficiary	Organization focused	Student and organization--mutually beneficial	Mutually beneficial, but focused on student's professional development
Primary Focus	Provide meaningful service	Provide meaningful service and enhance classroom learning	Professional development and experience--learning by doing
Intended Educational Purpose	Personal--moral and social growth and development	Academic learning, enhance civic and intellectual growth	Career development and professionalism
Nature of Activity	Based on student interest and motivation	Usually based on course topic/discipline	Based on student career interests and industry

strategies" and "high-impact pedagogies" geared towards improving citizenship (CAS). These include opportunities such as alternative spring breaks, community-based research, campus service days, internships, political engagement, experiential education, immersive learning, and service learning. Campuses also began to "document" the accomplishments of these programs which lead to the development of more formal academic programs and structures to support faculty and students. Often these offices can be

found under departmental internships, academic affairs or student affairs (Sponsler & Hartly, 2013).

Not all experiences out of the classroom are educative, however. Kolb (1984) emphasized that these experiences still need to be organized and geared toward learning. The learning context must engage students' development through real-world problems and conflicts that the students must solve. "For real learning to happen,

students need to be active participants in the learning process rather than passive recipients of information given by a teacher (Sweitzer & King, 1998, p. 11). The teacher's role is to guide and facilitate the learning and coach students through the experience (Garvin, 1991).

MODELS OF EXPERIENTIAL LEARNING

Traditionally, three models have guided experiential learning: group process, simulation-games and field experience (Wagner, 1992). The group process model builds upon interactions among the group members, the group "process" itself. Sensitivity training workshops were a popular form of this in the 70s. Individuals learn by analyzing the interaction process within the setting itself. The simulation-games approach relies on "gaming" activities to engage students in specific patterns of interaction. The games are structured in a way that encourages these patterns. For example, students might play the game Scrabble in competition against each other, then in cooperation with each other as they share their letters. Students learn by making connections between the gaming situation and real-world problems. The field experience model emphasizes integrating academic content with off-campus student experiences, much like a course on persuasion that assists with a political campaign. Learning comes through the value of participating in non-academic settings (Wagner, 1992).

Kolb's Experiential Learning Model (1984) is a commonly used framework for developing and implementing service-learning curricula and is based on widely accepted learning theories (Pritchard & Whitehead, 2004). In sum, Kolb's cycle recognized that reflection transforms the service into new and applicable understanding.

Service is the experience, and the reflection impacts the students' education, along with skills and values. More contemporary frameworks address collaborative and social processes important in the learning experience. For example, The Collaborative Service-Learning Model (Pritchard & Whitehead, 2004) builds upon Kolb's (1984) work and integrates the elements of "involvement, commitment to shared purposes, planning, teamwork, team consultation, reflexive dialogue and consummatory activity" (p. 12). Fiore, Metcalf and McDaniel (2007) suggest the Transfer Appropriate Process Theory (TAP) can be used to "support an understanding of experiential learning within a variety of different domains" (p. 37). They suggest that in the context of experiential learning, TAP theory addresses the synchronization between the thought processes engaged during learning and the eventual use of that learning.

While internships can be done at nonprofit or for-profit organizations, at BSU most often service-learning is done with nonprofit entities. "Service is fundamental to our own United States culture" (Pritchard & Whitehead, 2004, p. 1). "Civic Participation" and "social problem-solving" are embedded in our social fabric (p. 1).

BENEFITS FOR CAMPUS, STUDENTS AND COMMUNITY

Campus and Faculty

In the report, "The Future of Learning: How Colleges Can Transform the Educational Experience," the *Chronicle of Higher Education* (2018) discusses how to "remove barriers, experiment, and innovate to prepare for the future of learning." Immersive learning and active learning are presented as important ways to im-

prove education. Experiential learning programs, including internships and service-learning, are considered controversial at some institutions (Sweitzer & King, 1998). They can be expensive to administer, a “management nightmare” for some universities (p. 12), and their scholarship is often met with skepticism. However, this approach to learning has evolved into a disciplined and goal-focused form of education. It continues to thrive because of its potential.

Institutions have recognized that their regional and local communities offer great opportunities, serving as “learning laboratories” that enhance classroom instruction, research, and creative endeavors (AASCU, 2002, p. 11). These connections are “powerful vehicles to affirm institutional mission; to connect teaching, research, and outreach with the ‘real world’ for faculty and students; to bring knowledge in service to society; and to provide accountability for public funds while extending public dollars and leveraging extramural funds” (p. 11).

While institutions of higher education are not “corporations” per se, they can still posture themselves as supporters of corporate social responsibility. Our “consumers” include current and future students, parents, donors, alumni, employers and community members looking for more than just a piece of paper documenting students have passed their coursework. These “consumers” want to see the tangible evidence of student achievement in the community. Furthermore, they want to understand and be involved in the options for students to engage outside the classroom and make those important community contributions. Fallon (2017) suggests that “undertaking socially responsible initiatives is truly a win-win situation.

Not only will your company (university) appeal to socially conscious consumers and employees, but you’ll also make a real difference in the world.”

Along with the campus, individual faculty benefit as well. For example, managing internships for 30 years as both a faculty supervisor and a site supervisor, and facilitating immersive learning projects for 10 years has personally changed the way I teach. I love bringing situations from those experiences into the classroom and offering them up for analysis and discussion. Most often those discussions are framed as “This is what happened. What could we have done differently?” Students appreciate hearing about real-life situations, especially when the teacher and their counterparts are directly involved.

Student

Melchior and Bailis (2002) discuss how experiential learning can have a positive impact on students’ “civic, academic, social and career development” (p. 202). They further advocate that the impact on students is directly tied to the quality of these programs. These authors present evidence from three major national service-learning initiatives: Serve-America, Active Citizenship Today, and Learn and Serve. While their focus is on middle and high school students, it is also relevant to college-age students.

We can look at four specific benefits of experiential learning for the student. First, Pritchard and Whitehead (2004) discuss how the process can enhance students’ cognitive and intellectual development. Experience-based activities can stimulate their “intellectual capacities” (p. 4). A second benefit is the potential to improve students’ academic achievement. Pritchard and Whitehead (2004) note how students who en-

gage in these experiences may be more motivated to learn, and therefore perform better in their academic subjects. A third benefit is the “potential for strengthening students’ citizenship education, their sense of community responsibility” (p. 4). The fourth benefit is the potential for developing more active problem-solving skills in students, rather than focusing on information consumption and “imitative learning” (p. 5). This could lead to re-thinking the educational process across college campuses. Additionally, The Center for Community-Engaged Learning (2018) at the University of Minnesota suggests students can benefit academically, personally and professionally through increased understanding of course content, examining values and beliefs, developing critical thinking and problem-solving skills, connecting with professionals and community members, and learning more about social issues. Weintraub (2018) notes that “students are no longer simply receivers of knowledge but active learners who engage with the material and link their experiences with the course content.” They learn that they can be “agents of change” and “identify the interconnectedness of their lives with the lives of others” (p.25). Connecting with the community outside the walls of a traditional classroom can encourage interactive learning strategies, give new dimensions to classroom discussion, engage students, provide networking opportunities, give insight into community issues, and develop civic and leadership skills (Center for Community-Engaged Learning, 2018).

Finally, and probably the most important from the students’ perspectives, is that the experiences give them practical experience to put on their resumes. They are able to talk about what they

did and what they learned in job interviews and on cover letters. Many job descriptions list “experience” as a preferred, if not mandatory, requirement. The National Association of Colleges and Employers reports that “Nearly 91 percent of employers in the *Job Outlooks 2017* survey prefer that their candidates have work experience” (NACE, 2017). These experiences are key for students entering the job market. Experiential learning programs give students the opportunity to attain that experience in a learning context.

Organization/Community Partner

Community partners receive valuable service and support (Why Use Service Learning?, 2018), and the opportunity to address specific needs. They also receive additional resources to achieve organizational safety and human resource goals, new energy, perspectives and enthusiasm, help in preparing future leaders, access to university resources, and increased awareness of important organizational issues. It also helps create the potential for additional partnerships and collaborative efforts between the organization and the campus (Benefits of Service-Learning, 2018, Center for Community-Engaged Learning, 2018). McCarrier (1992) discusses how students’ enthusiasm brings a “freshness” to the job that more than makes up for their initial inexperience.

Bandy (2018) suggests that community partners receive “satisfaction with student participation, valuable human resources needed to achieve community goals, new energy, enthusiasm and perspectives applied to community work, and enhanced community-university relations.”

SUMMARY

Connecting the campus with community is not a new concept. Public institutions of higher education have considered it part of their purpose and mission for centuries. Since medieval times students have been expected, and even required to go into their communities and learn by practicing their trades. This manuscript looked at how one university is making history by connecting with the local school corporation. It discusses the difference between experiential learning and volunteering, the traditional models of experiential learning, and the benefits to the student, organization and campus.

Ball State University is currently positioning itself to have a significant impact on the local school corporation that will involve connecting students and faculty with struggling schools. This endeavor will provide a plethora of experiential learning opportunities including service-learning, internships, immersive learning, and volunteering that students, faculty, staff and the community can benefit from.

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Interview with Emilie Wapnick, Author of *How To Be Everything*

Interviewed by: Melanie Buford // University of Cincinnati

Abstract

Emilie Wapnick is a nationally-known thought-leader on career satisfaction. She has authored the book, *How to Be Everything*, a text used in University of Cincinnati's Academic Internship Program to offer students an alternative to traditional models of work. Wapnick has popularized the term "multipotentialite," an individual with multiple talents and creative interests, and manages an online community to support multipotentialites in gaining relevant experience and building satisfying careers. Her popular TED Talk "Why some of us don't have one true calling," has more than 6 million views.

This article features an interview with Emilie Wapnick, during which she expands upon her innovative approach to career and answers hard-hitting questions about the viability of career design in today's competitive market.

As students and professionals alike pursue creative and meaningful work, innovative authors like Emilie Wapnick continue to inspire and challenge us to ask more from our evolving global market.

Wapnick is known for coining the term "multipotentialite," a name for those who juggle multiple passions and creative pursuits. The concept of multipotentiality has quickly caught on, drawing a number of Millennials and Gen-z-ers in particular.

On October 12, 2018, I had the opportunity to interview Emilie to learn more about her thinking on multipotentiality and how professionals can realistically apply her ideas in their own lives and careers.

1. What all are you working on now?

Any new initiatives in the works?

I've just finished developing a new course that will be out in late October called *Work Your Work! A Crash Course on Building a Multipotentialite-Friendly Career*. I felt there was a need for a quick, accessible/affordable way to help those who've just discovered they're a multipotentialite learn about how other multipotentialites structure their careers. The course includes short lessons, worksheets, and audio prompts. My hope is that students will come away with, not just an understanding of how to sustainably integrate multiple passions into their lives, but an actual, customized list of multifaceted career ideas.

Other than that, I'm continually working on improving the Puttylike and Puttytribe communities. We just hired a new managing editor and we're looking to add more writers to the blog, with an emphasis on including a greater diversity of voices. There's a website redesign in our future, too.

In non-Puttylike related news, I just finished writing an original television pilot script. It's a coming-of-age show about a queer 16-year-old girl growing up in Montreal, Quebec in the early 2000s. It's sort of an AFTER-coming out story about someone trying to find their place in the queer scene, navigate relationships, and deal with the standard emotional angst of just being a teenager. I'm not sure where this project will go, but I'm having a lot of fun with it right now.

2. As you know, your book, *How to Be Everything*, is one of my students' 3 textbook options in the Professional Development course I teach. I ask them to critically engage with the text and I'd like to get your take on one of the questions that has often come up. Many of my students express concerns about financial freedom and pursuing multiple careers. Do you have any advice for balancing financial realities and pursuing passions?

I don't believe that you need to choose between pursuing your passions and having financial stability. The multipotentialites I interviewed and learned from while writing *How to Be Everything* were all people who self-described as being both happy and financially comfortable.

It's important to get clear on your financial goals, and to take them into account when considering and experimenting with different career ideas. Having enough income (whatever

"enough" means for you) is necessary to flourish creatively and not be in a continuous state of stress. As a multipotentialite, you also need a sense of meaning in your life, plus a degree of variety. Each of these ingredients—money, meaning, and variety—needs to be present in the right amount for a career to really feel fulfilling.

3. Do you feel that everyone should feel empowered to pursue their passions, regardless of circumstance, education or skillset?

You need to be able to eat, pay the bills, and live safely and securely. That's always priority number one. It's difficult to pursue your passions when you're under intense financial or emotional stress. I believe that everyone should have a right to pursue their passions, but building a career that you love takes time, and sometimes you need to do whatever you can—for now, to survive—and worry about building your dream career once you have more stability in your life.

4. Are you familiar with the work of Cal Newport? He argues that the way to find professional freedom is to hone a rare and valuable skill over many years, in other words to focus on one area and get uncommonly good. Do you feel that there's anything to be said for building a skill over time? What place might this kind of thinking have for multipotentialites?

There's no one way—no one approach that works for everybody. Clearly, Cal Newport's model works for some people. But in my experience, many multipotentialites who try to focus on a single, narrow professional path end up being profoundly unhappy. I think we should all design careers that align with how we're wired and how we like to work. If you're someone

who's passionate about a number of different subjects, then you'll be much happier with a life and career that provides you with some variety.

Of course there's something to be said for building a skill—or rather, skills—over time. Multipotentialites aren't inherently unskilled or unfocused. Most multipotentialites develop expertise in several areas and actually become quite good at what they do. Multipotentialites also tend to connect and combine disparate areas to develop their own forms of expertise.

5. As I'm sure you know, many multipotentialites experience burnout while balancing multiple passions. I'm both a writer and a full-time professor, for example, and have to work hard to manage energy. What advice do you have for managing burnout? Have you experienced this in your work?

One of the biggest challenges faced by multipotentialites is figuring out the balance between exploration and making progress on your projects. That usually involves experimenting to see how many different things you can handle at once, and how many is too many. As far as managing energy and burnout goes, I've found that taking on fewer projects at once, lowering my expectations for what I accomplish each day, and just generally paying attention to how I feel physically and emotionally and practicing healthy self-care, really helps.

6. How do you feel about the role of talent in pursuing passions? If a multipotentialite is pursuing a skill, let's say visual art for example, and they're receiving feedback that they aren't demonstrating natural talent for the area, how would you suggest they respond to this?

I think it's pretty cruel to tell someone they aren't "naturally talented" at something... I believe that if you're passionate about a particular area and you put in the time and work, you will develop skills. So, I guess I don't put much weight into "natural talent."

Also, it's okay to pursue your interests purely for fun and/or to be kinda crappy at things (especially at first... That's just normal). A lot of people feel nervous about trying new things because they worry that they won't be very good. But everyone's somewhat incompetent when they begin learning something new. The fear of being unskilled or looking stupid holds many people back from learning, growing, and seeing where things lead.

If someone is rude enough to tell you you aren't "naturally talented," I would suggest ignoring the comment and getting around other people who are more supportive. Keep doing you.

7. What is your personal vision for Puttylike and the work you've been doing on multipotentiality? How do you want the world to be different?

I want Puttylike to be a space where multipotentialites can be themselves, feel supported, and get help as they navigate their lives and careers. I would like to reach a great deal more people because I think there are a lot of folks out there who don't understand "what's wrong with them" (i.e. that nothing is), and are really struggling. I think multipotentialites are super talented and interesting, and I want to empower more of them to embrace their plurality and bring their gifts to the world.

Thanks Emilie.

Perceptions of the Role and Structure of Internships in Undergraduate Business Education

Kawana W. Johnson, PhD // Florida State University

Abstract

Internships have become a common feature in undergraduate business education programs (Hergert, 2009; Knouse & Fontenot, 2008) with 92% of business schools offering internship experiences (Coco, 2000). This increased focus has drawn more attention to the expectation that internships not only provide meaningful and career relevant experiences, but also structured environments (Stirling, Kerr, MacPherson, Banwell, Bandealy, and Battaglia, 2017, p. 28). By providing structure, institutions and employers are better able to customize programs unique to their organizational needs.

This qualitative, single case study examines the role and structure of internships in undergraduate business education at an AACSB accredited business school located at a research 1 institution. The Grant University College of Business is the pseudonym that was assigned to this institution. Administrators and employers were asked questions related to how they describe the internship program within the College, specifically for their academic area/industry, and how they perceive internships in business as a whole. Interviews with eight administrators (*including two deans*) and six employers along with several document reviews were used to provide insight into this topic. The analysis of the administrator and employer perceptions of the role and structure of internships in undergraduate business education surfaced the following themes: (1) internships expand the boundaries of business knowledge and (2) internships should be customized.

Keywords: experiential learning, career development, professionalism, and higher education.

INTRODUCTION

Employer demand and a push by the Association to Advance Collegiate Schools of Business (AACSB) to increase experiential learning in both local and global practices of business have

been significant factors in the growth of experiential learning in postsecondary business education (Griffis, 2014; Hart Research Associates, 2008; Sciglimpaglia & Toole, 2009). A poll by

Hart Research Associates (2008) found that employers preferred practical experience to traditional classroom lectures as a method of learning. Therefore, the need for an enhanced curriculum becomes more evident as business schools work to produce the employees that employers seek while meeting and maintaining the standards that their accrediting agency requires.

AACSB accredited business schools are required to participate in a self-evaluation and a peer review to ensure that they uphold standards that fall under the following four categories: (a) strategic management and innovation; (b) students, faculty, and professional staff; (c) learning and teaching; and (d) academic and professional engagement (AACSB, 2016; Dumond & Johnson, 2013). Standard #13 specifically addresses the need for business schools to provide experiential learning opportunities.

For any teaching and learning model employed, the school provides a portfolio of experiential learning opportunities for business students, through either formal coursework or extracurricular activities, which allow them to engage with faculty and active business leaders. These experiential learning activities provide exposure to business and management in both local and global contexts... They... may include field trips, internships, consulting projects, field research, interdisciplinary projects, extracurricular activities, etc. (AACSB, 2016, p. 38)

Since the AACSB recommendation to increase experiential learning in business education, internships have played a significant role in addressing this directive (Hergert, 2009). In recent years, employers have expected interns to come into the workplace trained while students

expect employers to provide the training (Gault, Redington, & Schlager, 2000; Hurst & Good, 2010). With this knowledge, many in academia have recognized that students with real-world work experience are more desirable to employers because they often require less training and less supervision (Birch, Allen, McDonald, & Tomaszczyk, 2010; Gault et al., 2000; Hurst & Good, 2010; McDonald, Birch, Hitchman, Fox, & Lido, 2010). These findings have elevated internships as a necessary component in the undergraduate business curriculum with more business schools increasing their focus on various forms of internships (Birch et al., 2010; Gault et al., 2000; Hurst & Good, 2010).

Conceptual Framework

This research is most closely aligned with the viewpoints presented by Sharan B. Merriam. Merriam (2009) follows a constructivist tradition that views qualitative research as a form of study that embraces an individual's ability to create their own reality through interaction with the surrounding world. She posits that "there are multiple realities, or interpretations, of a single event" (Merriam & Tisdell, 2016, p. 9) and that qualitative researchers are fascinated by how people make meaning of the world around them. Therefore, qualitative researchers "do not find knowledge, they construct it" (Merriam & Tisdell, 2016, p. 9) by developing another interpretation of their findings based on "others' views filtered through his or her own" (Merriam, 1998, p. 23). Multiple theories of learning follow the constructivist perspective; however, I used situated learning to assist in my analysis and interpretation of the findings in this case study.

Situated Learning

Situated learning is a “social-cultural process” (Zhang, Kaufman, Scheell, Salgado, Seah, & Jeremic, 2017, p. 3) centered around making gradual connections within communities that later lead to full participation (Lave & Wenger, 1991). Lave and Wenger (1991) posit that the connections we make within the community demonstrate how important our environment is to our ability to create new knowledge. They believe that learning is a naturally occurring action deeply rooted within activity, context, and culture (Lave & Wenger, 1991). Situated learning shifts the learning process from an individual focus to a participatory focus (Quay, 2003). “Of prime importance in situated learning is the conceptualization of the intimate connection between participation and the social and cultural world within which that participation occurs, a viewpoint often missed in many models of learning in experiential education” (Quay, 2003, p. 107). Situated learning theory provided an essential framework to analyze the structure of internships at companies that recruit Grant University College of Business interns. I also gained insight into how employers engage interns in the social, cultural, and professional life of the organization.

During an internship, students make connections with mentors, supervisors, and potential colleagues. Employers make connections with potential employees and administrators make connections with industry professionals able to provide professional opportunities for the students they serve. The process is cyclical and as these connections are made, they continually demonstrate the value of situated learning by showing how important our communities are in our ability to create new knowledge.

METHODOLOGY

The college under study is a 67-year old AACSB accredited institution with more than 6,000 students, six academic departments – accounting; business analytics, information systems and supply chain; finance; management; marketing; and risk management/insurance, real estate and legal studies, and ten undergraduate degree programs. I chose this college because of its current standing as an AACSB accredited business school, its size, and its concentrated efforts to incorporate internships into the curriculum. Participants in this study were administrators employed within the Grant University College of Business and employers that provide internship opportunities to business students within the College.

Participation was completely voluntary using the purposive, or purposeful, sampling strategy. The selection of administrators was driven by the fact that each department has a role in the development of internship guidelines and requirements for their respective area. In addition, these administrators interact in some capacity with the internships office staff to assist students and employers in making quality internship connections. The selection of employers was driven by the fact that each company consistently provided internship opportunities to students in each of the six academic departments. I conducted individual interviews with eight administrators and six employers using the semi-structured, or guided, interview approach. This allowed me an opportunity to develop a standard set of questions for each participant while still providing flexibility to modify questions and the order for the purposes of probing more deeply while clarifying key points (Lichtman, 2013; Merriam & Tisdell, 2016).

In this study, I collected a variety of documents that included internship course syllabi, student internship policy and procedures manual, employer policy and procedures manual, the college's strategic plan, the employer recruiter guide, and the internship office staff training manual. Hammersely and Atkinson (1983) found that such documents provide rich descriptions, are easily accessible, and help minimize ethical concerns. Website content was also reviewed and analyzed to broaden the scope of the investigation. The purpose of selecting these sources for review was to validate data received from interviews.

Data collection and analysis occurred simultaneously in an effort to minimize the difficulty in deciphering large volumes of material (Merriam & Tisdell, 2016; Merriam, 2009). Interviews were audio recorded, transcribed, reviewed, and shared with each participant for the purposes of member checking. Coding was completed manually using a notepad and post-it notes. Once participants confirmed and/or made modifications to their transcript, I was able to analyze each document individually to determine primary themes from each interview question. Significant thoughts were written down as themes began to emerge. As recurring themes emerged, I also maintained memos to document what was heard, observed, and how the findings were interpreted. By creating memos after each data collection procedure, I was able to compare findings and better prepare for subsequent interviews (Merriam & Tisdell, 2016; Merriam, 2009).

RESULTS

An analysis of administrator and employer perceptions of the role and structure of internships in undergraduate business education yielded

the following themes: (a) internships expand the boundaries of business knowledge and (b) internships should be customized.

Internships Expand the Boundaries of Business Knowledge

The Grant University College of Business website recognizes their mission to “be a leader among public business schools, expanding the boundaries of business knowledge and providing exceptional educational experiences for our students.” To fulfill this mission, the college's 2017-2022 strategic plan notes that internships have become an important approach used to involve students in relevant industry experiences designed to prepare them for career success. This plan also emphasizes the college's hope to become a leader in both academic and professional growth by increasing the number of internships completed, the percentage of students who participate, and the number of industry-related activities. During my interviews, administrators and employers shared valuable insights into their perceptions of how internships can expand business knowledge through skill development and experience.

Administrator Perceptions. By encouraging employer internship development and student internship participation, the Grant University College of Business uses collaborative techniques to provide academic internship course credit and promote professional development through unique learning opportunities (Internships and Career Services Staff Training Manual, 2018). While the program specifically targets business majors, services are also rendered to non-business majors seeking academic credit for business-related internships. Overall, internships are considered a complementary approach to business education; however, administrators

have a shared vision of enhancing the academic and professional skills of each student while making them more marketable as they leave academia and enter today's competitive workforce (Internships and Career Services Staff Training Manual, 2018).

Currently, the College of Business only requires internship participation for students majoring in professional sales; however, all students are encouraged to participate in order to gain valuable work experience. When asked about the role of internships in business education, the majority of administrators saw internships taking on a more prevalent role in business education than in years past. Mary, an accounting professor, shared:

Internships have become much more critical and significant than they were back when I was a student. I feel like in the last ten years, our students feel that if they don't have an internship, they're not going to end up with a full-time job. (personal communication, December 5, 2017)

Donald, Dean of the College, said "we have so many students who have very little professional development experience. Therefore, the role of the internship, to me, is crucial moving forward" (Donald, personal communication, December 11, 2017). Although internships are not required for all students in the College of Business, they are strongly encouraged. Each department has an internship course that can be taken as elective credit within the major or as general elective credit toward graduation hours. All administrators interviewed agreed that the implementation of these courses and the creation of a designated internship office are prime examples of the important role that the College has placed

on internship participation as a supplement to the traditional business courses being offered in business schools worldwide.

Whether or not internships should be required in business education has been a topic of discussion in many business schools. Size of the college and location of the institution are just two areas that play a significant role in a college's decision to require college-wide internship participation. While administrators unanimously agreed that internships are a great way for students to gain professional experience, not all agreed that internships should be required. Jason, Associate Dean for Undergraduate Programs, shared the following:

Alumni are of the opinion that internships are something that benefit absolutely everybody who goes through. I'm not sure that I agree with that. I think it benefits a large number of people, but I also think that there are many students who are mediocre students translated into mediocre interns. (personal communication, December, 11, 2017)

In contrast, Thomas, a professor in the marketing department, felt that internships should be a requirement of every degree program within the College. He said:

I feel it's the counterbalance, or the matching piece, to academic learning because you've got to put everything you do in perspective. A lot of what gets taught in a college of business is related to theory, based on sound, factual information. I feel it should be a requirement of every degree. (personal communication, November 20, 2017)

According to Ingrid, a management information systems professor, "internships have to be

an integral part of an education” (personal communication, December 6, 2017). Frank, an associate professor of Finance, shared that this is the first work experience for many students; therefore, they are being exposed to valuable lessons on how a business operates. Matthew, a management professor, said that “students are going to be much more prepared to be competitive in the marketplace if they have that supplemental experience that takes what they learn in the classroom and puts it into a more applied setting” (personal communication, December 8, 2017).

A report from the National Association of College and Employers (2017a) found that “employers anticipate hiring 3.4% more interns in 2017 than they did in 2016” (p. 1). Forty-one percent of employers polled indicated that they would increase intern hiring in 2017 while 42% would maintain (National Association of Colleges and Employers, 2017a). Only 17% mentioned a decrease in intern hiring (NACE, 2017b). The fight for talent continues to increase, and administrators interviewed for this study agreed that internships are becoming more attractive to employers and are creating more competition for students. Abigail, a professor in risk management and insurance, shared:

If a company can get an intern, earn their love and respect, they've got an employee that they've already test-driven and can hire at a reduced cost and know what they're getting. With this war for talent, there are hundreds of thousands of jobs in my industry waiting to be filled because the boomers are leaving. (personal communication, December 1, 2017)

Business knowledge includes personal know-how and the accumulation of various skills and experiences. Overall, administrators agreed that business knowledge is enhanced when students seriously engage in meaningful internship experiences that transcend the traditional business concepts learned in the classroom.

Employer Perception. All employers interviewed felt that internships are helpful in developing professional skills necessary for success in the workplace. Gavin, a financial advisor, recounted the story of a former intern who later pursued a different career path and now serves as a Chief Financial Officer for a large company. When asked if he regretted his decision to complete the three-month internship with Gavin's company and instead do something more relevant to his current field, the former intern said no. Gavin said, “Although he did not pursue full-time employment with our company, he made it clear that the skills he learned as an intern were directly transferable to what he's doing now in the business world” (personal communication, December 18, 2017).

Four of the six employers interviewed agreed that networking skills are essential in business and that internships are a great way to improve those skills. Two employers mentioned specifically how internships help build a student's work ethic. Jeffrey, a tax accountant, shared that students learn the importance of being punctual, honest in their communication, and flexible in their willingness to take on extra tasks. Amanda, a realtor and executive assistant, also mentioned the importance of workplace decorum and getting acclimated to the company culture while Paul, a corporate communications and outreach director, shared that the profes-

sional skills of their interns are often tested even before they are offered an internship within his organization. He said:

Our first vetting process is that they follow instructions. If they don't, then they're out. It's just pretty basic. If we ask for a resume and cover letter, but you only provide us with a resume, then you don't get past level one. (Paul, personal communication, January 3, 2018)

Daniel, president of a market research firm, asserted that most businesses that offer internships are going to help students develop professional skills.

In class, the whole point is for you to learn and for me to show you that you learned. In business, the point is that I want you to learn, but I want you also to help my company at the same time. It's not a show me thing; it's a mutually beneficial thing. (Daniel, personal communication, December 14, 2017)

Employers overwhelmingly agreed that internships not only immerse students in the day-to-day functions of an organization but also expand their knowledge through the development of soft skills often learned outside of the classroom but considered necessary for employee success.

Internships Should Be Customized

To increase the value of internships, Hergert (2009) suggests that each experience is structured and combined with the academic knowledge that students learn in the classroom. Creation of a universal internship template that all schools and businesses should use may be impracticable; but a customized structure has the

ability to reduce limitations and produce positive learning outcomes for student participants (Hergert, 2009; Kosnik, Tingle, & Blanton, 2013; Saltikoff, 2017). While all internship programs share similar components, administrators and employers interviewed for this study overwhelmingly agreed that internships should have structure and be customized to the institution, industry, and/or company involved. The following section shares administrator and employer perceptions of the value of structure and customization for internships in undergraduate business education.

Administrator Perceptions. All administrators interviewed expressed support and concern over the structure of internship programs in academia and industry. Four of the eight administrators interviewed elaborated on the need for structure in an industry while the remaining four shared extensive thoughts on the structure from within the college. For example, Thomas, a professor in the marketing department, said, “Internships are an investment for an employer. If companies are really going to commit, it has to be structured” (Thomas, personal communication, November 20, 2017). Abigail, a professor in the risk management/insurance, real estate and legal studies department, shared that a lack of structure has been a concern of hers for years as she works with employers. To combat that problem, she volunteers to help. “When there is a new internship or somebody setting up something new, I always offer to share resources and help them develop a structure (Abigail, personal communication, December 1, 2017).”

While participants unanimously agreed that structure is important, four administrators

shared that it can also be difficult to facilitate in a college with more than 6,000 students. Jason, the associate dean for the college, shared, “There are so many students who come through here, and for us to put any kind of structure on the internship process, we would have to dramatically increase the staff and their limitations of financial and personnel resources” (personal communication, December 11, 2017). Mary is an accounting professor who is heavily involved in internships for her department. She shared that structure is crucial especially for larger accounting firms. She also noted that internships are critical to their recruiting process and she doesn’t see that changing any time soon. “I feel like there does need to be some structure in internships,” said Mary, “but it can’t really be the same for all firms” (Mary, personal communication, December 5, 2017). All eight administrators agreed that structure should be customized based on the organization and not a one-size-fits-all template. “We’re all different,” said Donald, dean of the college (personal communication, December 11, 2017). “Every school has a different way of approaching industry, even across departments in our own college” (Donald, personal communication, December 11, 2017). He also shared, “it would depend on how you define experiential learning. I could see a situation where some of our departments might have some experiences that were much more focused on research” (Donald, personal communication, December 11, 2017). Jason, associate dean for undergraduate programs, added:

I never believe in templates where everybody should follow. You have to adapt it depending on the situation. The situation facing students in an urban area can be radically different

from those facing students who are in a suburb and rural university. The situation facing students who are preparing for a particular career like accounting or financial services or professional sales were radically different than for a student who’s going to take a generalized degree in marketing or management or even areas like finance. (personal communication, December 11, 2017)

He also shared that across-the-board structure would be difficult especially in fields like human resources, but he noted that it would ultimately depend on the industry and the major.

For example, financial services professionals in another state may do a mix of hardcore finance and advising, planning, and financial planning. There, those firms could be so alike that they could get together and create a standard across all the firms that each could modify. In other areas, I just don’t think it’s a possibility. (Jason, personal communication, December 11, 2017)

Donald elaborated by adding that the structure of an internship program also depends on the mission, or set of values, that a company, organization, or individual has established. He said:

If there was a template for internships, you’d have to customize. All business schools participate in shared learning, and all business schools have certain criteria they have to meet for their faculty qualifications. There’s enough wiggle room in there that you can make it your own, it all depends on your mission. (Donald, personal communication, December 11, 2017)

All administrators agreed that structure is necessary, but customization should be specific to the needs of the institution, its students, and employers. Business schools have often been criticized for focusing too much on theory and abstract concepts (Hergert, 2009; Hodge, Proudford, & Holt, 2014); however, Hergert (2009), noted that structured internships could help address these criticisms while providing substantive experiences to the students being served.

Employer Perceptions. All employers interviewed for this study agreed that internships play a significant role in helping students gain valuable work experience. However, five of the six employers felt that the structure of the program should depend on the needs of the student and the company. John, a manager for a logistics provider, shared that the basic components of his organization's internship program are very structured. He also said, "This allows us to ensure that students are quickly able to learn the basics of the business within the first four to five weeks on the job" (John, personal communication, December, 14, 2017).

When asked about intern orientations, all employers agreed that some type of orientation is necessary to acclimate new interns to the company culture. However, the content of these sessions should vary across industries. Gavin, a financial advisor, mentioned that their orientation is ongoing throughout the semester and focuses heavily on what they call 'joint work.' Joint work is having a senior adviser show an intern the financial advising process first hand. The remaining five employers noted that their orientation typically takes place during a dedicated timeframe at the beginning of the in-

ternship providing students with an overview of the company, expectations, and learning outcomes.

When asked about the role and structure of internships employers agreed with administrators that structure is important and should be customized to the institution, industry, and/or company involved. Gavin shared that their internship program varies by semester and that the length of a term can impact the structure of the experience. He said:

Unlike summer, it's a little bit more intense since students tend to take fewer credit hours. But generally, it's Monday through Thursday, two hours every morning; first hour tends to be focused on training, understanding different financial concepts. For instance, the difference between different types of life insurance, disability insurance, or the difference between tax treatments on different accounts. The training can be very specific. (Gavin, December 18, 2017).

John shared similar thoughts and noted that the structure of his program is often based on the students that they recruit. "We prefer to hire students right out of school. That allows us to train them and get them up to speed as quickly as possible" (John, personal communication, December 14, 2017). He also noted that his internship program is used as a way to build relationships with the university in order to improve their success in hiring quality candidates. When asked specifically what a typical internship program at his organization looks like, he said:

The first four to five weeks of the internship are spent in operations. They really have to learn the business and the nuts and the bolts

of the shared operation and then from there, they usually transition into either a carrier side or the customer side or sales. (John, personal communication, December 14, 2017)

Daniel, president of a small market research firm, noted that duties are often ever changing for his interns because of the size of his company. Because he works for a small business, interns and employees are often asked to perform varying tasks. He shared:

Sometimes we have a meeting and everyone has their responsibilities, and it goes on how it's supposed to. Other times, everyone has their responsibilities then we get the email from the client at 10:00 a.m. and now everyone's responsibility is whatever that issue may be. Our interns fit into their role within the machine. Along those lines, they get taught how to do what they need to do. (Daniel, personal communication, December 14, 2017)

A study conducted by Rothman (2007) in the early 2000s asked 402 undergraduate business students if they had any suggestions for employer improvement to existing internship programs. "Sixty-four percent of the students suggested improvements or changes and foremost among the suggestions was the need for more structure on the part of the host company with regard to the internship itself" (Rothman, 2007, p. 141). The fact that all six employers interviewed for this study agreed that structure was important demonstrates how internships have evolved over the years and that student concerns have not gone unnoticed. Varying degrees of structure exist among each participant, yet all felt that the structure they maintain continues to provide a mutually beneficial experience.

CONCLUSION

While exploratory in nature, this study helped me to gain a better understanding of the role and structure of internships in undergraduate business education. The majority of administrators and employers believe that gaining work experience through internship participation is a critical component of business education. While classroom knowledge is of extreme value, they all felt that internships serve as an important complement to the traditional business school curriculum. Administrators and employers also felt that internship programs should be customized and structured; however, this customization should depend on the institution and/or company. This study found unanimous agreement among administrators and employers that all internship programs share common features, but how each program is designed and administered should be based on the organization's mission, vision, values, and culture. As administrators and employers continue to examine the role and structure of internships in undergraduate business education, new ideas that embrace the creative exchange of information will continue to emerge.

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Creating a Talent Pipeline Through Your Co-op Program

Matthew Thomas // VEGA Americas, Inc.

Abstract

This article highlights key factors that led to the development of a best-in-class co-op program at VEGA Americas, Inc. It is the story of how a once relatively unknown company on college campuses became a sought-after experience. Empowering students to take ownership of the process of creating a top rate co-op program proved paramount to its success at all levels of the company.

When I was the Employee Development Manager of VEGA Americas, Inc. in the late 2000's, I had just finished a project and had begun searching for a new one to start. My boss at the time indicated that several managers across the company had projects to be completed, but had trouble finding the bandwidth to work on them. These projects didn't necessarily need any type of skilled expertise, but they did need someone who had some basic business knowledge, a good work ethic, and a degree of self-awareness. With summer just around the corner and college students coming home from school and looking for work, we decided it was the perfect time to try to create a pilot co-op program.

We started by asking managers from various departments throughout the company what kind of projects they could anticipate being completed in a three-month timeframe. We then asked ourselves how many students we would need to complete the work, how many hours they would need to put in, what kind of basic skills they

would need, which majors would align best with the project to be completed, which colleges offered the programs that taught these skills, etc. My boss and I compiled this data and created a formal proposal to design and develop a pilot co-op program, which we presented to the executive leadership team. If the presentation was successful, the intent was to utilize the co-op program as a permanent workforce development and recruiting solution.

Our presentation included some of the following points:

- 1) The budget needed to hire co-ops would be minimal compared to full-time hires.
- 2) This was a good way to get high productivity at a low cost to the company.
- 3) There was not a long-term commitment or cost.
- 4) It would not detract from the regular day-to-day responsibilities of higher tenured managers.

- 5) It had the potential to create a pipeline of talent by enabling the company to determine if a particular co-op student would be an appropriate fit for a long-term position with the company.

After presenting and reviewing the proposal, the executive leadership team approved the pilot co-op program.

Initially, our recruiting process involved asking people in the company if they knew anyone who would be a good candidate. Nieces and nephews of current employees made up the majority of our candidate pool. We also approached professors at the local colleges and asked them to recommend some of their best students. We selected candidates and interviewed them using the same hiring process we used for full-time employees. We wanted our potential co-ops to gain real experience applying for a job and gaining exposure to an authentic corporate culture.

The cost for the pilot was minimal. We started out with three students for three months in the summer. They didn't need much space, supplies, or equipment. We put them in a huddle area and gave them computers. From the start, the students were in front of leadership, building relationships and setting expectations for their co-op experience. The students received a warm welcome from the executive team and everyone treated them as regular full-time employees. They each received an overview of some of the projects VEGA Americas, Inc. wanted to see completed by the end of the summer. Projects were assigned based on students' individual skillsets, academic focus, and self-reported strengths. Students received the clear message that the opportunity in front of them was going to be a real chance to learn and experience what the corporate world was actually like.

In the past, we had hired interns with success, however one department had done one thing, while another department had done something else. There was not a coordinated effort, common process or protocol to lead the program. This time, everything was coordinated, understood and clearly communicated. We created a ball field of standards to "play" in, with flexibility to be creative, grow, learn and gain valuable experiences. We wanted to provide structure while still allowing flexibility for creativity and expanded experiences. While the students had direct connection to the manager of their individual assigned projects, they also reported to me on a high level so that I could answer questions, run the day-to-day coordination, provide coaching, as well as professional development. I communicated to the students that I wanted them to own this experience. The co-op program was theirs to own and make the most of. We gave them the opportunity to fail if they wanted to and to be successful if they wanted to. The outcome was up to them.

I learned early in my professional career, especially as a co-op myself, that half of knowing what you do want is knowing what you don't want. I had discovered what I didn't want in a co-op experience, which is what propelled us to structure the program the way we did. A great mentor of mine once told me "Fail early and fail often." It is within the failures that the greatest learning takes place. It is best to fail on a small stage and learn from it than a big stage and have it tarnish you. From these experiences and guidance, I wasn't afraid to put students in a position to fail because we were there to help support their learning.

My message to students was: “We have three months. We have to complete these projects, but what do you want to learn while you are here and why do you want to learn it? This is an amazing opportunity to build a co-op program that students will value and want to be part of. What footprint do you want to leave that will be valued for years to come after you are gone? Let’s be creative as we target our audience in a new creative way, and let’s have fun doing it.

We provided flexibility and autonomy to the students by asking them what they wanted out of a co-op program, and what would make a company interesting to them? We needed to know what types of experiences and opportunities would make them want to come to work every day with a high level of engagement, drive, and passion. We wanted the co-op program to be created and managed by co-ops so we adopted a kind of “For the co-ops by the co-ops” approach. We wanted them to meet as a team of “owners of the program” and talk about their ideas, strategies, and opportunities for growth. Their instructions were, “What do you want to know as a result of this experience? If you could do anything, what would you do? Let’s do it here.”

Of course, we were there to make sure the wheels didn’t fall off and that we were all staying inside the parameters of the “ball field.” I monitored each student and project by evaluating the program via touchpoints throughout their experience. I asked the students what they liked about the experience and what they would change. In doing so, we could be agile and pivot with any adjustments along the way. I noticed students taking great pride in their work and in what they were creating and accomplishing.

While each student had their own individual projects to work on, they were also working on developing their VEGA Americas, Inc. Co-op Program. They were able to bounce ideas off each other since they worked in a common space together. They collaborated with each other on their individual projects and on developing ideas to grow and establish a holistic co-op program. We challenged them to be owners of their own “department,” the Co-op Department. As the summer came to an end, they presented their experiences, progress and recommendations to the leadership team. This leadership presentation was created and led by the co-ops. They pitched their progress and recommendations to the leadership team which included the president of the company. They treated this opportunity with great pride and professionalism. They wore color-coordinated outfits and aligned their presentation to show they were a team. It is through this presentation, which showed great progress, pride, professionalism, and passion that sold the success of the pilot co-op program and solidified in the minds of the leadership team that this was something they wanted to continue. In fact, we received permission to run another co-op program the next semester.

This initial core group of students had paved the way for a foundational co-op program. They took the initiative to create targeted approaches to attract future co-ops by designing a complete web portal home page devoted to the co-op program at VEGA Americas, Inc. The portal described the various co-op positions that were available, as well as the types of projects to which a student would gain exposure in each category. They also created a Frequently Asked Questions page, an interview guide, and they provided examples of the projects they had completed at the end of their experience.

We did not have a very strong recruiting strategy at first. We set up booths at career fairs and no one came to see us because they did not know much about VEGA Americas, Inc. Therefore, I invited our co-ops to come to the career fairs with us. In turn, they invited their friends to visit our booth. They created marketing materials and brochures specifically to attract their peers as future potential colleagues. They could speak students' language. It ended up that the co-op students essentially ran the career fairs. We eventually had lines of students waiting to speak to us.

Initially, we did not have very strong relationships with the local colleges since they weren't that familiar with our company. In order to remedy this, I scheduled meetings with various professors and explained that we had one of the best co-op programs around. I told them that students were working on real projects, projects usually earmarked for full-time employees. We treated students like real employees and even put them through employee orientation. I asked them to recommend their top students, students they would want to award a top experience. We were fortunate to receive some excellent recommendations.

As more students started reporting their co-op experiences at VEGA Americas, Inc. to their professors, they began recommending even more top candidates. Relationships, as well as our reputation, at the colleges grew and they continued to send us their top students. The students would go back to the professors and ask if we could come in to speak to their classes and then we got even more applicants as we continued to grow the program. With students now coming to us, our recruiting time started going down which freed our time for other projects.

Another professional development strategy we used was to include our current senior co-ops in the interview process so they had some say in who they would be working with next. This experience enabled them to see what it was like on the other side of the table in an interview, which ultimately helped prepare them for future full-time job interviews.

Senior co-ops did not like it if the new students coming in did not have a good work ethic. They were able to exert some influence to hold them accountable, which gave them an opportunity to develop leadership and conflict resolution skills and sometimes, to experience what it was like to have some uncomfortable conversations. Senior students with the longest tenure also had the opportunity to lead, manage, plan and coordinate the executive presentation at the end of the semester.

We continued to expand the co-op program as other managers and leaders saw the impact the co-ops were having. Those that did not have students assigned to them approached us saying that they wanted a co-op too. What at first started with co-ops in the areas of finance, marketing and operations spread to sales, international business and engineering, amongst others.

As an example of the types of real-world experience our students achieved at VEGA Americas, Inc., our sales co-ops developed presentations that our sales representatives presented to potential clients. We encouraged the sales people to take their co-ops on sales calls and field service visits so that they could understand what they were creating and why they needed to create it. Students had the opportunity to travel and attend actual client meetings. They had a seat at the sales table, which gave them an excellent opportunity to witness the impact of their work.

One of the benefits of the co-op program for us was that we did not have to pay a recruiter to find top talent and we did not have to pay to post on a recruiting website. For some of our open positions, there were no recruiting costs because we had our future employees working side by side with us in our co-op program. We had the opportunity to observe their work habits for three to nine months, sometimes longer, which allowed us to make an informed decision regarding whether to hire them, or not. During the first four years of the program, we had a 45% conversion rate of our co-ops to full-time permanent employees. Some students wanted to try other opportunities outside of VEGA Americas, Inc. after they completed a co-op with us while some just did not work out. Either way was good. We each learned from the experience, which was a key foundational value of the program. While the program grew and evolved, we continued to create a strong pipeline of talent from which to select our future colleagues.

Subsequent students created Lunch and Learns, which they invited career services representatives from local colleges to attend in order to learn about our co-op program. The co-ops presented the types of projects they were working on to the career services advisors. That way, the advisors could recommend students who aligned best with those types of projects. They could also recommend students to attend these Lunch and Learns so that they could see if they would be a good fit for the program. For prospective students, the co-ops would present on topics such as: what would be expected of you, here's what orientation looks like, this is what projects look like, etc.

Students also developed a social presence, speaking the language of a student to a student. In addition to presenting Lunch and Learns at VEGA Americas, Inc., they also presented to students at the local colleges. It was all part of creating a program and a work culture that people would want to be a part of. The program and its culture still exist today. In fact, some employees who started out as co-ops during our initial semesters are still working there and some of the original stories are still quoted on their website.

My favorite thing about working with co-ops was their creativity, their ability to think outside the box and take an imaginative, non-corporate approach to problem solving and projects. I also enjoyed getting to know them as individuals. I got to know some really great people and I still interact with many of them today. One of the best things for me was to see the difference in them from their first day to their last and see how much they grew and refined themselves, how they had matured. The absolute best part was seeing their face when we could offer them a full time position after they graduated.

So what are the secret ingredients for creating a successful co-op program? I think for us it was figuring out what the projects were, recruiting the right candidates for those projects, and overseeing all the projects as a holistic program. Then we stayed out of the way to provide them the flexibility and creativity to do great things. Our philosophy was, "Here's your ball field. It is wide open. Go play in it. Be creative. If you have questions, we are here to help." We operated under a principle I learned from Jim Collins' *Good to Great*: Put the right person on the right seat on the right bus at the right time going in the right direction. We knew the projects that needed to

be completed so we aligned the strengths of individual students with those projects and let them run in the ball field. It was their job to meet with the manager, and to meet with me.

Creating and leading the program is one of the most rewarding experiences in my career. VEGA Americas, Inc. owes the success and growth of their co-op program to the dedicated students whose enthusiasm, passion, professionalism and dedication made going to work every day a fun and engaging place to be.

Creating Co-op 2.0 On-Campus: An Accessible, Affordable Model for Meaningful, Paid Internships

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Abstract

This article provides an overview of an initiative at the University of Cincinnati to elevate and create high-impact, paid, work on-campus experiences. The pilot project authors discuss aims to shift the paradigm of on-campus employment from remedial work to high-impact internships that foster professional growth and learning. Students and on-campus employers benefit from this model and through our pilot, we identified the following benefits to students: (a) removal of transportation barriers; (b) supportive, on-campus professionals as supervisors who are invested in student success; (c) transcription of course work on their degree audit internship experiences; (d) paid, part-time experience with flexible hours; and (e) prompted reflection to help students articulate their growth and learning. Benefits to on-campus employers included: reduced training time; streamlined onboarding; promotion of on-campus employment opportunities from a central office; and high-quality student work. Theoretical underpinnings of our pilot project included Bloom's taxonomy of educational objectives, Perry's theory of Intellectual Development, and King and Kitchener's (2004) Reflective Judgement model. Additionally, when working with on-campus employers, we helped them to understand what constitutes a high-impact practice (Kuh, 2008). This included: time-on-task, interaction with faculty and peers, diversity, structured teamwork, authentic problem-solving, and feedback on performance. This framework will help us transform the way students think about their contribution as an employee of the university. Our article provides an overview of the pilot project, reviews challenges and opportunities for growth, and includes theoretical foundations for this form of work-integrated learning and how we apply them in practice.

INTRODUCTION

The rising cost of college tuition and associated expenses is a growing challenge for students. Two in three college seniors who graduated in 2017 from public and private nonprofit colleges

had an average loan debt of almost \$30,000 (The Institute for College Access and Success, 2017). Student debt continues to climb. Thus, students need to earn money to pay for expenses.

es while in college and be prepared to secure employment upon graduation. These concerns have been expressed on a national level, but addressing this issue is a focused priority at the University of Cincinnati (UC) through “Co-op 2.0”—one of the pillars of UC President Neville Pinto’s *Next Lives Here* strategic plan. The initiative is intended to build on UC’s rich history in cooperative education and create flexible pathways to meaningful, career-oriented, compensated experiences for all UC students. Additionally, UC introduced career education learning outcomes as part of the general education revision that will be implemented in the 2019-2020 academic year. The outcomes address multiple aspects of career readiness, which is defined by the National Association of College and Employers (NACE) as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (National Association of Colleges and Employers, 2019, para. 3). These initiatives will prepare students to respond to the evolving needs of a global workforce upon graduation.

UC is the founding institution of cooperative education and developed the educational model in 1906. Mandatory co-op programs at UC require alternating semesters of academic courses with full-time, paid, work experiences for students in the College of Engineering and Applied Sciences (CEAS); the College of Design, Architecture, Art, and Planning (DAAP); and the School of Information Technology (SOIT). The earnings a student makes through their paid co-op experiences have the potential to fund the majority of their educational expenses. The remaining students at UC, particularly those in the College of Arts and Sciences (CAS), have

the option to complete internships, but face barriers to taking advantage of the opportunity. In many cases, gaining internship experience can carry hidden financial burdens including transportation costs to/from the work location and the opportunity costs of the time available to work in an (traditionally) unpaid internship. Consequently, students need to appropriately value the professional enrichment an internship provides, in order to justify the potential cost. The immediate financial pressures students face as they pay for their educational and living expenses often result in students finding part-time employment in retail or service industries, instead of having a work experience that more directly connects to their career goals.

In alignment with a broad institutional goal of increasing the number of paid work experiences, the Division of Experience-Based Learning and Career Education (ELCE) at UC has been charged with elevating and creating high-impact, paid, work experiences for students on-campus. ELCE is leading a paradigm shift to view campus employment as high-impact internships that foster professional growth and learning versus remedial work. Additionally, we are creating infrastructure that supports students’ abilities to describe the impact of what they are learning and how they are contributing to their community while remaining sensitive to the full load of responsibilities carried by our campus employers.

CONCEPTUALIZING ON-CAMPUS INTERNSHIPS

This pilot was led by Erin Alanson, Program Director for Academic Internships/Assistant Professor and Dr. Annie Straka, Director of Multidisciplinary Initiatives/Associate Professor within the Division of Experience-Based Learn-

ing and Career Education. In the initial stages of development, we aimed to distinguish between an on-campus job and an internship—considering opportunities for tiers of employment on-campus. While there is some distinction between positions that only involve remedial tasks versus positions that promote the development of transferrable skills, we realized that the day-to-day job responsibilities themselves were often not the problem. Rather, we focused our attention on how we might shift the ways in which students think about the work they are doing and develop their ability to identify and seize opportunities for skill development and learning. We realized it was important for students to set goals, reflect on their skill development, and integrate their learning in their on-campus jobs. Without asking campus employers to radically change their job structures or devote extra time to mentoring students, we wanted to strike a balance between what was expected from the internship “site” and what could be supplemented by a faculty member with educational expertise in professional development and career readiness. As a result, we developed the following requirements to define on-campus internships:

1. Students are expected to participate in a meaningful work experience that is related to their major or career objective (broadly defined).
2. Students must be supervised by a full-time staff member or upper-class mentor and have two opportunities per term to receive feedback related to goal development and project development.
3. The supervisor must provide an evaluation of the students at the end of the semester.
4. Students must enroll in a 0- or 1-credit hour internship reflection course.

In essence, we developed a working definition for an on-campus internship by creating an academic experience that is layered on top of the student’s on-campus job. This academic layer provides structure for students to consider the importance of their work and to reflect on what skills they can build during the experience that will aid in their professional success. The beauty of this model is that the focus is not on changing the structure of the employment opportunity, but instead on changing the mindset of the student. It is our intention to develop high-quality, on-campus jobs. As we continue to partner with new, on-campus employers, we plan to help them develop their student-employment opportunities through the framework of a high-impact practice (Kuh, 2008). According to Kuh, high-impact practices include: (a) time-on-task, (b) interaction with faculty and peers, (c) diversity, (e) structured teamwork, (f) authentic problem-solving, and (g) feedback on performance. This framework will help us transform the way students think about their contributions as university employees, as well as the ways on-campus employers develop student talent.

PURPOSEFUL PARTNERS

Our partner for this pilot project was The Learning Commons—the largest student employer at UC. They hire over 300 new students each academic year. Prior to this initiative, they provided competitive wages, robust training (25+ hours), ongoing professional development, guided reflection and mentorship, and flexible work hours. Student employment opportunities within the Learning Commons include: (a) academic coaches, (b) tutoring, (c) learning

assistants, (d) learning-community leaders, (e) supplemental-instruction leaders, and (f) front-desk assistants. These student employment roles provide academic support to students within and outside of the classroom. Most positions require a 3.0 grade point average (GPA) and cater to students who are academically high-performing, although the front-desk assistant serves as a pipeline for first-generation-college students who may not have a strong academic record. This opportunity aligns with the UC Gen-1 Theme House requirement that students seek employment. In partnership with the Learning Commons staff, we set the following goals for our year-1 pilot:

- Increase the number of Arts & Sciences (A&S) students participating in a paid, transcribed internship.
- Increase the number of Gen-1 students participating in a paid, transcribed internship.
- Create a sustainable-revenue model through enrollment and/or course tuition/fees.
- Decrease Learning Commons training costs (i.e., financial and time).

During the pilot project, all participating students were required to enroll in a 0- or 1-credit hour, online course — a critical aspect of this model. The course was delivered fully online and consisted of nine modules, which addressed the following topics through recorded lectures, readings, and discussion board prompts:

1. Getting started: Value add of internships,
2. Professional etiquette,
3. Goal setting,
4. Leadership,
5. Conflict management,

6. Evaluating progress toward goals,
7. Cross-cutting skills,
8. Professional storytelling, and
9. Wrapping up your internship.

The online reflection course included assignments intended to hold students accountable for the module content. Each module provided opportunities for reflection and integration and required only one hour of students' time per week. The major assignments included:

- pre- and post-self-assessment of skill;
- Specific, Measurable, Achievable, Relevant and Time-bound (S.M.A.R.T.) goal setting connected to the cross-cutting skills outlined in UCs career-education-learning outcomes;
- reflection through discussion posts;
- identification and completion of a project that is related to students' major or career goals;
- oral and written practice articulating cross-cutting skill development; and
- mid-semester and final evaluation based on progress toward goals and project work with their supervisor.

Applying Kolb's (1984) cycle of experiential learning was a key framework in developing the course. While campus employers may not have time to dedicate to deep-reflection meetings with student employees, the course modules prompt student to reflect on what is happening during their experience, which helps them understand their own preferences for work and learning as well as the transferable skills they are gaining through their on-campus job.

STUDENT AND PARTNER FEEDBACK

The findings from our pilot project demonstrated that both students and on-campus employers benefitted from this model. Through solicited and observed feedback gathered during our pilot, we identified the following benefits to students: (a) removal of transportation barriers; (b) supportive, on-campus professionals as supervisors who were invested in student success; (c) transcribed internship experiences; (d) paid, part-time experience with flexible hours; and (e) prompted reflection to help students articulate their growth and learning. The benefits to on-campus employers included: reduced training time; streamlined onboarding process; promotion of on-campus employment opportunities from a central office; and high-quality, student work.

Requiring students to reflect on their internships and co-ops helped them to articulate the cross-cutting skills they developed (via the UC Career Education learning outcomes), which prepared them for future success. The following are course evaluation statements from the on-campus, internship, online-reflection, course pilot. These examples point to the impact of this course on the student experience:

“The internship reflection course definitely played a significant part in helping me gain perspective on my time at the LC, and it helped me better understand how I could transfer skills learned at LC to a full-time position.”

“I have learned how to apply the skills I have learned from my peer leader experience to the professional world. I have also learned what cross-cutting skills are and how I can apply them to my life.”

“I delved deeper in assessing my skills and growth in weaker areas. I also learned how to articulate my experience and skills developed. This can be used when interviewing in the future.”

“This reflection course has allowed me to look at my work in slightly a [sic] different way, reflecting on things I would not normally have looked at. It also has allowed me to see my work in terms of skills that are different than those that I learn within the Learning Commons, as in seeing my skills in terms of cross cutting and not just the professional development through the learning commons.”

As we continue developing this model, we plan to gather additional data to explore the experiences of all stakeholders and enhance the experience for both students and on-campus employers.

CHALLENGES AND OPPORTUNITIES

The first year of this pilot project was considered a success by campus administrators because 60 students earned academic credit for their paid, on-campus internship. Additionally, the student feedback was overwhelmingly positive with most students agreeing that it was an impactful experience that enhanced career readiness. There is ripe opportunity and interest for more on-campus internships to be developed. As a result, the Division of Experience-Based Learning and Career Education is in the process of hiring a full-time program director to oversee the on-campus internship initiative at UC and expand the model throughout the university. As we look to year two, there are several challenges that need to be addressed.

First, at a university as large as UC (almost 45,000 students), it is critical that efficient processes are created to effectively scale this kind of learning model to impact as many students as possible. The issue of scale was brought to bear as the content of the course was developed and delivered during the semester. The depth of feedback that the instructor was able to provide was somewhat limited by the volume of students in the course; this will only increase as the model grows. We are considering how we might structure the course content to be delivered to a larger number of students and exploring how student teaching assistants (TAs) might support the course to ensure that those enrolled in the course receive timely and meaningful feedback throughout the semester.

Second, we are considering how best to balance customization of the course content for specific internship sites and generalization of curriculum to be applicable across different contexts. The pilot version of the course included specific content developed in partnership with the Learning Commons staff, which made the course a highly customized experience. However, as this model grows, it may not be feasible or effective to develop customized sections to make the program as inclusive as possible.

Finally, we are considering how we can scaffold the course material to be relevant to students at different levels of learning. We have a range of students enrolled in the course — from freshmen to seniors. As the program grows, we will need to attend to those levels with the aim to build a course that meets each student where they are.

Along with the challenges discussed above, growth of this model also brings great opportunity. This model has the potential to off-load training efforts from on-campus employers at a larger scale. We are in preliminary conversations about creating a student employment office that would exist within the UC Human Resources (HR) department. Creation of such an office would not only create infrastructure for on-campus internships but also would create student-worker jobs within HR that could provide additional on-campus internship opportunities for students.

We are also considering how to build a funding model that makes on-campus internships sustainable and accessible for students and on-campus employers. Budgetary constraints often discourage innovative collaboration across different campus offices, and this model presents an opportunity to work together to develop a creative solution that benefits all stakeholders with the best interests of the students remaining at the center.

As we reflect on the pilot year, we are energized by potential ways to incentivize students and on-campus partners to participate. A few of our preliminary ideas include:

- ***Using on-campus internships as a launching point for students to pursue off-campus positions.*** We envision hosting a recruiting event for students who completed on-campus internships to connect with off-campus employers. This kind of event would give employers a chance to connect with students who are professionally prepared and have a consistent level of experience gained through a full semester of developing transferrable skills in their on-campus work.

- ***Offering a sequence of online reflection courses for students who continue to work at the same on-campus internship site.*** For some of our larger on-campus internship partners, we envision developing nuanced learning competencies and objectives for enhanced development within a specific, on-campus, internship site such as the Learning Commons. For example, the first course could be focused on general competencies, the second course could focus on leadership development, and the third course could focus on critical thinking and decision-making. We would then recognize students who complete multiple, on-campus internships through a certificate.
- ***Building in incentives for students earning credit at their on-campus internship site.*** We envision offering monetary incentives for students who participate in on-campus-internship coursework as a form of professional development and training. For example, we might partner with on-campus employers to offer a more competitive wage to students who enroll in the online reflection course.

SUMMARY AND NEXT STEPS

As described in this paper, we are energized by the potential of this accessible model for meaningful, paid internships. In their book, *A Good Job: Campus Employment as a High-Impact Practice*, McClellan, Creager, and Savoca (2018) examined the theoretical frameworks that support on-campus employment. It is our goal to continue to put those principles into practice at UC. Some of our immediate next steps include: (a) developing structured training for on-campus employers, (b) collaborating with our centralized human resources department to streamline student hiring, (c) working with

on-campus employers to integrate transferrable skill development into the student job descriptions, and (d) hiring a full-time staff member to execute and expand this initiative. Our focus is to develop sustainable, scalable, efficient processes to continue to make higher education more affordable and accessible while preparing students to thrive after graduation.

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The Elements and Benefits of Mindfulness: Deepening Learning on Co-op and Beyond

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Abstract

Cooperative education provides an opportunity to integrate academic and workplace learning and to immerse oneself in a chosen discipline, industry, and organization. Through observation and participation in the workplace, students develop new skills and knowledge, as well as greater awareness of their professional and personal values and goals. While not everything about a co-op experience will be in a student's control, those who have the most satisfying experiences often set the explicit goal of maximizing their own learning. Success on co-op (and beyond) is often rooted in mindfulness, a specific set of practices we can adopt in order to maximize our learning and respond effectively to change. Throughout, we refer to socio-cognitive mindfulness in the context of self-directed learning (rather than meditation). This article reviews some of the research on socio-cognitive mindfulness, identifies its three component features, and links them directly to real-life co-op situations in which mindfulness theory and practice come together. The examples provide practical advice on mindful learning, which can foster students' engagement and professional accomplishment.

INTRODUCTION

Cooperative education provides an opportunity to integrate academic and workplace learning and to immerse oneself in a chosen discipline, industry, and organization. Through observation and participation in the workplace, students develop new skills and knowledge, as well as greater awareness of their professional and

personal values and goals. While not everything about a co-op experience will be in a student's control, the authors' years of experience with co-op make clear that those who have the most satisfying experiences set the explicit goal of maximizing their own learning. Their approach is *mindful*: they strive to observe and analyze

connections, distinctions, patterns, and routines; identify and pursue new opportunities; extract learning from all interactions and tasks (even those that seem mundane); and discover ways to enjoy their work even in the face of difficulty or disappointment. These students tend to thrive on co-op regardless of whether their actual job lives up to expectations. If the co-op is a great fit, they push themselves to take full advantage of the experience. In the face of real adversity, for example, an ineffective supervisor, organizational strife, or an insufficiently challenging workload, they find ways not just to cope, but to grow personally and professionally.

Success on co-op (and beyond) is often rooted in socio-cognitive mindfulness, a specific set of practices we can adopt in order to maximize our learning and respond effectively to change. While the term *mindfulness* commonly refers to meditation and Eastern philosophies, socio-cognitive mindfulness is very different: it “pursues a learning agenda, can be very goal-oriented, and involves the use of mindfulness in enhancing problem solving and other cognitive exercises” (Pirson, Langer & Zilcha, 2018). Students at Northeastern University are introduced to the theory and practice of socio-cognitive mindfulness in a preparation class before their first co-op experience. Co-op Faculty include readings (including this article), discussions, and activities that aim to prepare students to approach their co-op experiences mindfully and in a way that emphasizes learning.

This article reviews some of the research on mindfulness, identifies its three component features, and links them directly to real-life co-op situations in which mindfulness theory and practice come together. The examples provide practical advice on mindful learning, which can

foster students’ engagement and professional accomplishment. (Note: the co-op stories are true, but student names have been changed for privacy.)

PART ONE: ELEMENTS OF MINDFUL LEARNING

As change in the world keeps accelerating, every day brings its own learning curve. Scholars have identified a way to navigate our day-to-day experiences to not only stay flexible and productive, but also enjoy ourselves more. This perspective is called “socio-cognitive mindfulness” and it consists of a specific set of practices we can learn.

The word “mindfulness” is often used in reference to various forms of meditation. While meditative mindfulness and socio-cognitive mindfulness have similarities, they are different concepts with different goals and different lines of research. This article is about socio-cognitive mindfulness, which we will refer to simply as “mindfulness” in this paper. It is the habit of constantly taking note of new and different features, experiences, and interactions in one’s environment in the present moment (adapted from Langer, 2014). “Mindful learning” capitalizes on the information gained from being mindful and provides connections and insights that would otherwise be missed.

We have all had the experience of behaving mindlessly. We might eat a take-out dinner while watching TV, for example, barely noticing the taste or texture of the food. Moving through an experience on auto-pilot and acting out of routine is the *opposite* of mindfulness. A mindful headspace, in contrast, enables us to understand more about our environment and respond rather than react: to act out of choice, inten-

tionally and strategically, instead of out of habit. Eating mindfully, then, might involve consulting a new cookbook, preparing an unfamiliar entrée, and then savoring every bite.

At Northeastern University, we use the work of Dr. Ellen Langer as a basis for our thinking about the role of mindfulness in experiential learning. Langer has been researching aspects of mindfulness for decades and in her view, mindfulness incorporates three main elements:

1. a focus on the present;
2. recognition of context and perspective; and
3. critical consideration of pre-conceived notions, rules, and routines.

Let us consider each of these in terms of learning.

1. ***Mindfulness is about making novel distinctions in the present moment.*** The present-moment focus of mindfulness contrasts directly with the mindlessness with which we too often move through our days. The more fully we can engage in learning in our current situation—no matter how mundane the situation or task may appear—the richer our learning can be. The concept translates easily to the workplace. For almost anyone, it can be as simple as making time each morning to declutter and prioritize projects. In a nonprofit organization, it could mean stopping periodically to rethink one's role in an organization and consider how current tasks contribute to the broader mission. At a law firm, it could mean understanding and appreciating how specific language and the ways it is used can have significant impact on clients' lives.

CO-OP EXAMPLE: Alex attended weekly staff meetings at his engineering co-op. At one point, he found the subject matter uninteresting to him, but he challenged himself to notice the body language of the presenters and reflect on the responses of the other meeting attendees. He paid careful attention to *who* was speaking, *how* they were communicating, and *why* certain behaviors were more effective than others. By making these observations, Alex was more easily able to focus on the content of the presentation. When asked to deliver a presentation the following week, he combined his observations with information he had learned in one of his communications classes. He recalled the ways in which body language and phrasing can convey subtle messages, leading him to experiment with different gestures and language to draw more people into his presentation and the following discussion.

2. ***Mindfulness is about being sensitive to context and perspective.*** Judgments about what is “good,” “bad,” “correct,” or even “true” depend upon one's perspective within a given context. Learning things with a too-narrow sense for their meaning or use can lead us astray. For instance, students often learn words strictly in terms of their definitions, without understanding the variations in how the words can be used. The importance of context is clearly revealed when students who learn vocabulary through rote memorization use those words incorrectly in a sentence, for example: “I was meticulous about falling off the cliff” (Miller & Gildea, 1987). “Meticulous” usually means to do something carefully—whereas falling off a cliff is something you

are careful not to do, making the use of the word in this context absurd. In many ways, learning is a process of enculturation into *using knowledge in certain contexts and in specific ways*, not just the acquisition of context-free intellectual tools (Brown, Collins, & Duguid, 1985). At a more practical level, a mindful job candidate will understand that the “best” part of an applicant’s resume will likely vary from employer to employer. Similarly, a mindful sales analyst will grasp that a price increase will be perceived very differently by customers of different income levels. Mindfulness, in these cases, means analyzing each situation (the hiring process, the pricing strategy) from a variety of viewpoints.

CO-OP EXAMPLE: Nisha worked for a start-up that was unable to secure the expected amount of funding from investors. As full-time staff members were laid off, she was given more and more responsibility and was included in higher-level decision-making. Instead of fixating on the stress of working for a company that was experiencing financial challenges, Nisha assumed a perspective that helped her realize she was gaining more experience than if she had been working at a thriving company with more permanent staff. She also had the opportunity to consider how different stakeholders—investors, managers, and staff who remained at the company—perceived the situation. Not only was she learning how to do higher-level work, she was also exposed to the realities of a challenge at an organizational level and the lessons it had to offer.

CO-OP EXAMPLE: Jane worked at a job where three units had trouble communicating. Her position was located in one of the three units, so its approach to communication resonated the most with her. However, instead of accepting the notion that only her unit’s view could be “right,” she saw this as a growth opportunity and strove to understand the language used by all three units to describe the organization’s work. As a result, she expanded her knowledge about the industry, developed the ability to translate the different languages that were used by each unit, and even became valued as a mediator among them during collaborative work.

3. *Mindfulness involves critical consideration of pre-conceived notions, rules, and routines.* Experience is important, but we must not let our past too narrowly determine what is possible in the present. Certainly, we have to develop mental categories and generalizations to make it through our day, but when we rely too heavily on these labels and generalizations, they can actually blind us to possibilities that exist right in front of us. When we keep alive a virtuous and healthy doubt about our pre-conceived notions, we keep ourselves flexible and creative. In a professional setting, this can be likened to viewing oneself as participant observer of the workplace. A mindful staff member might reframe her role to one of an outside consultant, critically examining the inner workings of the organizational culture. In doing so, she is able to enrich her learning experience and gain useful insight on the features of functional work environments.

PART TWO: APPLYING PRINCIPLES OF MINDFULNESS ON CO-OP

Mindfulness keeps us in the present moment, is sensitive to context and perspective, and is guided, but not governed, by rules and routines. But what does mindful behavior and mindful learning look like? What do we actually do when we are being mindful, how can it benefit us, and how can we cultivate these habits?

Langer and her colleagues (2012) have identified three specific mindfulness behaviors: (a) engagement, (b) novelty seeking, (c) novelty producing.

(A) **Engagement** – Engagement is a habit of tracking new developments within our environment—noticing changes and updating our moment-to-moment knowledge of ongoing events. According to Langer, this involves all kinds of changes, including what other people are doing and even how ideas can develop in thought-provoking conversation.

Real-world benefits of engagement – Engaging with the environment reveals new possibilities as they arise. As circumstances, events, and people continually rearrange themselves in our fast-paced world, it is crucial to track how those changes unfold. We do this not just to operate with maximum effectiveness, but also to recognize new opportunities as they present themselves.

How can we build this habit? – The way we classify tasks can make a big difference in how deeply they engage us and how much we enjoy them. Langer (1997) describes how a sorting exercise was introduced to research participants as either “work” or “a game.” Those who were introduced to the task as work enjoyed the activity much less and reported that their minds

CO-OP EXAMPLE: Jamal understood that his future success would be greatly enhanced by having a global mindset. To make this possible, he decided to engage in as many global experiences as possible. He approached his co-op at a global investment management firm with a spirit of play because he liked to imagine what it would be like to live and work in the various countries where the company had offices. This exercise led him to the revelation that the company did not include Scandinavia in their portfolio, but that some of the biggest sovereign wealth funds were located there. On his own, he developed a proposal for assessing the Scandinavian market and was fast-tracked into the company’s most prestigious professional development program.

wandered twice as often. The same phenomenon applies to many professional situations. For example, if we equate a reduction in workload with boredom, we are likely to squander the extra hours. If we reframe down time as *free* time, however, we are more likely to take advantage of it, perhaps for networking, or for initiating new projects.

(B) **Novelty seeking** – Novelty seeking is a method of processing our observations and deepening our understanding of them. It is about figuring out how things work, challenging ourselves intellectually, and experimenting with new ways of accomplishing tasks. Novelty seeking describes not just being receptive to changes in the environment, but also being inclined to embrace and learn as much as possible about them.

CO-OP EXAMPLE: Charlotte worked for a software analytics company. During a time when work was not as intense as usual, she challenged herself to be creative. Charlotte re-imagined the company's customer-facing process, and, in consultation with her manager, prepared herself to undertake a new approach that would potentially be more engaging. She found online tutorials to learn the necessary programming language, and she used her new-found knowledge to write original code. After she tested and implemented the new process, her company adopted it, saving \$17,000 in the first year.

Real-world benefits of novelty seeking habits – Today's world is one of increasing change and diversity, and a habit of novelty seeking positions us to view our experiences from a flexible perspective. Change and diversity can generate new opportunities for the novelty seeker and provide fuel for creative acts. Further, continually striving to explore new perspectives—rather than letting them threaten or overwhelm us—provides us with a larger and more informed picture of the world in which we operate.

How can we build this habit? – Novelty-seeking is a desire to have new experiences and can be as simple as challenging ourselves on a daily basis to notice a certain number of new things that can be seen, heard, felt, touched, or even smelled or tasted—a practice called “grounding,” which has a documented history of increasing mental well-being (Zerubavel & Messman-Moore, 2013). Further, creativity expert Julia Cameron (2003) recommends dedicating one hour a week to investigating new places or activities for the sole purpose of breaking out of our routines and the habits of our comfort zones. In the con-

text of the workplace, this can mean working beyond the limits of a job description or rethinking established procedures.

(C) **Novelty producing** – Novelty producing is the ongoing habit of doing familiar things in new ways, or undertaking new ventures, as opposed to simply noticing and seeking out new information. Producing novelty can consist of creating innovative materials or processes, coming up with new ideas, or even making creative contributions in a conversation.

Real-world benefits of novelty producing habits – Today's world demands innovation, and a novelty-producing habit makes innovation a familiar act, even in tiny ways. All forms of innovation can be useful.

Novelty producing can take the more common form of engaging in familiar acts in subtly new ways, or involve more significant departures from the status quo, such as digitizing a paper-based filing system or making toys out of surplus office supplies.

CO-OP EXAMPLE: Mei co-oped at a small fashion design company with an on-site boutique. Shortly after starting, she noticed a pile of unused T-shirts on the sales floor. Her manager confirmed that the shirts weren't selling. Mei approached the situation in a mindful way, seeking out a creative opportunity. With her manager's permission, she used scissors to cut out patterns and customize the shirts. The redesigned garments quickly sold out, and Mei created new batches throughout the course of her co-op.

How can we build this habit? – Novelty producing is about creativity, but it doesn't have to be dramatic to make an impact. One way to build a habit of creativity is to integrate small creative adjustments into daily life. Even subtle creative acts make a noticeable difference and can keep creative juices flowing. For example, in one experiment, Langer, Russell, and Eisenkraft (2009) asked symphony musicians to perform the same piece in two different ways. For the first performance, they asked the musicians to adhere exactly to the score. For the second, they were encouraged to add creative personal nuances, in a manner that was “so subtle that only they would notice.” The result? Both audience members and the musicians themselves preferred the performance that incorporated tiny creative adjustments - the one in which the music was played mindfully. Students can also find small ways to incorporate creativity in a co-op. For example, a graphic design student might be on co-op at a large company with very strict brand guidelines. While the student will have to adhere to specific typefaces and colors, she can challenge herself to incorporate her personal aesthetic into her designs, ultimately increasing her satisfaction and improving her performance.

CONCLUSION

Mindful students—like those featured in the Co-op Examples in this article—seek out new ways to understand their environment and to make contributions. They often return to campus excited about their accomplishments, with stories about how they capitalized on learning opportunities and sometimes overcame challenges in creative ways.

Prompts and activities that are integrated into reflective practices can help students focus on remaining mindful while on co-op and when they return to campus. Students at Northeastern create and refine learning outcomes throughout their co-op experience, and mindful students are able to reflect on the differences in their initial learning goals and their final learning outcomes and use this understanding to frame future aspirations. In conversations, in interviews, and on resumes, they find ways to highlight what went well and learn from what did not. They share their learning with others, and they approach the next step in their careers—whether it is another co-op, a full-time job, or further schooling—with a combination of motivation, curiosity, and creativity.

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If Students Had This One Trait, They Could Be Successful

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Abstract

Not all students shine equally when climbing the professional ladder of success. There is a particular trait that is underneath a lot of the soft skills and professionalism students learn inside and outside the classroom. Humility leads to success. Through helpful examples, professional illustrations, and practical tips for educators, this article will explore humility in its multiple dimensions to help readers discern when humility is present and celebrate its fruits as students demonstrate them.

I come across a lot of students. It helps working in the Lindner Career Services Center at the University of Cincinnati. We teach, coach, and counsel students towards career success for internships and co-ops, especially full-time employment upon graduation. Including both individual and drop-in coaching appointments, I see more than 500 students annually. I teach more than 180 students every school year in undergraduate Career Success Strategies courses. Suffice it to say, there are a lot of students that I interact with, who come and go through the office door and the classroom.

Some students are more successful than others in the present, or will be in the near future. I define success as someone who has developed strong skills and relational connections that can be leveraged towards professional or personal accomplishment with enduring life satisfaction.

What distinguishes these students from the rest? What is one trait that endears them to my memory and gives me confidence in their personal and professional lives?

Is it technical skills? No.

Is it a great smile on their face? Nope.

Is it straight A's? Not even.

The one trait that makes students successful is humility.

Why do I say that? Here's how humility looks to me and why it gives me such confidence in students' future success from a career services standpoint:

- Humility means you sometimes take on jobs and tasks that are less than ideal in order to achieve the flashier, bigger dream goals.
- Humility means you adopt a learning posture when interacting with established business professionals.

- Humility means seeking to engage productively in professionalism classes, even when you have come across the content before.
- Humility means you are not afraid to ask questions when you need help, instead of doing things on your own and making potentially disastrous mistakes.
- Humility means you take initiative to help other students/peers with academic or work responsibilities through mentorship and service, even when there's no immediate benefit to yourself.
- Humility means being slow to blame others for mistakes and unfortunate circumstances, and taking responsibility for your actions in order to solve problems and offer solutions.
- Humility means giving the person in front of you the proper attention, undistracted by your cell phone, tablet, or computer, in order to produce a true human interaction.
- Humility means responding in a timely manner to faculty, staff, employers, professionals, and peers out of respect for their time and effort in contacting you.
- Humility means not being afraid to try new things and make mistakes in order to learn from them, because you realize you don't know everything and need to be challenged.
- Humility means looking at the person in the mirror and remembering how your accomplishments to date are not just because of your own sweat and talent, but also because of the time and money invested by friends, families, mentors, teachers, and neighborly strangers.
- Humility means not just having an ambition to achieve, but an ambition to do good and serve others.

Adam is a fourth-year business student at the University of Cincinnati. He studies Operations Management and transferred into the business college as a sophomore from a different university. Because he had to pay his way through college, Adam worked two jobs while enrolled as a full-time student. He served as a cashier at a major international supermarket, and simultaneously worked a second shift in a warehouse distribution center as a fulfillment associate. I've had the opportunity to teach Adam in a class as well as meet with him individually on his career goals. I've never found Adam on his cell phone or tablet, distracted from the people around him, even while waiting to see me. He always spoke about the valuable skills he learned in his jobs, despite not having experienced an internship like many of his peers. Adam never complained and effusively expressed his gratitude to me and any other college employee he came across. When in my morning class, other students would doze off and overlook the importance of the lecture content. Adam never wavered in being prepared and having the willingness to ask questions, without giving others any hint that he was sleep-deprived and stressed from the long hours at work.

His humility was evident, and Adam recently secured two offers for internships working in facilities management and automotive manufacturing.

This is what humility can lead to:

- A professor or supervisor's enthusiasm in writing your recommendation letter
- A desire from employers to hire you to join their workplace culture
- An increased sense of confidence in the face of difficulties

- A deeper level of friendship with others
- A freedom from envying the successes of others
- An increased ease in working together with those who are unlike you
- An improved performance in your classes and on exams and projects
- An integrity that earns trust and convinces supervisors that you can handle important responsibilities

Mallory is a third-year business student at the University of Cincinnati. She studies Marketing and Entrepreneurship as her declared majors, after having transferred into the business college as a sophomore from a liberal arts program on campus. Mallory is also a student-athlete who won a full-tuition scholarship to run track and cross-country here at UC. Having gotten to know Mallory through teaching her in class, Mallory approached me to introduce herself and to express concern about a potential conflict between her track meets and our class meeting times. Over the course of the semester, she consistently stood out as one who raised her hand in every awkward silence. Though Mallory was an accomplished athlete, she never flaunted any kind of ego, entitlement, disrespect, or disengagement. She willingly came to her career coach for multiple individual appointments, always asking for extra ways to improve on her resume and job search. Mallory ultimately threw her resume in to apply for a Teaching Assistant position for the Career Success Strategies undergraduate course. After competing against other candidates who were all honors students, she became the only non-honors student to obtain a TA position. Mallory easily won the respect of my colleagues who interviewed her because she communicated how much she benefited from the course and how she wanted

to give back to those who were less informed or less concerned about their career goals.

In her humility, Mallory maintained poise in the face of managing a grueling training schedule with full-time classes. Her teammates nominated her at the end of the season to be the next school year's Team Captain. Mallory did not concern herself with how she was viewed when she asked questions or sat in a group of polished honors students. She chose not to stop calling me "Professor," out of respect, even though I made it clear to students that I prefer to be addressed on a first-name basis.

How can we as educators celebrate and teach humility? There are multiple possibilities and the context of each university may inform different practices. However, here are a few suggestions:

First, refine the university's admissions process for students in order to emphasize humility factors – overcoming difficult challenges, volunteering with the socially overlooked or forgotten, enthusiastically giving credit to others more than themselves, or having a strong network of mentors.

Second, include more assignments that require students to reflect on and assess mistakes they've made, failures they've experienced, and risks that didn't turn out the way they hoped. Let students dig deeply into what they've learned and what good outcomes came from experiencing what they did.

Third, get rid of self-nominations for any awards given to students for exemplary service or leadership. If someone is truly humble, they won't be thinking of themselves, but thinking of others. Let the award reflect others' praise and not their own.

Fourth, encourage mentorship wherever possible. The more students realize they don't know as much as they suppose, the less inflated an ego they will possess.

Lastly, celebrate professors and campus staff who are willing to help with tasks and projects that would be considered beneath their pay grade. For example, recognize a powerful educational administrator who willingly gives up a reserved parking spot for a day so that a student with a long commute can make it to class on time. If students see that strong acknowledgment is given to those who occasionally give up their privileges for the benefit of others, the culture changes and humility can be contagious.

A wise proverb once said:

"Pride leads to destruction, but humility leads to honor." (*Contemporary English Version*, Proverbs 18:12)

My hope is that we honor the students who have humility, and that there may be more students who "get it" and build humility into their lives.

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What Research Means: A Reflection From a First Time, Undergraduate Researcher

Cady Wills // Trinity University

This is an open letter from an undergraduate student who completed a ten week summer research fellowship with a faculty mentor. It is intended for professors who are trying to begin, change, or improve experiential education in their course(s) or student mentorship. The letter shares candid insights from the student about the experiential learning aspects and highlights some findings of the actual study of service-learning completed. The letter addresses three personal outcomes realized through the experiential, summer research fellowship: the development of research skills, enhanced self-confidence, and bigger picture, life-changing impact. Faculty and research mentors can gain insight through this student's point of view, recognizing details about what can be helpful and challenging.

Before my first summer research experience whenever I heard the word “research” my mind would leap to white rooms filled with scientific instruments and people in lab coats, studying the brain, an animal, or an organism. Despite the social science research that I had spent most of my undergraduate time reading as a sociology major, I still connected the concept of research with ‘hard’ science. I never expected to be engaged with formal research as an undergraduate. I think this is because I didn’t really know of many undergrads outside of biology and chemistry who were doing research.

After meeting with an education professor and discussing an opportunity to study the effectiveness of a service-learning component in one of

her courses, I was immediately taken aback, yet excited. We sat, worked through the proposal (my first look at ever writing a grant) and submitted it to the university, with high hopes and mild trepidation. A month later, we received news that we had been funded, and even further, had been selected as the first recipients of funding in a new program. At Trinity University that year there were over 150 sponsored fellowships. These are great because they included housing, a stipend, and one credit hour at no cost to students. Some were funded by university gifts and the endowment and others through federal and foundation grants. What started as me mainly hoping to find a fellowship for the upcoming summer became a skill developing, self-confidence building, and life-changing experience.

The research process was something I had never expected, and I walked in a bit naive to the expectations. I knew I would read students reflection papers and see what they learned, but I quickly discovered that it was much more complicated than that. My professor who supervised my research kept repeating the “iterative process” and the “design-based” research. She seemed to understand what those words meant, and I really wasn’t able to completely understand the ‘method of the madness’ until the final product. Throughout the ten weeks in the summer, I coded 174 student papers for student reflective learning and relied on a new qualitative software tool, NVivo Pro 11. This software allowed me to code separate transformative domains by highlighting and organizing sentences that reflected student learning. Having an online system that I could take anywhere was valuable to my mental health since I could work wherever I felt most productive, as well as allowing for all my research to be kept in one space, which was easily accessible across research team members. Developing the skill of being able to conquer a new software on my own, training through webinars and YouTube videos, was a nice glimpse into my self-explorative learning.

Much of the summer was guided self-exploration, where I was given a task and sent out to figure out how to complete it. I won’t say that there weren’t parts where I was frustrated and wanted to yell at my computer, but it helped me feel an extra sense of accomplishment when I figured it all out. Part of the process in our research was creating codes or labels that everyone could understand and recreate for validity and reliability, yes I do now know what ‘inter-rater reliability’ means.

I sat at a whiteboard for hours trying to define specific terms, merge ideas that blended together, and create a clear outline of what exactly we were coded for. I didn’t realize how time consuming research was going to be, I half expected to be sitting by the pool for most of my summer. After few too many hours staring at my handwriting on that whiteboard, we had clearly defined terms for learning and I could finally start reading and coding papers. I was eager to start the coding, as that is what I thought the whole summer would consist of, but I had learned the patience and precursory steps. Documenting and coding every paper took time, but not nearly as much as I expected. It was hard to stare at a computer all summer, but it was helpful to be able to focus and set goals for myself. I discovered more than I thought about my work ethic and my ability to focus on one task for weeks on end.

I knew from the beginning that the end goal would be to publish the research in some way, I expected just a research article in a journal. When we discussed a presentation, my professor explained the benefits to presenting before publishing. Through the presentation, we could have a conversation and be asked questions, further aiding in the publication. Why I needed to be at the conference was a mystery to me, as my professor clearly knew the material and the research just as well as I did. Nevertheless, with flights booked and a growing knot in my stomach, I would soon be on my way to my first academic conference. Not knowing exactly what to expect, I was apprehensive when we touched down in Florida. After the initial meet and greet and keynote speaker, I quickly learned a few things. I was definitely the youngest one there, I

seemed to be the only one who didn't quite know what they were doing, and I was doubting my qualifications to be presenting.

When our presentation time came, we walked into the room and started setting everything up, with the inevitable technological difficulties. Once we started, the presentation flew by, and I felt relieved to be able to talk about my research and what I had learned from it, with the support of my professor. At the end, everyone clapped and asked questions, showing true interest in the work I had done. A couple people even came up and shook my hand, congratulating me on my accomplishment and hard work. This made all the stress and confusion worth it and it helped cement the importance of my research. I walked away with a new confidence, one that I felt I had earned, and a sense of fulfillment of my summer. I do have to admit, the conference was my favorite part of the entire process, and without it the research would have felt incomplete.

I've said before that this summer was life-changing, cliché but true. The irony was that while I was studying experiential learning, I was also actively participating in it. For every academic, behavioral or cognitive code in a paper, I was growing in those domains as well. Research provided a whole new way to look at the field of education, in the larger picture and in a smaller, more focused way. I saw the tools from my sociology classes help me through the research process and the tangible use of other college classes I had taken. Admittedly, I found myself rolling my eyes at the word 'literature review' being brought up again in my senior research thesis class the semester after the summer. I had learned about experiential education in classes that studied Dewey and Kolb, but I never imag-

ined myself really participating in it. I learned to appreciate professors and the effort that goes into one college, undergraduate class. Trinity encourages experiential learning, and the opportunity to do summer research made me understand why. I learned that my contributions were important to others, not only my professor, and that I was able to take what I have learned in my classes and apply it in a different context. Summer research also let me learn from my mistakes, an idea that is often wanted but not fulfill. It wasn't until the end of the summer that I fully understood and appreciated the madness and the struggles.

So, for the professors and educators that are reading this, I strongly urge you to implement experiential education in your courses in some way. The results of our summer research showed that service-learning allowed for transformative learning in the cognitive, behavioral and, most frequently, emotional abilities of students. Even further than that, I walked away from that summer with a new outlook on careers and a new appreciation for my higher education. The process, though it was confusing and frustrating at some times, paid off when it finally all made sense. Give your students a heads up that it can be overwhelming, but if they stick with you, the reveal of understanding is worth the confusion. My research mentor had two grants and two undergraduate researchers, thankfully. Without the other researcher, I would have not made it through the summer as successfully as I had. Make sure that they have someone to bounce ideas off of, someone to talk to, and someone to go to just to rant. Research isn't easy, it helps to have someone who understands the struggle. I am beyond thankful for the hours I spent staring at the whiteboard and computer, the amount of stairs I had to climb to find dusty old books

in the library, and the nights that consisted of stress dreams. I found confidence and new skills over the course of the summer, but even more than that, I found the reason as to why college was so important.

Now, as graduate student studying special education, the confidence and skills from that summer research have helped me both academically and professionally. It was intimidating walking into a program directly after receiving my Bachelor's and having cohort members with years of experience in the field, yet having the confidence of completing and presenting my own research helped fight the inevitable imposter-syndrome. I find myself comprehending the materials in my classes through the lens of a future teacher, as well as a growing researcher. I am able to understand what and where "research-based practices" come from, how to effectively read research articles, and how to write a detailed, concise literature review, all skills that emulated from my summer internship. Professionally, I have had the opportunity to complete additional education-based research projects, with professors that have been impressed by my foundational understanding of research. Without that initial summer experience, I would not have the research skills or personal growth to have found the successes in my graduate program.

Cady Wills is originally from Bozeman, Montana and attended Trinity University in San Antonio, Texas for her undergraduate degree with a major in Sociology and minor in Education with a focus on special education. She received a university sponsored, undergraduate research grant to study student perspectives on their learning after participating in course embedded service-learning in collaboration with Dr. Heather Haynes Smith, Assistant Professor in the Department of Education at Trinity University. Together, they presented the research at the National Society for Experiential Education Conference in 2017. She now attends the University of Oregon receiving a Master's in Special Education.

What Students, Internship Coordinators and Employers Need to Know about Title IX

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Abstract

Each year in the United States thousands of college students head out to complete an internship as part of a degree requirement. Students Title IX rights apply to any internship that is required to complete a degree so that students can complete them without being harassed; and if harassed have the support of their internship coordinator and/or Title IX coordinator to stop it. However, two recent studies of hospitality students revealed that it is not common knowledge that students Title IX rights follow them off campus to their internship. This article will provide the key findings of the two studies on sexual harassment of student interns and make recommendations on what students, internship coordinators and employers should do to protect those rights in the future.

Keywords: Sexual Harassment, Internships, Title IX

INTRODUCTION

The issue of sexual harassment is now reported daily in the news media. The list of those accused of sexual harassment grows by the day in all aspects of the private and public sector. It is no secret that one of the industries that is rife with sexual harassment is the hospitality industry, especially the food service sector. In fact, more than 14% of the 41,250 sexual harassment claims filed in the USA from 2005 to 2015 were in the food service and hospitality sector (Meyer, 2017). In 2018, a restaurant group that operates two International House of Pancakes (IHOP) franchise restaurants in Southern Illinois paid \$975,000 to 18 claimants to settle sexual harassment and

retaliation claims filed with the Equal Employment Opportunity Commission (EEOC). Yet, each year hospitality programs routinely require students, who are mostly female, to complete an internship in an industry which is notorious for sexual harassment in the workplace.

In this article I will describe two recent studies that were completed to investigate whether hospitality students Title IX rights were being safeguarded during an internship. As mentioned, Title IX states that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of,

or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” The first study was a descriptive one to see if student interns were being harassed. The second one was prompted by the study findings of the first one; it was a qualitative study involving internship coordinators at the top 25 hospitality programs to see what they are doing to protect students Title IX rights during an internship. The findings are relevant to all academic units and businesses that employ interns so recommendations will be made for students, internship coordinators, and employers to protect students’ rights.

LITERATURE REVIEW

Sexual Harassment

Sexual harassment was thrust into the national spotlight when Anita Hill was testifying in 1991 before the Senate Judiciary Committee in a televised hearing about being harassed by Clarence Thomas when she worked for him at the Department of Education. At the time, many of the male Senators on both sides of the aisle were dismissive of her claims and were quite hostile to her unlike the soft treatment given Thomas as to his behavior. Although Hill’s testimony did not stop the Senators from confirming Thomas as a Supreme Court Justice, Congress did take action in 1991 to strengthen Title VII of The Civil Rights Act of 1991. We saw history repeat itself in the 2018 of Christine Blasey Ford, a psychologist who lives in California and teaches at Palo Alto University, who testified before Congress that Supreme Court nominee Brett Kavanaugh attempted to rape her when they were at a gathering of teenagers at a Maryland home in 1982. Even though she and other women came forward with similar allegations, the Senate did not take the women seriously

enough to vote against giving Kavanaugh a lifetime appointment on the Supreme Court, perhaps signaling to other women that their claims of sexual misconduct on the part of privileged males will be disavowed as well so better to remain quiet.

Perhaps more people are familiar with Gretchen Carlson, a former Fox News anchor, who sued her old boss, Roger Ailes, for sexual harassment. In her suit, Ms. Carlson claimed that Mr. Ailes made sexual advances toward her and later fired her because she complained about sexual harassment at the network (Koblin, 2016). Of course Mr. Ailes denied it. In the end, Ms. Carlson was taken seriously and awarded 20 million dollars and an apology from Fox News. Readers are encouraged to read her book where she shares her own experiences, those of other women, and gives sound advice on what women can do to empower and protect themselves in the workplace or college campus (Carlson, 2017).

The current definition of sexual harassment provided by the Equal Employment Opportunity Commission reads as:

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a) Submission to such conduct is made either explicitly or implicitly a term of condition of an individual’s employment, b) Submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting such individual; or c) Such conduct has the purpose or effect of unreasonably interfering with and individual’s work performance or creating an intimidating, hostile, or offensive working environment.” (Facts about sexual harassment, n.d.)

Survey after survey makes it clear that the vast majority of sexual harassment perpetrators are men and the vast majority of victims are women (Pryor, LaVite & Stoller, 1993). This is true because men have used their economic power, their positions of authority, and their gender-based power (including the underlying threat of violence as the basis for their ability to harass and intimidate women) for the purposes of “forcing sexual access, enforcing male dominance, and applying strategic harassment to drive women out of male occupations” (Langelan, 1993, p. 71). That is why Langelan (1993) gets more to the point by defining sexual harassment as “the inappropriate sexualization of an otherwise nonsexual relationship, an assertion by men of the primacy of a women’s sexuality over her role as a worker or professional colleague or student.” (p. 34).

Sexual harassment is not a victimless crime; it causes great suffering for those who experience it in the workplace. As (Matulewicz, 2016) points out:

“Sexual harassment is a demeaning practice, one that constitutes a profound affront to the dignity of the employees forced to endure it. By requiring an employee to contend with unwelcome sexual actions or explicit sexual demands, sexual harassment in the workplace attacks the dignity and self-respect of the victim both as an employee and as a human being” (p. 130).

According to Bravo and Cassedy (1992) women can suffer psychological, physical, and economic effects, not to mention the ill-effects imposed on their families and the employer. Psychological effects include self-doubt, denial, self-blame, invalidation, humiliation, loss of interest in work, loss of trust, anger, and depression. Depression alone can lead to lack of appetite causing weight loss, sleep disorders, decreased

sex drive, fatigue, feelings of worthlessness, inability to focus, and suicidal thoughts. Women suffer economically because they leave or lose their jobs often times for lower paying jobs in addition to the attorney and doctor fees it takes to file a sexual harassment claim providing they are not fired for taking their complaint to human resources (HR), which is not atypical. The family suffers, too, because someone being harassed at work has to show restraint only to go home and take their emotions out on the family, who do not understand the underlying reasons for the sudden change in behavior. Finally, the company suffers the effects of harassment not only in the millions paid to settle sexual harassment claims, but the loss of productivity, increased absenteeism, higher employee turnover, and the costs associated with hiring new employees.

Sexual Harassment in the Hospitality Industry

According to the US Government’s Bureau of Labor Statistics (BLS) the leisure and hospitality supersector is part of the service-providing industries supersector group, including financial activities and business and professional services. The different sectors of the hospitality industry include food & beverage, lodging, recreation, as well as travel and tourism businesses.

The hospitality industry is one of the largest and fastest-growing sectors in the service industry on the planet (Morgan & Pritchard, 2018). Globally, women comprise 70 percent of the tourism and hospitality workforce but less than 40 percent in managerial positions (Baum & Cheung, 2015). According the US Bureau of Labor Statistics, the leisure and hospitality industry employed over 16 million people at the end of 2017 (Industries at a glance, n.d.).

Sexual harassment continues to be a major problem in the hospitality industry (Madera, Guchait, & Dawson, 2018) not only for restaurant servers but housekeepers in hotels as well (Kensbock, Bailey, Jennings, & Patiar, 2015). Despite the laws and legislation that have been enacted to prevent it 10-20% of workers report experiencing bullying, violence and sexual harassment in the workplace (Ram, 2018).

One of the underlying causes of harassment in restaurants is due to the fact that employees work in spaces where people go to socialize with friends, family, co-workers, and others. Unfortunately, these social spaces are renowned for having sexualized work environments where sexual harassment is rampant, if not encouraged by the restaurant culture (Poulston, 2007 & Leyton, 2014). Restaurant employees do their jobs when others are socializing and having a good time while they work nights, weekends, and holidays and become separated from their normal social and sexual activities creating a subculture that has a special bond perpetuating the sexualized work environment (Anders, 1993). Female servers, especially, have to contend with male managers who are told to look their best, watch their weight, dress as though date ready, wear push up bra's, shorter shorts, and more to essentially invite harassment from customers (Covert, 2014). Or, as Guiffre & Williams (1994) puts it, "waitresses are expected to be friendly, helpful, and sexually available to the male customers...consequently some women are reluctant to label blatantly offensive behaviors as sexual harassment (p. 386-387).

One key aspect of the food and beverage industry is that servers depend on tipping to earn a living. Servers are at the mercy of the customers because they hold economic power over them in

the form of tips, which they depend on to earn a living. That dilemma forces servers to endure endless inappropriate verbal and physical behaviors which makes a high stress job that much more difficult due to harassment (The Glass Floor, 2014). Verbal behaviors which include sexual teasing, jokes, remarks about sexual orientation, flirting, and being told, as mentioned above, by managers to wear tighter/revealing clothing that expose oneself sexually. Physical behaviors include pressure for dates, sexually suggestive looks and gestures, deliberate touching, cornering, pinching, attempts at kissing or hugging, patting, fondling, being ask to sit on one's lap, and more.

Hospitality Internships

A sufficient reason for the wrongness of sexual harassment in higher education is "that the harassment of any person or group for any reason – sexual, religious, ethnic, racial, etc. – jeopardizes the conditions under which learning can take place" (Holmes, 2001, p. 187). As such, there must be confidence on the part of all students that professors, staff, fellow students, and others will not exploit that trust in them for their personal gain and harassing a student in any way violates that trust. To enable a student to obtain an education without harassment, Title IX of the Education Amendments Act of 1972 is a federal law that states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX rights do apply to students when participating in academic activities that are part of a degree plan. The Department of Education's Office for Civil Rights (OCR), guidelines make it clear that ed-

education programs and activities covered by Title IX include “any academic, extracurricular, research, occupational training or other education program or activity operated by the recipient” (Bowman & Lipp, 2000, p. 115).

In addition, Universities are required by the Office of Civil Rights (OCR) to:

“...develop and implement procedures regarding sexual harassment of students during educational programs that are not operated wholly by the school, as in the case of internships, and to refrain from cooperating with outside organizations known to discriminate...and that the University is obligated to provide a prompt, thorough and equitable investigation of any report of sex-based discrimination, sexual harassment or sexual violence. This obligation remains even in the absence of a formal complaint.”

Therefore, internship coordinators not only need to inform students that their Title IX rights follow them off campus; they must prepare students to handle any situation where their rights are potentially being violated during the course of an internship. They do not bear this responsibility alone; they have the support of the Title IX coordinators on campus, who are required by the statute, to investigate complaints of sexual harassment made by students during their internship.

According to Zopiatas and Constanti (2012), an internship is defined as “a structured and career-relevant supervised professional work / learning experience, paid or unpaid, within an approved hospitality company/organization under the direct supervision of at least one practic-

ing hospitality professional and one faculty member, for which a hospitality student can earn academic credit” (p. 44).

Internships are designed to connect the classroom to the industry where students can apply what they learned in the context of the myriad of businesses and acquire hands-on learning working for those businesses that are part of the hospitality industry. According to Self, Adler and Sydnor (2016), students who completed an internship: a) enjoy greater job satisfaction, b) obtain initial employment more quickly, c) report higher starting salaries than those students not participating in a college internship, d) apply classroom material/theory to real world situations, e) develop skills such as problem solving, critical thinking, and networking, and f) become more familiar with the industry. Employers also benefit from student internships because they: a) provide a trial period as they offer a low-cost opportunity to work with a perspective employee providing labor hours to the company, b) act as a realistic job preview, which has been shown to set realistic job expectations, helps reduce thoughts of quitting, and increases job survival for new hires, and c) spread positive word of mouth about the business to recruit future interns if the experience was a positive one. Institutions also “benefit from internships by the ability to advertise their relationships with the industry to potential students and parents, increase the school’s visibility, and in the long term help build loyalty from former students due to successful placements” (Self, et al. 2016).

Research into other academic fields where students complete internships also finds incidences of sexual harassment. A study conducted by Kettl, Siberski, Hirschman and Wood (1993)

found that 40 percent of the 158 nursing and occupational therapy students who participated in the study endured sexual harassment of a verbal or sexual nature; sexual innuendo (40%) was the most common form while verbal requests for a sex act the least common (22%). As reported in other studies, students chose to ignore the harasser or joke about it which proved to be a successful coping mechanism to handle the harassment about 85 percent of the time. Since the time of the 1993 study, not much has improved for nursing interns given Seun Ross, Director of Nursing Practice and Work Environment at the American Nurses Association, who was quoted as saying:

“The topic of sexual harassment needs to be addressed throughout nurses’ careers: in nursing school, during internships, and in the workplace. The onus is on the educators – the professors, the dean, the chief nursing officer – that this kind of behavior will not be tolerated and it is safe to report it.” (Nelson, 2018, p. 19).

Nelson, Rutherford, Hindle and Clancy (2017) re-administered their Survey of Academic Field Experiences (SAFE) that established the fact that scientists, particularly during trainee stages, experience sexual harassment and sexual assault while conducting field work. The second SAFE study surveyed 666 respondents who had conducted field research across life, physical and social sciences. Examples of sexual harassment included “unwanted flirtation or verbal sexual advances, field site manager insisting on conducting conversations while naked, propositions, and jokes about physical appearance or intelligence that were sexually motivated or gendered” (Nelson, et. al., 2017). Sadly, most of those interviewed said they were not in a po-

sition to say no and women resorting to hiding, leaving, or confronting offenders did not deter the site director leaving the researchers to conclude that until codes of conduct (rules) coupled with accountability for transgressions (consequences for sexual harassment) are adopted and rigorously enforced women will continue suffer at the hands of males wielding social and economic power during their field work.

TWO STUDIES ON PROTECTING STUDENTS

TITLE IX RIGHTS

Study 1 - Descriptive Study of Sexual Harassment of Hospitality Students

The purpose of the first descriptive study was to determine whether or not US hospitality students were sexually harassed during an internship. The following questions were asked to determine whether students’ Title IX rights were being protected during an internship, namely: a) did female students experience sexual harassment more than their male counterparts?, b) who was harassing students?, c) what actions did students take in response to harassment?, d) were students informed as to the forms of sexual harassment they may encounter during an internship?, and e) were students trained by the internship coordinator or the employer to handle sexual harassment if experienced during the internship?

The sample consisted of students enrolled at four hospitality programs that are typically ranked among the top ten in the United States, according to Brizek & Khan (2002). An e-mail with a link to the survey was sent out several times (one week apart) to those students who had completed an internship within the past year by their internship coordinator to boost response rates. The e-mail also described the purpose of

the study, what students were being asked to do, a statement on confidentiality, risks and benefits, and that participation was voluntary.

The survey instrument used to determine if students were being sexually harassed during internships was based on a study conducted by Fitzgerald, Magley, Drasgow, and Craig (1999). The instrument, known as the Sexual Experiences Questionnaire (SEQ) was developed to investigate sexual harassment of women in the military. The SEQ is broken into four categories, namely: a) gender harassment, sexist hostility, b) gender harassment, sexual hostility, c) unwanted sexual attention, and d) sexual coercion.

Gender harassment (sexist and sexual hostility) is defined as mostly verbal and non-verbal behaviors that convey degrading, hostile and insulting attitudes about women. Unwanted sexual attention was defined as verbal and nonverbal behavior that is deemed offensive, unwanted and unreciprocated. Sexual coercion was defined as pressuring someone into doing sexual favors in return for job-related perks and rewards, which is class quid quo pro harassment (something for something). Respondents indicate the degree of harassment on a 5-point Likert Scale, from 1 "Never" to 5 "Always." The four scales and their items for the SEQ are found in Table 1.

Table 1. Types of Sexual Harassment Experienced by Student Interns (n = 297)

Scales with Items	Never (%)	Sometimes (%)
<u>Gender harassment, sexist hostility</u>		
Displayed, used, or distributed sexist or suggestive materials...	90.0	6.8
Made offensive sexist remarks?	77.2	16.7
Put you down or was condescending to you because of your sex?	78.7	17.0
Treated you "differently" because of your sex?	65.2	24.5
<u>Gender harassment, sexual hostility</u>		
Exposed themselves physically in a way that embarrassed/made you feel uncomfortable?	94.3	4.6
Made gestures or used body language of a sexual nature which embarrassed or offended you?	81.9	14.0
Made offensive remarks about your appearance, body, or sexual activities?	77.3	16.3
Whistled, called, or hooted at you in a sexual way?	72.3	18.4
Made unwelcome attempts to draw you into a discussion of sexual matters?	72.0	23.0
Made crude and offensive sexual remarks, either publicly or privately?	71.3	22.3
Stared, leered, or ogled you in a way that made you feel uncomfortable?	68.4	24.8
Repeatedly told sexual stories or jokes that were offensive to you?	66.3	27.0
<u>Sexual coercion</u>		
Implied better treatment if you were sexually cooperative?	95.7	2.7
Made you feel threatened with some sort of retaliation for not being sexually cooperative?	95.4	3.2
Treated you badly for refusing to have sex?	95.0	2.9
Made you afraid you would be treated poorly if you didn't cooperate sexually?	94.3	4.3
Made you feel...you were being bribed with some sort of reward to engage in sexual behavior?	94.0	4.6
<u>Unwanted sexual attention</u>		
Made unwanted attempts to stroke, fondle, or kiss you?	92.5	6.1
Displayed, used, or distributed sexist or suggestive materials?	90.0	6.8
Touched you in a way that made you feel uncomfortable?	84.8	13.8
Made unwanted attempts to establish a romantic sexual relationship with you...?	81.1	15.4
Made gestures or used body language of a sexual nature which embarrassed/offended you?	80.8	14.9
Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?	78.7	14.2

In addition to the SEQ, students were asked if harassment came from: a) female managers, co-workers, or customers and/or b) male managers, co-workers, or customers. To determine if students suffered physical and psychological effects due to harassment they were asked if they found it difficult to do their job as a result of harassment. Students were also asked to indicate what actions, if any, they took in response to harassment.

Due to the reputation of the hospitality industry for sexual harassment, it was important to determine if students were being informed as to the inappropriate behaviors they may encounter during an internship. Students were also asked if they were given training by the internship coordinator or employer on what to do if harassed.

The survey concluded with questions concerning the demographics of the respondents, including: a) the program they were attending, b) gender, c) the sector of the hospitality industry where they did their internship, d) racial/ethnic group, g) grade level, h) whether member of LBGTQ community, i) international or domestic student, j) and age.

There was an overall response rate of 36% from the 786 students from the four universities who were invited to participate in the survey. The sample was comprised mostly of female students (75%), which fit the demographic of today's hospitality programs that are dominated by female students. Just over half of the students (50.7%) were age 21 (28%), and 22 (22.7%), respectively. The racial/ethnic group of the sample was comprised of Caucasian students (45.8%), followed by Asian students (34.7%), then Hispanic/Latino (13.5%) and African American (3.4%). The majority of respondents were seniors (74.5%) and juniors

(18.5%), which is typically when students complete their internships. A small percentage of the sample (6.8%) indicated they considered themselves a member of the LBGTQ community. Only 16% of the sample was comprised of international students.

Fortunately, the majority of those who participated in the study indicated that they "never" experienced sexual harassment of any kind during their internship. As shown in Table 1, students did encounter aspects of "Gender harassment, sexist hostility" and "Gender harassment, sexual hostility" but did not encounter "Sexual coercion" during their internship. With respect to "Gender harassment, sexist hostility," the behavior with the highest incidence experienced by students, was "treated you differently because of your sex," (24%). With respect to "Gender harassment, sexual hostility," the behaviors with the highest incidence experienced by students, was: a) "Repeatedly told sexual stories or jokes that were offensive to you?" (25.8%), b) "Stared, leered, or ogled you in a way that made you feel uncomfortable?" (23.9%), and "Made crude and offensive sexual remarks, either publicly (for example, in your workplace) or to you privately?" (22.1%).

Female students did experience harassment significantly higher than males in a few cases with respect to: a) "Treated you "differently" because of your sex," b) "Made offensive sexist remarks," c) "Put you down or was condescending to you because of your sex?" and d) "Stared, leered, or ogled you in a way that made you feel uncomfortable?" However, male student interns were harassed significantly higher than females when it came to "Exposed themselves physically in a way that embarrassed/made you feel uncomfortable."

It came as no surprise that female student interns who indicated they experienced harassment were harassed by male managers (26.7%), male co-workers (52%), and male customers (44.8%).

When we isolated only those students who reported they felt strong emotions “slightly,” “moderately,” or “mostly” in response to harassment; there were 39.3% who experienced such emotions even when they “slightly” experienced “offensive sexist remarks” or when someone “displayed, used, or distributed sexist or suggestive materials.” When we isolated only those students who experienced various forms of sexual harassment “slightly” or “moderately” there were 39.3% who reported they “slightly” found it difficult to do their job when someone: a) “Displayed, used, or distributed sexist or suggestive materials,” b) “Made offensive remarks,” and/or c) “Whistled, called or hooted in a sexual way.”

It came as no surprise that students who experienced harassment did what most victims do, for any myriad of reasons, they opted not to take action to deal with it. Instead, students tended to avoid the person responsible for the harassment (14%), ignored the behavior or did nothing (13.7%), or reported it privately to family, friends, and others. A small percentage of the sample asked the person to stop (10.8%), reported it to their manager (5.9%), reported it to human resources (3.1%), or reported it back to their internship coordinator (2%). Six students actually left the company as a result of the harassment but there was not a follow up question on the survey to ask if they reported it to their internship coordinator.

An overwhelming majority of respondents (81%) indicated that they were not given any fair warning as to the inappropriate sexual behavior they may encounter during their internship, regardless of the sector where it was to be completed. There were 57% of respondents who reported they were not given any training on how to handle sexual harassment during their internship. The majority of respondents indicated that more than half of employers (53.4%) did not provide any training/information by their manager (or anyone else in the organization where they did their internship) on what they should do if they encountered sexual harassment during their internship.

Study 2 – Qualitative Study of Internship Coordinators

Two key study findings jumped out in particular from the first study which prompted a second qualitative study involving internship coordinators. The first key finding was that a majority of students reported that they were not informed as to the inappropriate sexual behaviors they may encounter during their internship in an industry renowned for sexual harassment. The second was that over half of the students reported they were given no training by the internship coordinator or the employer to handle harassment.

To conduct the second study, a graduate student from a large Midwestern University identified the top 25 hospitality programs as reported by TheBestSchools.org (The Thirty Best Hospitality Programs, n.d.). The student then prepared a spreadsheet with the contact information for those responsible for managing student internships to participate in the study.

To begin the qualitative study, I went to the website of each of the hospitality programs to search for information on internships pertaining to Title IX. An e-mail was then sent to all those responsible for student internships inviting them to participate in the study. Each internship coordinator was then called to complete a short phone interview. In some cases it only took one phone call to complete an interview, in some cases it took as many as four phone calls to get to the person responsible for internships to participate, or not, in the survey.

The interview of internship coordinators consisted of the following questions: a) "Do you have a mandatory orientation where students are informed of their Title IX rights during internship and what to do if they are violated?," b) Do you have an internship manual for students? May I have a copy?," c) "Do you have a template letter that is sent by employers that mentions Title IX rights? May I have a copy?," d) "Is there a dedicated person during internships to field calls for any kind of abuse or problems?," and e) "Has a student(s) ever reported or claimed sexual harassment during an internship or upon returning to campus?"

As mentioned, prior to the interviews a review of each programs websites was audited for information pertaining to their internship programs. The review found a wide variability of content for students and employers who may be interested in hiring interns. Several of the websites had cursory information about the internship requirements while others had very detailed information on the definition of an internship, its purpose, the requirements to obtain one, the number of hours required to complete it, procedures for securing one, and supplemental materials outlining student conduct/

responsibilities during the internship. Only one website made any mention of students Title IX rights during an internship, which was my program, given my research on sexual harassment of student interns.

The next phase of the study was to conduct the phone interviews. There were 21 of the 25 internship coordinators who participated in the study. Two of the internship coordinators could not be reached and two declined to participate in the survey.

The question of whether students were required to attend a mandatory orientation that included informing students of their Title IX rights turned out to have a two part answer. There were only six programs that required students to attend a mandatory orientation that would be designed to prepare them to successfully complete an internship; the rest are apparently left to their own devices when it comes to navigating the internship waters. Only three of the respondents indicated that they informed student interns of their Title IX rights; the rest, in many respects, did not realize those rights followed students off campus (but they know differently now). The reason two of the three coordinators inform students of their Title IX rights was due to their survey of student interns that found they were harassed during an internship and took measures to protect those rights. It is worth noting that those surveyed are now giving more thought to informing students of their Title IX rights and finding a way to train them to handle harassment.

When asked if there was an internship manual for students that they would share for the study, there were seven respondents who reported they did have an internship manual or guidebook for

students (one was available online for students), but did not offer to share as part of this study. Out of the seven, four included the manual as a part of their course syllabus.

When asked if there was a template letter required of employers that mentions Title IX rights and if so, share a copy, only one of the respondents indicated there was a template offer letter that has the employer acknowledge that the students Title IX rights follow them off campus, which was again my program given what we learned from the first study. There were a couple programs that have the employer and student sign an internship contract but there was no other program that requires language on Title IX.

When asked if there was a dedicated person that students could contact if experiencing harassment during their internship, 18 of the respondents indicated that there was a dedicated person for students to call if they were experiencing problems, such as harassment, during their internship. The contact person could be a member of the staff, the internship coordinator, a dedicated faculty member, or general contact person. One respondent made an alarming statement that, “there is not a dedicated person but they should know who to contact if they have a problem.” Fortunately the majority of respondents indicated that there was a dedicated person for students to contact, but what was troubling is that if students are not informed of their Title IX rights how likely are they to report a violation in the first place?

When asked if students have ever reported sexual harassment during an internship, there were ten internship coordinators who indicated that harassment has been reported by student in-

terns. For confidentiality purposes they did not provide specifics but all reported only a few minor instances out of hundreds of students who have completed internships. One internship coordinator indicated a student had to be removed from her place of employment due to harassment and placed with another employer. However, this finding does not necessarily mean that there were not more students who were harassed during an internship since victims tend to remain silent when they are harassed and adopt various coping/avoidance strategies to avoid the harasser.

GOING FORWARD TO PROTECT STUDENTS

TITLE IX RIGHTS

Recommendations for Students, Internship Coordinators and Employers

As indicated, the purpose of the two studies was to first determine whether students Title IX rights were being protected, and the second one sought to determine what hospitality programs were doing to protect those rights. The study findings suggest that students are being sexually harassed during their internships – to various degrees – and much more needs to be done by internship coordinators and employers to protect those rights. Although this study was based on the academic field of hospitality and tourism management, it may very well be the case that students attending other degree programs – especially those dominated by females – are not being adequately prepared to handle harassment during an internship that is required to complete an academic degree, which is a violation of their Title IX rights. Such being the case, there are things that students, internship coordinators, and employers can do to help protect Title IX rights.

With regards to students, most universities and colleges have mandatory Title IX training for students at the start of the fall semester to make sure they know they have a right to an education free of harassment and remedies for harassment. Some will not even let students register for classes until the training is completed. Whether they know Title IX rights follow them off campus or not, students should report harassment to the internship coordinator, who is a “mandatory reporter,” meaning that complaint must be turned over at once to a Title IX coordinator who will then investigate the situation and resolve it on behalf of the student.

There are five key things that internship coordinators must start doing to protect student’s rights, which we adopted in the School of Hospitality and Tourism Management as a result of my research. These five things have proven to be successful to protect our students’ Title IX rights so they are not based on conjecture. The first thing to do is to create a comprehensive orientation manual, that includes information on Title IX rights, and require students to attend a mandatory orientation to make sure they understand what it takes to successfully complete an internship.

Second, there should be a template offer letter for employers that include language that they are aware of students Title IX rights and that those rights will be protected during the internship. That letter will go a long way to both remind the students of their rights and put the onus of protecting those rights on the employer. For example, our internship coordinator requires every employer to have the following language in their offer letter:

“We are aware that Title IX states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.” Since an internship is considered an off-campus academic activity we will be sure to safeguard the students Title IX rights during the student’s internship with our company.”

Employers must have no problem signing an offer letter that includes language on Title IX. They should also have an orientation with students before they start working to inform them of their sexual harassment policy and trained on what to do if they are harassed. Those employers who choose otherwise may be subject to a Title IX violation investigation by the University/College the student is attending, which may lead to the removal of current interns, and/or denied the chance to recruit interns in the future by the internship coordinator. Surely, the #MeToo Movement has made it clear to employers that the onus is on them to create a safe workplace for not only those student interns, but all employees, because #Times Up.

Third, during the orientation students should be informed as to the inappropriate behaviors they may encounter during an internship (that constitute both sexual and non-sexual forms of harassment) and trained on the procedures they should take to handle it, which does not include ignoring the behavior of the person doing it, because they have the right to an internship free of harassment. I am currently doing that training before our students depart for their internships.

In reality, the decision for internships coordinators to start training student interns of their rights and how to handle harassment is not simply a good idea; they are required by the Office of Civil Rights (OCR), “to develop and implement procedures regarding sexual harassment of students during educational programs that are not operated wholly by the school, as in the case of internships, and to refrain from cooperating with outside organizations known to discriminate.” Thus, every academic unit that is not currently training students to handle harassment during an internship – that may or may not be known for sexual harassment – is potentially subject to a Title IX claim if a student chooses to hold them responsible for not warning them of potential harassment and how to handle it.

Fourth, student interns should be surveyed during their internship. I first worked with our internship coordinator to survey whether students experienced the various forms of sexual harassment listed on the SEQ after they returned from their internship. We realized that surveying students after the fact was too late so because it was too late to do anything about it. It is important to note that we have now added non-sexual forms of harassment that may be inappropriate commentary about one’s race, age, religion, ethnicity or gender identification based on previous student surveys.

As an end note; I am happy to provide copies of all our materials pertaining to student internship materials upon request.

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