

Beyond Internships:

Integrating Career
Readiness into
Faculty-Led
Programs

Career Integration Conference, August 9, 2018



Who are we?

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UNIVERSITY OF
MARYLAND
Education Abroad

THINK
outside your borders

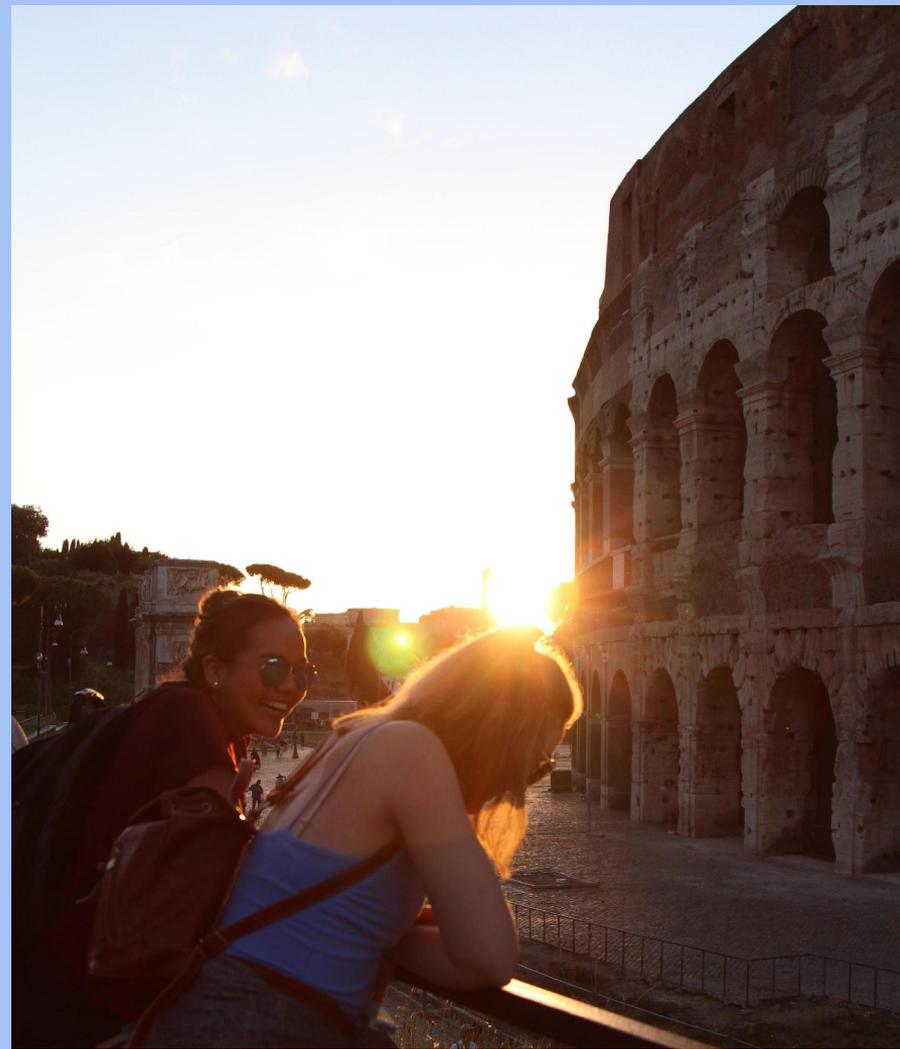
Agenda



Defining Global Competence
Defining Career Readiness
Program Development
Outreach and Marketing
Program Assessment
Campus Partners
Overview
Questions & Discussion

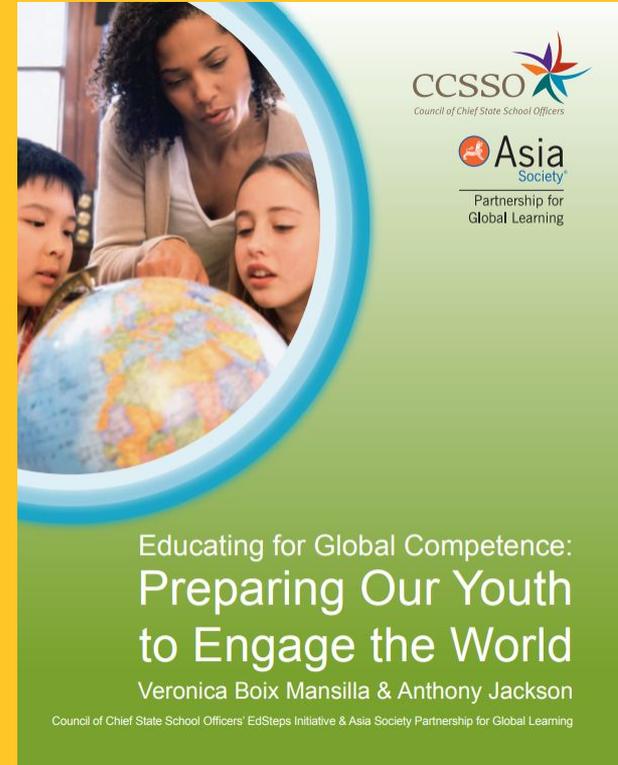
Program Development Phase:

Define/refine learning
outcomes, consult with
campus units



Global Competence Learning Outcomes

1. **Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.



Definition of Career Readiness and Competencies

According to National Association of Colleges and Employers (NACE):
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. These competencies are: Critical Thinking/Problem Solving , Oral/Written Communications, Teamwork/Collaboration, Digital Technology, Leadership, Professionalism/Work Ethic, Career Management, and Global/Intercultural Fluency.

ASU Program Proposals



For summer 2019, the Study Abroad Office and the ASU Study Abroad Faculty Advisory Committee have determined program needs/gaps.

The top priority program needs/gaps include:

- Programs in Asia
- Programs that leverage corporate partnerships
- Programs that feature internship/research/service-learning
- Short-term programs (2 weeks or less) with low program fees (below \$4000 for 3-credits and below \$5000 for six-credits)

UMD Program Proposals



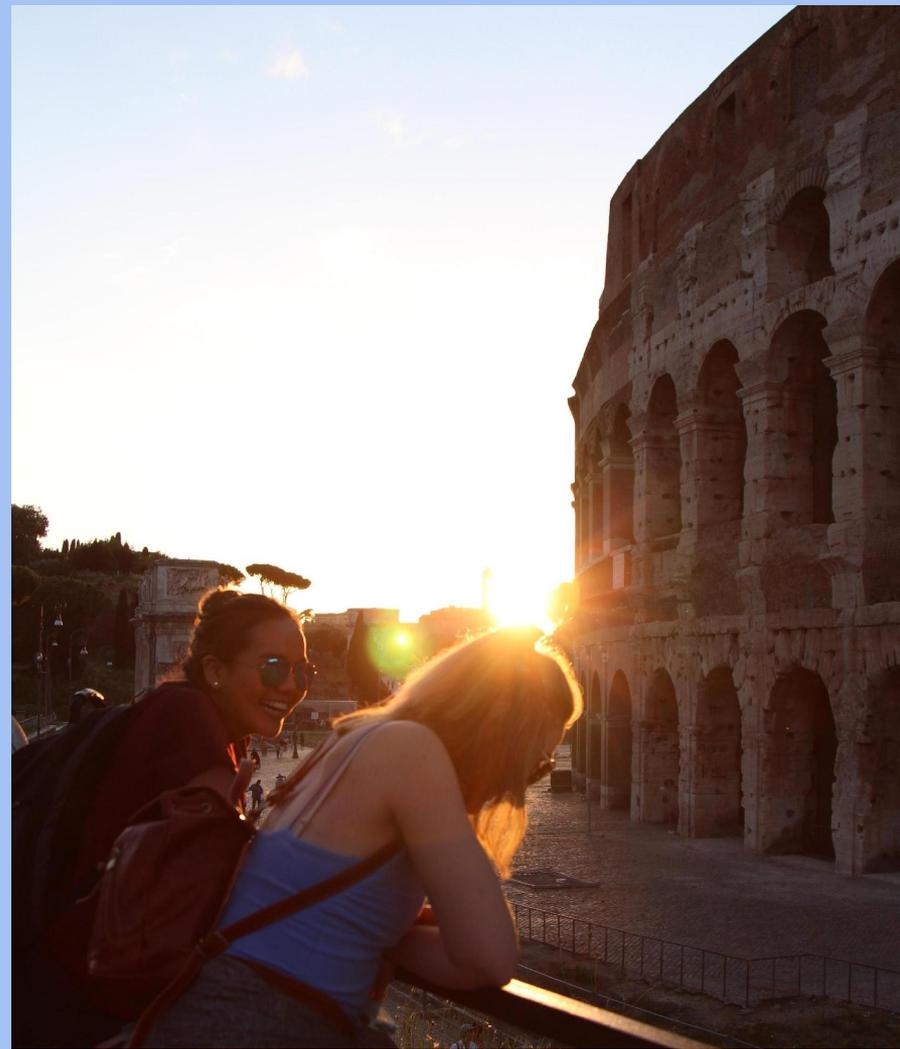
Education Abroad is seeking proposals for new and innovative short-term programs that support one or more of the following outcomes and goals:

- Explore innovative and entrepreneurial solutions to current global issues.
- Facilitate cross-disciplinary interaction and collaboration.
- Further integrate study abroad experiences into departmental and program curricula.

Preference will be given to program proposals that:

- Explore communities' solutions to addressing global climate change and sustainability.
- Incorporate experiential learning (e.g., project-based learning, field work, service-learning, and civic engagement).

Outreach and
Marketing Phase:
Name the skills
that students will
gain



UMD-Winter: India: Education and Project Engagement with NGOs and Social Enterprises (PLCY)

- Collaborative consulting projects with local, innovative NGOs and Social Enterprises in India.
- Guest lectures with thought leaders in the social sector.
- Cultural excursions in northern India.
- Opportunity to develop social entrepreneurship, leadership, and international development skills.
- Open to UMD juniors, seniors, and graduate students.
- 3 weeks

<http://globalmaryland.umd.edu/offices/education-abroad/program/11100>

Overview Eligibility Academics Housing Costs Contacts Activities



This winter, apply your political, financial, economic, quantitative, ethical, analytical and/or communication skills to real issues in service to actual clients in the social sector, through a facilitated, professional consulting experience. In collaboration with the Grameen Foundation, this program course will give you an exciting and deep experience in the social sector of Delhi, India.

This program will allow you to further your skills in concrete ways including: developing useful recommendations for decision-makers; proposing new or modified practices or policies for social enterprises, foundations or nongovernmental organizations (NGOs); exploring and adapting best practices; conducting program evaluations; and carrying other work associated with the successful operation of professional, social sector organizations working across a number of fields such as environmental, education, human services, public health, social justice and economic development.

Don't miss your chance to gain valuable hands-on, professional experience as you apply your studies to real world, analytical and management issues.

UMD-Summer: Czech Republic: Sustainability & Smart Cities (ENCE)

- Working in teams and interacting with Czech students at the Czech Technical University.
- Developing alternative smart cities while incorporating sustainability principles and analysis related to alternative city conditions.
- Exploring Czech culture by visiting monuments and museums.
- Site Visit & Field Trips: most important cultural & civil engineering marvels in Prague, Dancing House Office Space, UCEEB Labs for Energy Efficient Buildings.
- 2 weeks

<http://globalmaryland.umd.edu/offices/education-abroad/program/11356>



UMD-Winter: Ghana: Higher Education in the Ghanaian Context (CHSE)

- Targeted toward current graduate students and professionals in student affairs/higher education/international education.
- Gain new insight into the rich culture and traditions of the country and people of Ghana.
- Explore the role of higher education in Ghana and its connections to the P-12 educational pipeline in a post liberation Ghanaian context.
- Articulate the role of student affairs in the context of Ghanaian colleges and universities.
- Collaborate with a Ghanaian higher education partner on a project-based experiential learning opportunity.
- 2 weeks
- Article published to College of Education webpage:

<https://education.umd.edu/news/03-30-18-study-abroad-program-explores-higher-education-ghanaian-context>



UMD-Spring Break: Cuba: International Investigations in Cuban Education (EDHI)



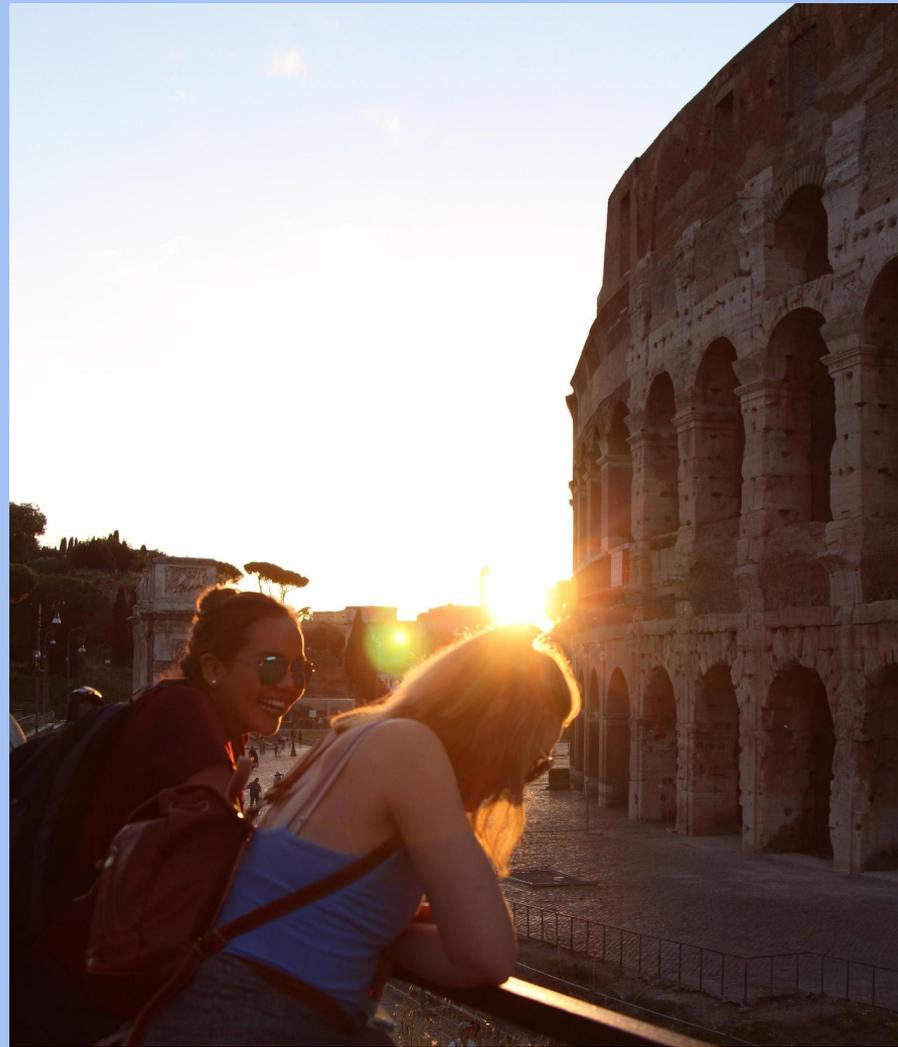
- Visits to schools, research centers, and institutions of higher education
- International research in a complex and enriching international setting
- Workshops on education practices, policies and research methods
- Lectures from Cuban and American scholars
- Virtual exchanges facilitated by the [Global Classrooms Initiative](http://globalmaryland.umd.edu/offices/education-abroad/program/11102)
- 1 week

<http://globalmaryland.umd.edu/offices/education-abroad/program/11102>



Pre-departure Phase:

Build programs that use project-based learning, collaborate with the host community, and include pre-departure assignments



ASU: Counter Terrorism in Israel



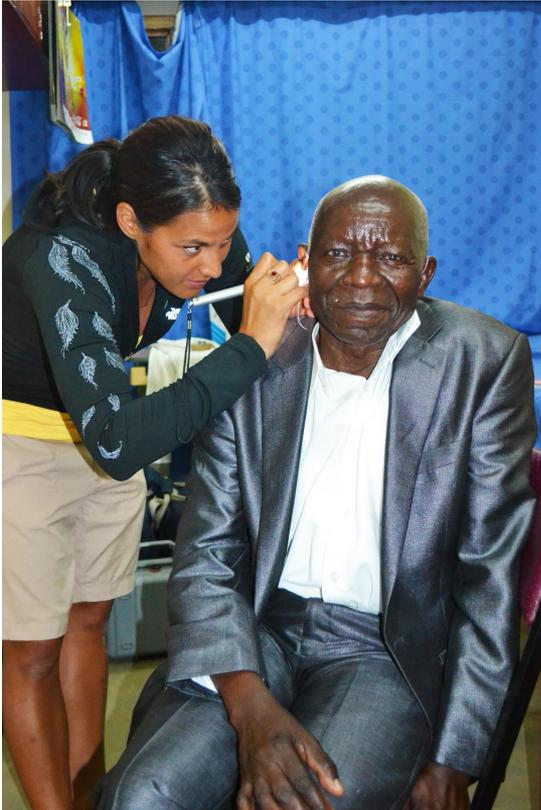
- Intensive, two-week program studying counter-terrorism, intelligence-gathering, suicide bomber interdiction, emergency management/response.
- Program includes intelligence briefings, on-site visits, lecture presentations, and group activities in Jerusalem and around Israel.
- Undergrad, grad, professionals in the field as continuing education.
- Students undergo a national security background check, some participants on the program have different security clearances.
- Running for 11 years, program started because students were looking for practical training in the field of counter intelligence.

ASU: Cronkite Programs

- ASU's Walter Cronkite School of Journalism and Mass Communication.
- Summer 2016: Covering the Rio Olympics; Summer 2018: Scotland, the British Open; and the Birthplace of Golf, Summer 2020: Covering the Tokyo Olympics.
- Students employ the journalism skills they have developed at the Cronkite School in a real world setting, producing written, video, and photo journalism.
- Students participate in “real-world reporting” and learn how to work under strict deadlines and produce quality elements for their digital portfolio.

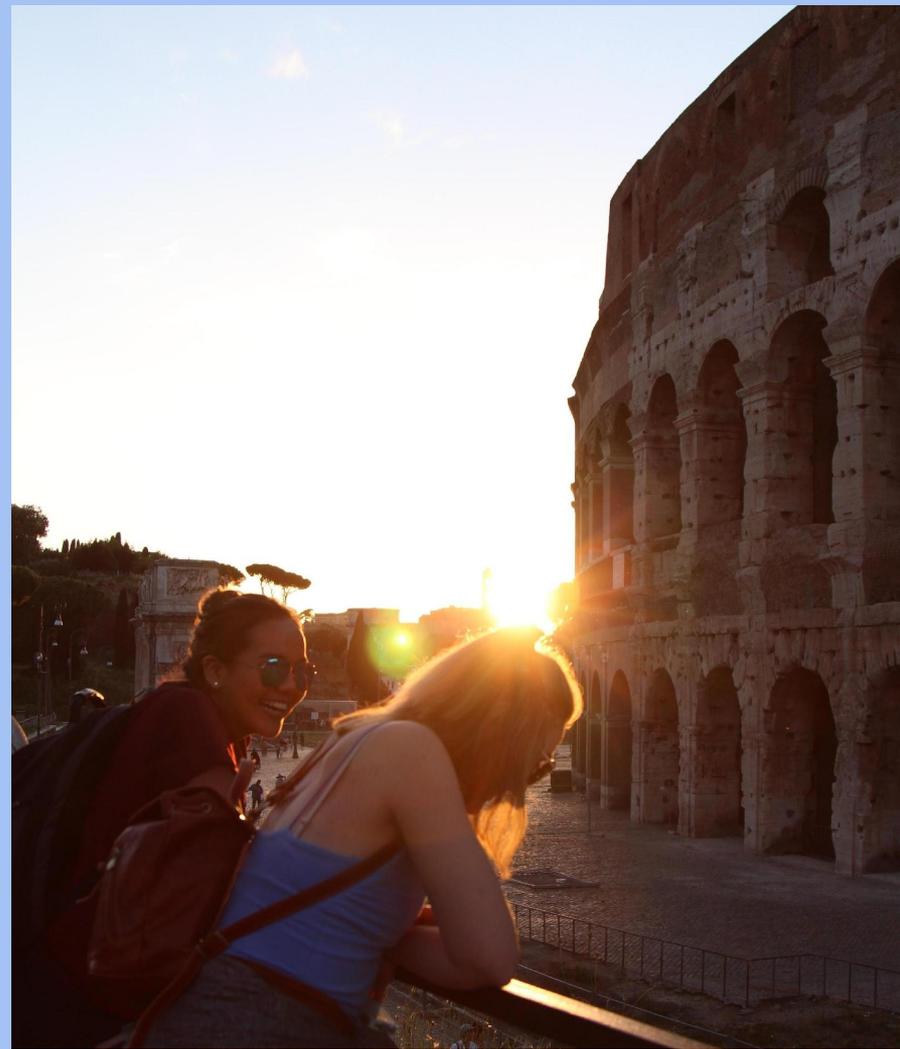


ASU: Hearing for Humanity in Malawi



- Clinical audiology program offered by the Department of Speech & Hearing Science.
- Doctor of Audiology students and undergraduate Speech & Hearing Science majors provide humanitarian audiology services in a developing country.
- Clinical course helps students to refine their clinical skills often in challenging settings and to gain exposure to pathologies not typically seen in most clinics in the USA.

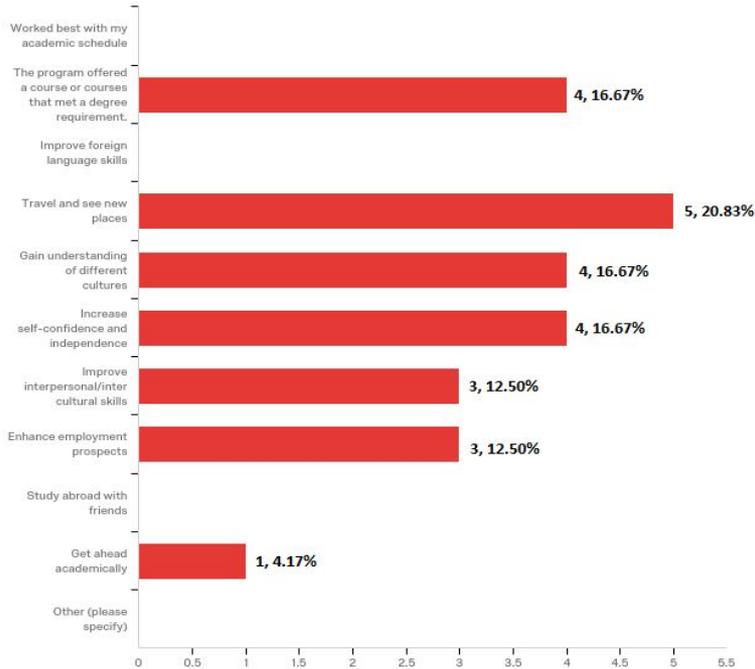
Post-Program Phase: Program Assessments



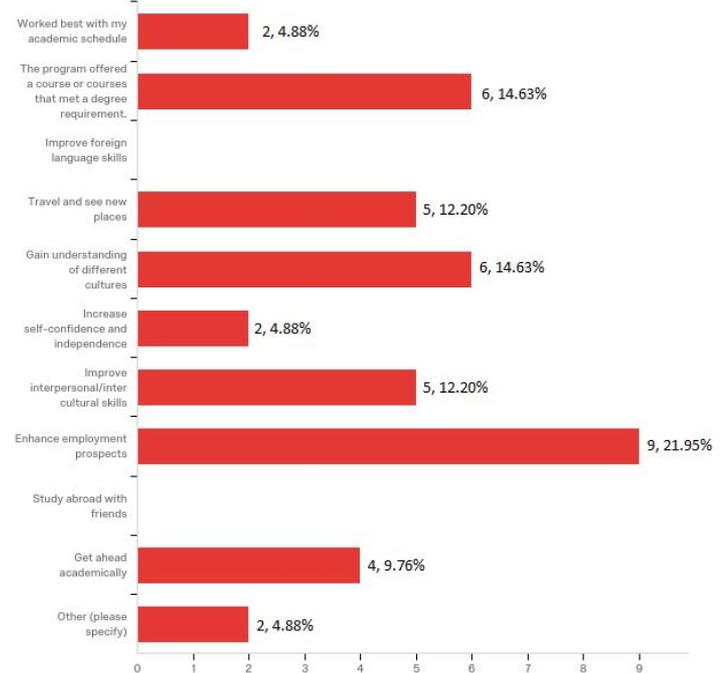
ASU Program Assessments

What were your reasons or goals for studying abroad?
Please select all that apply

Summer 2017 ASU Film, Culture and Lord of the Rings: 11 participants, 5 respondents



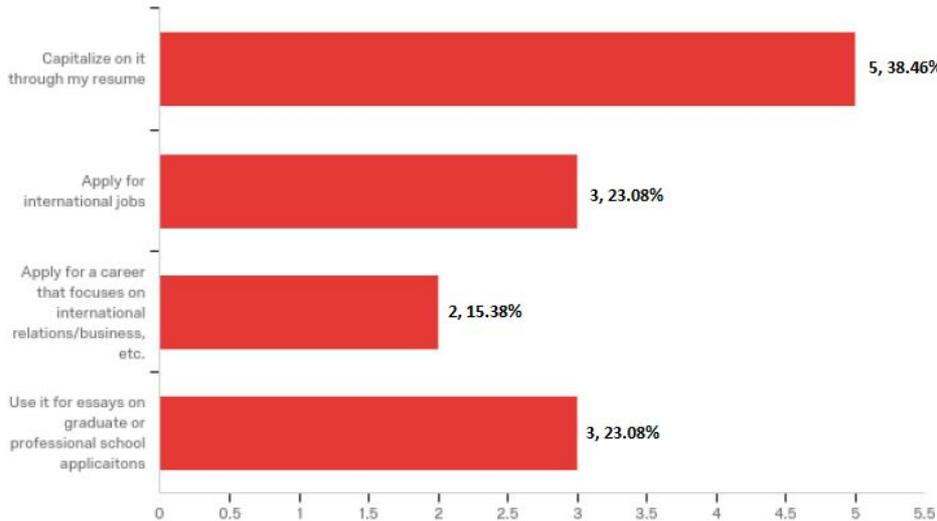
Summer 2017 ASU Counter Terrorism in Israel: 24 participants, 10 respondents



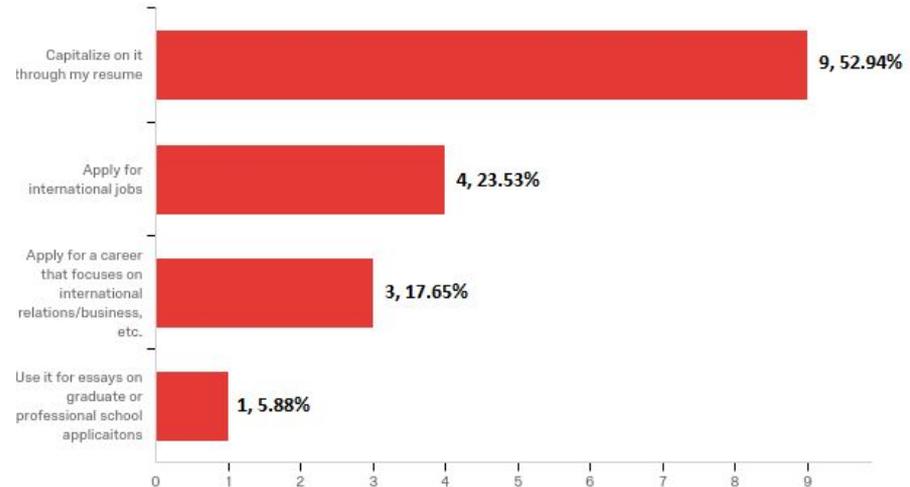
ASU Program Assessments

How do you plan on using your study abroad experience to help with your career planning? Please select all that apply.

Summer 2017 ASU Film, Culture and Lord of the Rings:
11 participants, 5 respondents

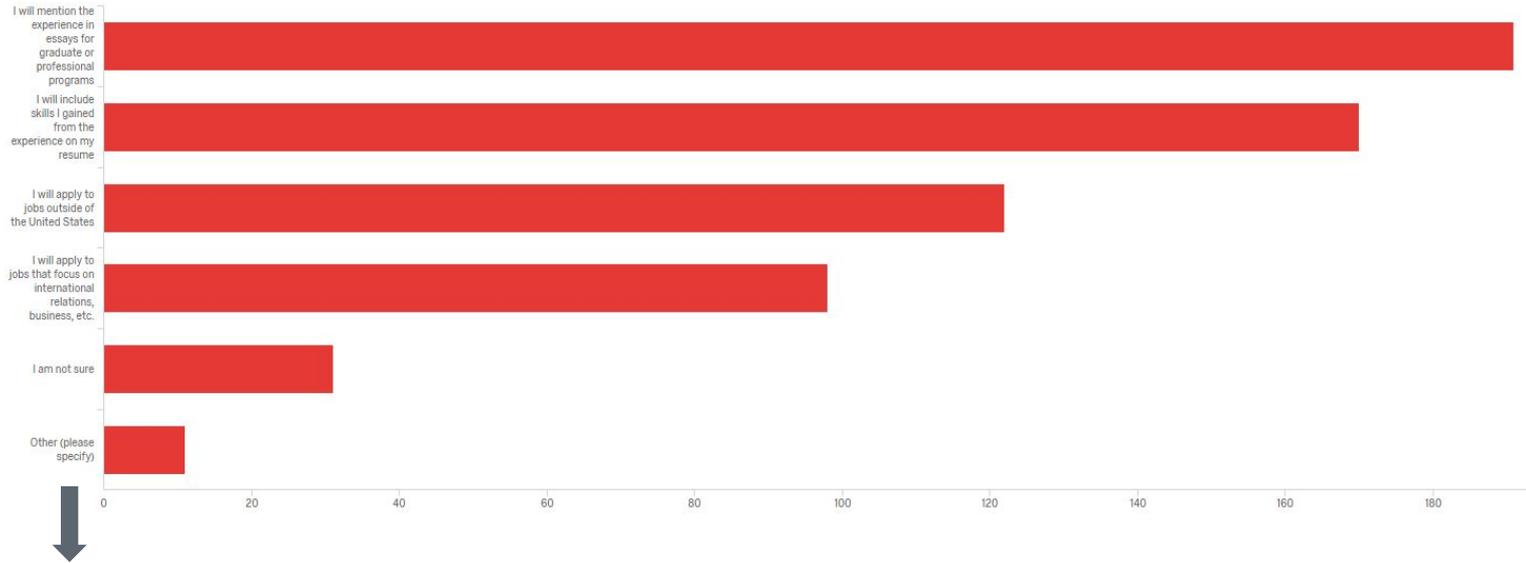


Summer 2017 ASU Counter Terrorism in Israel:
24 participants, 10 respondents



UMD Program Assessments

How will you use your experience on this study abroad program in your career planning? Please click all that apply:
(Responses were collected from 248 students who participated on Maryland Short-term Winter or Spring Break 2018 programs)



I want to apply for an exchange program with Tohoku university.

I will present on it at peer-reviewed conferences, which will add to my resume

I will include it to exemplify my world experience and to support my Spanish minor.

I will mention it in interviews for future positions

I will use my newly global network in the hopes to reach career goals

I will pass on this experience to help uplift and strengthen the work that I do here on educational justice.

I will apply to companies that have a large global presence, where I can work with people from other countries.

I will continue to seek out opportunities that de-center whiteness. I will value different ways of knowing. Both of which I will incorporate in my practice as an educator and scholar.

I will write a thesis on the subject and possibly pursue my PhD in it.

I'm considering studying more languages.

I will apply to jobs that require bilingualism.

Requesting Data from Campus Partners

The 2017 Graduation Survey Report on Bachelor's Level Graduates was compiled by the University Career Center & The President's Promise. Education Abroad is currently working with the Career Center on comparing this broad data set with a snapshot of outcomes of study abroad participants. We also aim to find out where (geographically) study abroad alumni go on to work, and for what companies.

<https://careers.umd.edu/sites/careers.umd.edu/files/2017%20Graduation%20Survey%20Report%20Final%20Print%20Version.pdf>

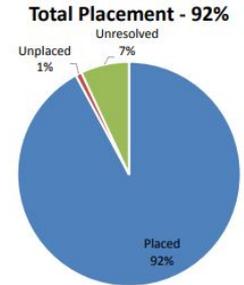
University of Maryland – University Wide

SURVEY RESPONSE RATE: 54%

KNOWLEDGE RATE: 83%

As of January 2018, data from 5,708 of 6,844 graduating students receiving a bachelor's degree from the University of Maryland between August 2016 and May 2017 had been collected, via the survey or other means, resulting in a knowledge rate of 83%. Most graduates were entering the workforce.

REPORTED OUTCOMES OF 2017 GRADUATES		
Outcome	#	%
Employed FT	3,522	62%
Employed PT	265	5%
Continuing Education	1,241	22%
Participating in a volunteer or service program	98	2%
Serving in the military	46	1%
Starting a business	45	1%
Unplaced	34	1%
Unresolved	414	7%
TOTAL	5,665	100%
Not seeking	43	



NATURE OF POSITION

Based on the 1,643 students who completed the entire employment outcome section of the survey:

- Ninety-one percent (91%) replied that their employment is either directly aligned with their career goals (46%) or is a stepping stone toward their ultimate career goals (44%). Nine percent (9%) indicated that their position simply "pays the bills."
- Ninety-one percent (91%) replied that their employment is either directly related to their field of study/major (60%) or utilizes knowledge, skills and abilities gained through their study (30%). Nine percent (9%) indicated that their position was not at all related to their field of study/major.

SALARY

Salary information was reported by 1,826 graduates entering full-time employment. Of these, 374 indicated they were receiving some type of first year bonus (median bonus \$3,563).

REPORTED SALARY DATA FOR 2017 GRADUATES			
Reported Salaries	25th Percentile	50th Percentile (Median)	75th Percentile
1,826	\$35,871	\$52,608	\$64,947

Overview

Program development phase:

- Define/refine learning outcomes with both global and career competencies in mind
- Consult with campus units like the career center, etc.

Post-program phase:

- Program assessment (student evaluations, graduation survey data, etc.)
- Reflective journaling and presentations
- What can students add to their resumes?

Outreach and marketing phase:

- Name the skills that students will gain (what is the return on their investment in the program?)
- Involve program alumni in promotional phase

Integrating Career Readiness into Faculty-Led Programs

Active program phase:

- Frame activities and assignments around the learning outcomes and skills that students expect to gain
- Track student progress

Pre-departure phase:

- Build programs that use project-based learning, collaborate with the host community, and include pre-departure assignments
- Meet with host community stakeholders virtually

Questions & Discussion



Resources

<https://asiasociety.org/files/book-globalcompetence.pdf>

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

<https://globalmaryland.umd.edu/offices/education-abroad/maryland-short-term>

<https://careers.umd.edu/>

<https://eoss.asu.edu/cs>

<https://mystudyabroad.asu.edu/developing-new-fd-program>