

CHAPTER 12

Working with Campus-wide Internship Coordinators and Centers

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Because internships take place outside the classroom, many institutions have developed policies, protocols, and related documentation to ensure that students, faculty, and the institution know their responsibilities and are prepared to deal with difficult situations. These requirements occasionally change and may not be well-known to faculty. Rooted in personal experience and observations at California State University, San Marcos, the author suggests how to best leverage the services of a campus-wide academic internship office or coordinator. Likely benefits and disadvantages of working with a campus internship office are identified to generate conversation about how political science departments might work effectively with a campus internship office where they exist or could be established.

INTRODUCTION

Both academic and non-academic internships can provide students opportunity for personal and professional growth. Unlike non-academic internships, academic internships are not simply about gaining hands-on experience; rather, they integrate disciplinary knowledge and theory learned in the classroom with practical application and professional development in a workplace setting. Since most four-year institutions operate under shared governance in which the faculty retain primary authority over curricula, academic internships are commonly offered through disciplinary departments that determine eligibility criteria, academic work expectations, grading rubrics, and hours requirements that are based on institutional credit-hour policies.¹ Generally, faculty are responsible for *supervising* student interns; as with any other credit-bearing course, faculty determine the required assignments, assess student progress, and assign a grade or course credit for academic internships. On some campuses, faculty are also responsible for *monitoring* or *managing* the administrative aspects of internships, which includes collecting emergency contact information and liability waivers from students, finding suitable internship sites, and conducting site visits to ensure site safety. On some campuses like mine, however, the administrative aspects of academic internships are managed by a campus-wide coordinator or center, what I will refer to in this chapter as a *campus internship office*.² Its name and location within the institutional structure vary by campus and depend upon both the positioning of academic internships in the curricular experience of the campus (whether

internships are required or optional, for example), and the campus's philosophy regarding experiential educational learning.

At some universities and colleges, the campus internship office is a stand-alone office; at others it is commonly positioned within Academic Affairs, Student Affairs, or Community Engagement.³ When the campus internship office is situated within Academic Affairs, there tends to be a focus on learning outcomes, teaching practices, and the role of faculty supervisors. When located within Student Affairs, the focus is generally on providing career readiness resources, including job postings, interview skills, and job search strategies. When placed within a Community Engagement Division, benefits for the community and fostering community partner relations tend to be highlighted. Regardless of its placement in the organizational structure, the internship office is usually established to develop a more organized, coordinated approach to managing internships and to enhance experiential learning.⁴

Research on academic internships has focused primarily on student learning outcomes in two areas: one, the impact of internships on academic and/or career success; and two, the effectiveness of internships for career readiness (Binder, et al. 2015; Callanan and Benzing 2004; Erdogan and Stuessy 2015; Kappe and Flier 2012; Knouse, Tanner, and Harris 1999; Lei and Yin 2019; Taylor 1988). This rich and growing body of literature includes research on equity gaps, student access, and the differential impact of paid and unpaid internships on future career success (Blau and Lopez 2020; Fairtlough, et al. 2014; Fuller and Schoenberger 1991; Heidelberg 2019; Hernandez et al. 2014; Liu, et al. 2020; Mclean, et al. 2018; see also chapter by Mallinson). Additionally, professional organizations such as the National Association of Colleges and Employers (NACE), the Cooperative Education and Internship Association (CEIA), and the Association of American Colleges & Universities (AACU) regularly conduct employer surveys and research on the impact of internships on professional skills, gaps in education, employment trends, and hiring statistics.⁵

Despite the important contributions these organizations have made to our understanding about internships, practical guidance about *how* academic departments can best work with a campus internship office or coordinator (when one does exist) remains unclear. The aim of this chapter is to offer some practical insight into working with a campus internship office. Based on my experience as the Faculty Director of a campus internship office for six years,⁶ 15 years of experience as the Political Science Department's internship coordinator, and a brief survey I conducted of 23 California State University campuses,⁷ I offer my informed observations and suggest how to best leverage the services of a campus internship office. The purpose of this chapter is to generate conversation about how political science departments might work effectively with an existing campus unit that manages internships, or where one is being planned, by identifying possible benefits and pitfalls. What follows is a brief discussion about how and why my university established a campus internship office and its functions; an examination of the potential advantages and drawbacks of a campus internship office; and practical considerations for working with a campus internship office.

WHY A CAMPUS INTERNSHIP OFFICE? CSUSM'S STORY

California State University, San Marcos (CSUSM) is one of 23 campuses in the California State University (CSU) system. CSU system-wide policies establish oversight, guidelines, and procedures for nearly every aspect of the 23 campuses; these are derived from and shaped by state legislation, regulations, Board of Trustees resolutions, and executive directives. In 2011, the Chancellor's Office issued Executive Order 1064, requiring each campus to establish student internship policies and procedures to maximize students' educational experience as interns, to mitigate potential risks to participants, and to minimize the university's liability exposure.

In response to EO 1064, President Karen S. Haynes charged a Student Placement Task Force in September 2013 to examine CSUSM's practices and to identify how these might be structured to best serve the students, faculty, and community stakeholders.⁸ The Task Force defined "student placement" as student work related to their CSUSM educational experience (both academic and co-curricular) at a community organization, including clinical practice, service learning, senior experience, internships, and field research. The Task Force learned that individual programs were well-organized, with a few exceptions; however, from a university-wide perspective, student placement was inconsistently organized, uncoordinated, and confusing. More specifically, the Task Force found that while certain programs

had clearly outlined procedures (namely clinical practice, service learning, and senior experience), internships and international service learning placements lacked clearly defined processes. Further, the Task Force discovered strong evidence that the campus community was confused by different types of placements and, consequently, defaulted to referring to all types of placements as “internships” (Student Placement Task Force 2014). After interviewing various campus stakeholders and surveying models at other institutions, the Task Force concluded that campus-wide coordination of internships was needed.

In April 2014, the Task Force was renamed the Implementation Team for Student Placement and its membership was expanded to include additional faculty and staff representing each of the divisions and academic colleges.⁹ In short, the Implementation Team was responsible for operationalizing recommendations to ensure compliance with EO 1064 which, among other things: a) required that each campus’s student internship policy spell out how to best support academic internship offerings across programs; b) identified a suitable online database for collecting and managing the student placement process;¹⁰ and c) determined where to locate the campus internship office both physically and within the organizational structure.

In an effort to understand student placement practices across campus, members of the cross-divisional Implementation Team provided various perspectives and also interviewed stakeholders engaged in experiential learning.¹¹ Following this consultative process, the task force recommended that an office be established specifically to serve both students and faculty. Thus, the Office of Internships was established in 2015 for two main purposes: to provide robust administrative and operational support for faculty and students engaged in the high-impact practice of for-credit, academic internships; and to assist with sustaining existing internship sites and developing new community partnerships with entities interested in offering academic internships. The newly established Office of Internships was situated within the Community Engagement Division,¹² reflecting CSUSM’s philosophy that experiential educational learning involves both faculty-directed learning and community partners who serve as co-educators offering professional work experience and mentoring new generations as they enter the workforce.

CSUSM’s Office of Internships is co-led by a full-time Administrative Director and a Faculty Director, who has re-assigned time from teaching duties.¹³ The Administrative Director’s main responsibilities are to manage the business operations and develop new community partners, whereas the Faculty Director’s primary role is to assist faculty members with the curricular aspects of academic internship courses. The Office is responsible for developing and managing an online database for collecting required documentation from students and community partners, providing a student safety orientation, evaluating and approving community partner applications, and overseeing an emergency readiness plan.

In earlier years, an Office of Service Learning was responsible for collecting the required placement documentation from faculty who had gathered it from their students. These were tracked manually with a spreadsheet, a process that was both inefficient and time consuming, particularly if the required documents were not submitted simultaneously. As a result, student contact information was not readily available should an emergency occur when the university office was closed. Thus, the online database was a game-changer as it integrated all required student placement forms and community partner information into one system.¹⁴ Not only did this allow students to complete and submit the required documents electronically, but personal, emergency, and site supervisors’ contact information became readily accessible to supervising faculty and Office of Internships staff. Additionally, the online database became the repository for procurement documentation of approved internship sites: it generates data for campus reporting (e.g., total hours invested in the community; numbers of students by major; etc.), and it is a user-friendly system that students can utilize to search for prospective internship opportunities with whom the university has a partnership agreement.¹⁵

CAMPUS INTERNSHIP OFFICE: POTENTIALS AND PITFALLS

A designated campus internship office makes possible the centralizing of information and resources for students, faculty, and the institution. When it assumes responsibility for coordinating the administrative aspects of internships, the faculty’s workload lightens considerably; when it is adequately staffed, the

office can make numerous other benefits possible for all stakeholders. However, as with all institutional arrangements, there are also pitfalls to consider. The benefits and drawbacks of working with an internship office are explored below.

Potential Benefits

Clerical and Operational Support

One important purpose of a campus internship office is to give students, faculty, and community partners access to academic internship opportunities and supply the resources and tools to support them. With regard to students, this usually includes articulating eligibility criteria and relevant policies and/or protocols, supplying information on how to find an internship and sources of internship opportunities,¹⁶ providing assistance with navigating the placement process, fielding questions, and managing safety concerns and policy violations. With respect to faculty, this may include collecting all required documentation from students and community partners directly; articulating faculty responsibility and relevant protocols and/or policies; interfacing with other university offices when necessary, such as with international studies to secure curricular program training approval for international students; offering classroom presentations; providing teaching resources such as sample syllabi and learning plans, hours logs, and/or assignment ideas; and offering topical workshops to encourage best practices. Where community partners are concerned, a campus internship office provides guidelines for posting internships on the university's site as well as information about working with students, and is the place where all queries can be directed.

Risk Assessment and Compliance

Over a decade ago, the literature on high-impact practices documented the positive benefits for students who participate in internships,¹⁷ and colleges have since pushed for students to engage in them.¹⁸ However, a critical mass of students participating in internships can pose management issues for colleges and universities, who, for better or worse, have become increasingly risk averse in the last several decades (Bialostok, et al. 2012; Moran 2015; Strikwerda 2014). As reviewed in Chapter 3 by David Yamada, colleges and universities are expected to act with reasonable care to ensure a positive, safe, and valuable learning experience for students. Identifying and effectively mitigating risks that could (or do) exist, especially those that could cause avoidable or undue harm, concern all stakeholders. Colleges and universities, therefore, generally should require documentation for students involved in any academic internships, including emergency contact information, site supervisor information, and a liability waiver, as well as establish clear safety expectations and protocols in order to reasonably prevent foreseeable harm to students.

In the absence of a campus internship office, the responsibility for mitigating risk associated with internships defaults to individual faculty and academic departments. If risk assessment is outside the scope of their regular work duties, they may be altogether unaware of this responsibility, or they may establish their own practices, forms, and protocols which may not adhere to state, federal, or university guidelines. Without a designated campus internship office, varying processes and practices related to student placements are likely to exist across campus, and they may even contradict one another. However, a campus internship office makes possible the establishment of a consistent, campus-wide risk assessment plan aimed at identifying potential hazards, assessing the likelihood of unsafe occurrences, and developing protocols for dealing with emergency situations.

Generally, these responsibilities are shared with other entities on campus (offices of risk management, procurement and contracts, legal counsel, and so forth) who collectively determine *what* information should be collected from students and community partners; *how* the information will be collected and managed; *when* the information will be collected; and *what* the consequences are for not submitting documentation (for example, whether a registration hold will be placed on a student's account). If given adequate institutional oversight of student placements, a campus internship office can protect students from potentially exploitative or inappropriate situations by vetting prospective community partners and educating them about campus expectations for interns, and requiring that student interns complete a workplace and safety orientation before they begin their internships.

A related potential benefit of having a campus internship office is effective compliance management. In addition to internal policies that could extend to liability insurance coverage, conflict of interest, student conduct, and standards for internship postings, colleges and universities are bound by external regulations such as those issued by the US Department of Labor (DOL) and the US Equal Employment Opportunity Commission regarding discrimination, sexual harassment, and reasonable accommodations for disability and religion (again, see Yamada in this volume). Because existing policies can be modified or new ones introduced, it is helpful to have a single office dedicated to staying up-to-date and keeping other campus stakeholders informed of new developments.

Crisis Management

Whereas *risk* management is a strategic effort to identify and assess the likelihood and impact of possible dangers that commonly occur in a workplace,¹⁹ and also to clarify the steps needed to eliminate or mitigate those dangers, *crisis* management is concerned with responding to, managing, and recovering from an unexpected occurrence. It is impossible to fully anticipate the nature and extent of disruptive threats and emergencies or to foresee when they will occur. But crises do happen: natural disasters, active shooters, mass violence, terrorist threats or attacks, bomb threats, widespread power outages, hazardous materials releases, and disease outbreaks are just some of the possible scenarios to consider. Most colleges and universities have a crisis (or emergency) management plan that establishes a chain of command outlining the authority and related responsibilities of campus officials and staff for many of these scenarios. A crisis management plan attempts to protect the health and welfare of the campus community, mitigate operational disruption, and minimize physical or environmental damage.

While a campus internship office is unlikely to spearhead a crisis management response for the entire college or university, communication with potentially affected students, their emergency contacts, and staff at the internship site could be critical. For example, when two planes crashed into the World Trade Center's North and South Towers on the morning of September 11, 2001, not only did New York University (NYU) officials have to evacuate students from their dorms because of hazardous materials contamination, it was also important to confirm whether any NYU students were involved in experiential learning activities in the towers. Thankfully, no NYU students were on-site (Lucia and Murphy 2001).

The COVID-19 pandemic is another example that highlights the usefulness of a campus internship office with respect to crisis management. In spring 2020 when colleges and universities across the nation abruptly pivoted from in-person to remote delivery of classes, questions emerged regarding off-campus experiential learning activities. Could students continue working physically at their off-site placement if it remained open, but their classes were online? If so, under what circumstances? Was it safe? Did students need to sign a liability waiver that specified the risks associated with COVID-19? Did internship sites need to provide additional documentation to prove they were following public health orders? What would happen if the internship site closed, or if interns were uncomfortable continuing to work onsite? Were there particular requirements for a remote internship? Together with university leaders and guided by state and public health orders, our campus internship office team navigated through the flurry of questions and concerns to develop a singular set of university guidelines for students participating off-campus experiential learning.²⁰

In short, not only would a campus internship office retain a list of all student interns along with their location and emergency contact information, but also its staff could brainstorm possible crisis scenarios both to identify potential threats and game out the tasks, communications, and information needed to coordinate with appropriate players to best manage the crisis.

Community Engagement

During the last two decades, a national movement has emerged to renew the civic mission of US colleges and universities to better meet societal needs. This has resulted in a growing emphasis on community engagement in higher education. The Carnegie Foundation defines community engagement as the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Public Purpose Institute 2021). Colleges and universities today tend to be

perceived not as traditional, sole, expert producers of knowledge, but rather, as collaborators in knowledge production, or as stakeholders among many other knowledge partners in the community (Bovill 2020; Gibbons et al. 2012).

Internships offer an important pathway for colleges and universities to engage with their community, helping to vitalize a community by addressing its needs (Bracic 2018; Jacob 2015).²¹ Engagement demands energy, planning, and communication between the university and community partners, and the acknowledgement that community partners are also educators and experts who foster students' personal, academic, and professional growth by involving them in meaningful workplace activities. Absent a campus internship office, the responsibility of developing and sustaining meaningful internships with community partners usually falls to faculty. While faculty play an important role in identifying prospective community partners and fostering good relationships with them, many faculty do not have the time to actively seek out new partners and conduct site visits. Neither can faculty be expected to manage the administrative aspects of community partnership development.

On many campuses, risk management and/or contracts-related offices are involved in overseeing community partner agreements. Their primary objective vis-à-vis community partners is to garner formal agreements that clarify the responsibilities of all parties and spell out how liability and workers' compensation issues will be handled. But what these offices generally do not do is cultivate new community partners to meet the curricular needs of the various academic departments; rather, their role is to assess and approve prospective community partners as part of their contract and risk management duties. However, with community engagement as a central objective, a designated campus internship office can take responsibility for outreach and cultivating partnerships with prospective community organizations in order to meet stakeholders' ever-changing needs.

Main Point of Contact

Another potential benefit of a campus internship office is the ability to operate as the main point of contact for all inquiries and resources concerning academic internships. A campus internship office can serve as a one-stop shop where students, faculty, and external community members can get all their internship-related questions answered. This does not eliminate consultation and/or coordination with other offices, but when needed, the campus internship office team can consult with other offices to get answers instead of making the "client" bounce around between campus offices. A case in point is when a student reports to her faculty member that she was sexually harassed at her internship site. Whom does the faculty member contact to report the incident, and is there a correct order to the reporting? The Department Chair, College Dean, Dean of Students, Title IX coordinator, and Risk Management are all possibilities. Whereas each of these parties might have a legitimate need to be informed of the matter, the faculty member may not be aware of all who should be contacted. But when there is a designated campus internship office, the faculty member only needs to contact that one office to report an incident. The campus internship office bears the responsibility for informing all necessary parties or advising the faculty member on appropriate action to be taken.

Receiving information and instructions from multiple locations can be quite confusing, especially during a rapidly evolving crisis with decisions being made in real time. Pointing again to the example of the global pandemic, multiple faculty on my campus expressed their appreciation for the up-to-date communications they received from our office as well as the ability to get questions answered in a timely manner. Particularly at the start of the stay-at-home orders in early March 2020 when new information was pouring in, senior leadership would announce a flurry of decisions in the morning—only to supersede them later that day with new decisions. Our office was able to facilitate the flow of information specifically regarding academic internships and communicate it to relevant faculty. As the main point of contact for internship-related activities, a campus internship office is also able to identify patterns of concerns that need to be addressed by senior leaders. Thus, a campus internship office can serve as an information hub to disseminate information and channel concerns.

Data Collection

A final potential advantage is the collection, compilation, and analysis of quality data about experiential

learning within higher education institutions. Just as colleges and universities track degree completion, admissions, and recruitment numbers, it is useful to collect reliable and accurate data on academic internships, such as: the number of students enrolled in an internship course; number of hours invested in the community; numbers of students participating in internship by departments, colleges, and internship sites; and demographic student information, to name a few. As managers of student placements, a campus internship office is aptly situated to collect such data.

Collecting and analyzing student placement information can help colleges and universities better understand the impact of experiential learning on student success, graduation, and retention rates; provide insight on where to invest resources and determine what areas or processes need improvement; and equip decision-makers with accurate data to respond to problems more effectively. Valid and reliable data collected and analyzed over time help us make connections that lead to insights and programmatic improvements.

Possible Pitfalls

When our university initially established a campus internship office many faculty, including me, questioned this proposal. How would this impact internship offerings at the department level? Would this increase faculty workload? How would it be funded? Through a series of town halls and faculty meetings, these concerns were allayed.

Curriculum Control

Might a campus internship office infringe upon faculty control of the curriculum? Most four-year institutions endorse the American Association of University Professors (AAUP's) Statement on Government of Colleges and Universities (1966), which asserts that the faculty possess primary authority over the academic area, including such matters as the curriculum, standards of faculty competence, and standards of student achievement. Therefore, while internship courses are subject to university policies that govern administrative practices such as a credit-hour policy and safety and risk management guidelines, faculty control the academic content of internships. Faculty members are the ultimate developers, implementers, and evaluators of the internship curriculum, and by design, a campus internship office should not encroach upon the curricular component of internship courses. On the other hand, a campus internship office can be built to function like other university offices, offering support and services for a targeted group of students and their faculty.²² In short, it is generally agreed that the campus internship office operates not as creator of the curriculum but as guardian of standards and procedures.

Increased Workload

With the founding of a campus internship office and the new procedures it establishes, faculty may be concerned that they will be saddled with additional work. After all, it is not unusual for senior leaders to announce a new policy or make a decision that creates more work for faculty and staff. There was some skepticism regarding how the centralized process would impact faculty workload when the internship office was established at CSUSM. The new directors met with departments offering internship courses to clarify their respective roles and explain how the shared database and online internship placement process would work. To build and manage a campus database, the internship office would be responsible for collecting the required documentation directly from the students, thereby removing this task from faculty's plates.

Reluctance to Share Community Contacts

A campus internship office is likely to provide campus-wide access to internship opportunities through a shared database. If faculty members have cultivated relationships with organizations and maintain their own list of internship opportunities for their majors, they may resist contributing to a shared database because they are worried that other students might "steal" those coveted internships and leave their majors without placements. A few faculty members at CSUSM initially expressed such concerns. However, their reluctance to utilize a shared database was eased following a series of discussions with the campus internship office directors that offered the following rationale in response to their concerns.

1. **Internships are not necessarily specific to a major.** The organization determines what skills and criteria they are looking for in an intern, and these are specified in a job description. The organization may choose to specify a desired major or majors, but it is not within the purview of any campus member to make this determination. Organizations conceivably can offer multiple internship opportunities. For example, a political science faculty member may have fostered a partnership with an elected official, but in addition to a political science intern, the elected official might want to hire an audit intern (accounting major). The accounting major did not “steal” the internship from the political science major because they were not competing for the same internship. Competition for placements will indeed occur, but usually it happens among students in cognate disciplines. For example, students from media studies, visual and performing arts, and marketing would likely meet the *basic* qualifications to be a social media intern. Even so, it’s highly unlikely that all students would meet the *specified* qualifications; a political science, music, or finance major, to name a few, likely would not. Moreover, the internship must meet the disciplinary requirements of students’ respective departments.²³ Nevertheless, it behooves political science faculty to cultivate relationships with local elected officials, public agencies, law offices, and appropriate non-profit organizations to create a pipeline for their students and to refine the qualifications, as internship opportunities are not “owned” by any one department.

2. **Internship opportunity scarcity.** Of the 1,302 community partners in the database as of spring 2020, only 194 of them hosted 413 interns, meaning that 85% of community partners had at least one unfilled internship opportunity. Supply continues to meet and outstrip student demand.²⁴ Furthermore, an important charge of the campus internship office is to continually develop new community partnerships. The CSUSM model encourages faculty to request that the campus internship office initiate a partnership agreement with an organization they would like to work with, and students can find an internship on their own and request it be added to the database at any time.²⁵ Prospective community partners independently can apply to become a community partner through the website. Moreover, the Administrative Director actively reaches out to prospective community partners through networking events such as Chamber of Commerce meetings, career fairs, and local business engagements. Since 2015 when the office was established, the number of community partners has grown to 1,400 (in 2021), a 243% increase.

On balance, the potential benefits of a campus internship office outweigh possible pitfalls: a campus internship office is positioned to build consistency across departments and colleges in terms of best practices, documentation and compliance, communication, and data collection.

PRACTICAL CONSIDERATIONS: HOW TO START WORKING WITH AN INTERNSHIP OFFICE

To get started working with a campus internship office, it is important to understand its defined roles and responsibilities as compared to those of faculty and/or academic departments.

Student internship policy. Check to see if your campus has a university and/or college internship policy. Campus policies provide general guidance, a larger frame within which departments may establish specific internship procedures. A campus policy will likely define an internship consistent with US Department of Labor (DOL) standards and include guidance around health and safety, prohibited activities, and the requirements and responsibilities of all parties involved. While DOL standards do not prohibit unpaid internships, your university may. If there is no internship policy regarding compensation for internships, you will want to ensure your requirements are consistent with DOL standards (Department of Labor 2018; also see Chapter 3 by Yamada).

Roles and responsibilities. An important objective of a campus internship policy is to prescribe who is responsible for what. A campus internship office may be responsible for any number of things, including: serving as a liaison for specific academic departments concerning credit issues and program information; approving internships sites; conducting site visits; collecting required documentation; interfacing with community partners; providing career coaching to students; offering career preparation workshops; and supervising interns. Faculty generally are responsible for determining the learning objectives of an internship or a course, course design, and graded course requirements.

Required documentation. A campus internship office is usually responsible for collecting all the

required documentation which can be submitted through an online database with customizable features and be accessed by the faculty of record. The beauty of a campus online database is that it contains student contact information as well as site supervisor information, and in the event of an emergency, this information is readily accessible to faculty as well as the campus internship office team. An online database makes it possible to better track where students are interning and to ensure all students receive a workplace and safety orientation. Faculty should familiarize themselves with the database enough to know what features could ease course management.

Resources and services. The primary work of a designated campus internship office is fostering quality internships. Its directors are likely to attend professional conferences and have a strong network of career services professionals. In addition to the services already described previously, most offer workshops and classroom presentations that can be tailored to assist political science students in finding appropriate internships. Lastly, a designated campus internship office can function as the key point of contact for conducting risk assessments and handling emergencies, and is the liaison to other important campus partners such as Risk Management, Dean of Students, Title IX coordinator, and global education or international studies.

CONCLUSION

With the right kind of help, internships can offer critical experiential learning that leads to greater student success for political science students. As this chapter demonstrates, a dedicated office whose single purpose is fostering quality experiences can steer important administrative aspects of the process, including vetting of worksites and community partners, documentation, and safety orientation. When it is set up to partner with all stakeholders, including students, faculty, and internship providers (what we call community partners), a centralized internship office helps systematize procedures, helps avoid “worst-case scenarios,” and deals with thorny issues that arise. When it is staffed by knowledgeable administrators, an internship office is positioned to answer questions such as: does the internship meet the “primary beneficiary test” that courts have used to determine if the student qualifies as an employee and should be paid? Is the site safe for students? Have students been informed what to do in the event of an emergency or if they experience sexual or other types of harassment at their internship site? As our experience shows, a campus internship office can be designed to manage these and other compliance considerations adeptly. As with information technology staff and librarians, a campus internship office can provide invaluable administrative, technical, and informational support so that faculty can focus on the teaching aspects of their internship courses.

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ENDNOTES

1. Disciplinary objectives and requirements count toward the credit-hour commitments and include class meetings, mandatory workshops or lectures, course projects and assignments, and so forth. The credit hour policy at California State University, San Marcos (CSUSM) is 45 hours per one unit, or 135 hours for a three-unit course. This does not mean students have 135 hours of seat time; study hours are factored into the total time commitment. For some departments where the internship is part of a capstone course, students attend weekly seminars that are led by faculty, and internship hours typically total 90 hours.
2. This may be at the college or campus level.
3. Examples include Career Development and Alumni Engagement (California State University, Channel Islands); Career Development Center (California State University, Long Beach); Career Education Community Engagement (California State University, Bakersfield); Center for Community Engagement (Cal Poly Pomona); Center for Experiential Learning; Center for Internships and Community Engagement (California State University, Fullerton); Center for Teaching and Learning (University of California, Berkeley); Office of Civic Engagement (Bucknell University); Office of Integrative Learning and Life Design (Johns Hopkins University); Office of Internships (CSUSM).
4. To date, there is no research that the author is aware of regarding the placement of a campus internship office in the university's institutional structure; therefore, what effects, if any, result from the differences in the institutional structure has not been studied and is beyond the scope of this review.
5. See Johnson Carey 2010; *Journal of Cooperative Education and Internships* published by CEIA; *2020 Internship & Co-op Survey Report Journal of Cooperative Education and Internships* published by NACE
6. I am a full professor at CSUSM. My appointment as the Faculty Director of the Office of Internships is a three-year appointment, renewable upon agreement with the Vice President of Community Engagement and the Provost.
7. The informal survey was posted to a CSU internship listserv in March 2021 and included the following questions: 1) "What unit manages academic (credit-bearing) internships on your campus?"; 2) "Does your campus have a policy/policies establishing standards for any of the following: what documentation should be collected from students; any required training/orientation for students prior to placement; criteria for suitable internship sites; conducting site visits; responsible unit for ensuring compliance?"; 3) "What are the primary functions of a centralized unit for managing academic internships?"
8. The cross-divisional task force included Communication Faculty and Director of the Career Readiness Initiative in the College of Arts, Behavioral, and Social Sciences (Academic Affairs); Associate Vice President of Community Engagement (Community Engagement); Director of Corporate and Foundation Relations (University Advancement); Dean of College of Science and Mathematics (Academic Affairs); Director of Procurement and Contracts (Finance and Administrative Services); and Director of Career Center (Student Affairs).
9. Employer Relations and Event Coordinator, Career Center (Student Affairs); Director of Business Community Relations, College of Business Administration (Academic Affairs); Service Partner Liaison (Civic Engagement); Kinesiology Faculty and Internship Coordinator; Associate Dean, Instructional and Informational Technology Services (Academic Affairs); Biology Faculty and Faculty Director for Service Learning (Academic Affairs); Executive Director, University Auxiliary and Research Services Corporation; Associate Dean of Extended Learning (Academic Affairs).
10. Our student placement information includes a learning plan, emergency contact information, internship site contact information, and a workplace safety and internship orientation. It also allowed for total hours worked to be reported at the end of the internship.
11. Seventeen stakeholders were interviewed, including faculty, deans, and leaders from global education and extended learning.

12. The mission of Community Engagement at CSUSM is to be a “leader in creating positive community impact through meaningful connections and innovative partnerships between the university and communities.”
13. Because internships are grounded in both curriculum and community, the Implementation Team recommended the Faculty Director have a dual-reporting relationship to the Provost and the Vice President for Community Engagement.
14. CSUSM uses an integrated web application developed by and for the California State University system called CalState S4 to manage risk concerns and requirements associated with off-campus placements, and those specifically outlined in Executive Orders. There are various career management systems on the market designed to help colleges connect students to internship opportunities, for example: Handshake; Portfolium; Simplicity; Tenlegs.
15. The partnership agreement is a fully executable agreement between the university and the internship site which specifies the terms and conditions of the agreement, including the university’s responsibilities and the learning site’s responsibilities.
16. This may be a campus database and/or posting from external databases such as Coolworks.com; Glassdoor.com; Global Experiences.com; Idealist.com; Internships.com; Indeed.com; InterMatch.com; LinkedIn.com.
17. The literature on high-impact practices also includes capstone courses and projects, community-based learning, diversity and global learning, undergraduate research, collaborative assignments and projects, writing-intensive courses, learning communities, common intellectual experiences, and first-year seminars.
18. Just making internships available is insufficient for rendering positive benefits. It is important that the internship experience is high-quality, meaning the student is performing purposeful tasks in their chosen career field; explicit learning and career development goals have been identified; and the student has the benefit of supervision and coaching from professionals in the field.
19. Examples include health and safety hazards, property damage, sexual harassment, and discrimination.
20. See: <https://www.csusm.edu/careers/internships/forfaculty/faqs.html>.
21. For a more in-depth discussion on the mutual benefits of community engaged colleges and universities, see *New Directions in Civic Engagement* by the Pew Partnership for Civic Change (2004).
22. For example, international support services, veteran services, and disability support services.
23. Faculty determine if an internship is appropriate for their discipline. Even if a political science, music, or finance major had the qualifications to be a social media intern, it would not meet disciplinary criteria for these departments; therefore, the experience would not be appropriate for earned academic credit from those departments.
24. In Fall 2015 when CSUSM’s campus internship office was established, there were 407 community partners in the database, but only 99 of them hosted at least one of the 295 CSUSM students who were interning that semester. That is, 24.3% of all community partners had at least one intern. There continues to be more numerous internship opportunities than students interested in an internship.
25. Students are encouraged to intern with established community partners to ensure they are covered by the university’s liability policy. Students may intern with organizations with whom no community partnership has been established by signing a liability waiver.