



EXPANDING & GROWING FACULTY EXTERNSHIPS IN CTE

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(September 25, 2019)



OBJECTIVES

- Gain information to improve, build or develop externship programs at your college.
- Gain information to “sell” the idea of externships and their value to your college. Get people excited.
- Learn about best practice, experiences and success stories from peers.



- Inside Team REG: Externship Program <https://youtu.be/9NrE9RwIZSk>



WHAT ARE EXTERNSHIPS?

Externships are short programs that range from a few days to a few weeks with industry specialists who have years of experience.

- May do small projects
- Work with specific subject matter
- Experience real world skills actual workspace
- Builds interpersonal skills
- Mentorship
- Networking opportunities

WHY DO WE NEED EXTERNSHIPS?

Workforce programs are rapidly changing.

- Pressure to deliver academic and occupational knowledge that integrates theory and hands-on skills.
- Must teach up-to-date technology.
- Faculty must ensure that their own technical knowledge and skills remain current.
- To establish connections with employers/ build long lasting relationships.
- Expands programs to serve more students.
- Provides feedback and evaluation of activities to determine impact and value.

WHAT'S THE DIFFERENCE BETWEEN AN EXTERNSHIP & AND INTERNSHIP?

The word externship is a hybrid of “experience” and “internship”.

- Both on-the-job-training.
- Duration. (Internships are typically longer - 2 to 3 months, semester, year.) Externships can be just a day or a week.
- Internships usually do some type of project or assignment. May have responsibilities with deadlines and expectations.
- Externships are usually job-shadowing – observation.
- Externships - No employment agreement
- Both can be paid or unpaid. *Externships are usually not paid.*

EXTERNSHIP EXAMPLE

Background:

- Patricia Lawton, a communication and English instructor at Inver Hills Community College, participated in a Faculty Externship program in July 2017.
- Pat teaches public speaking, communication, interpersonal, intercultural and small group.
- Pat has many nursing students in her classes.
- Pat completed her 40-hour externship at Pediatric Services shadowing a NP.

Externship Takeaways:

- Her students are nurses that do real-time charting using a laptop or tablet when they are interacting with patients.
- Need for nurses to establish the human connection when working with their patients.
 - Might see patients on their worst days
 - Establish trust
 - Need to be able to read body language (eye contact) (Language issues)

Program Takeaways:

- The college established funding for faculty wishing to participate in professional development experiences
- Center for Experiential Learning developed infrastructure for faculty to participate in a variety of externships.

EXTERNSHIP EXAMPLES

Summer Program

Teachers met at beginning of summer
Learned about structure,
requirements, expectations

Teachers met the end of the summer
Required to turn in 2 lesson
plans

Sample Externship Opportunities

The Externship Program at Washburn Law seeks to connect law students with legal offices and agencies in order to obtain practical legal experiences for our students. Each year we come upon new opportunities to serve the ever changing interests of our students. Being situated in the Capitol City of Kansas, we also have many strong established relationships and placements for our students as well. If a particular placement or field of interest is not reflected below please contact Externship Director Shawn Leisinger to discuss your particular interest.

We consider student identified placements on a case by case basis so you should meet with the Director early if you have a particular placement in mind. You are also encouraged to meet with the Director well in advance of the semester you intend to enroll in the course so that you can get application materials together and ready to be submitted early in the application cycle for a given semester.

Below you will find a list of sample placements that are available or students have had in recent years. While they are roughly listed in some categories of law and interest, most placements will provide broad experience in many areas of law beyond the basic subject listed. Governmental agency placements especially give students experience in their topical area as well as multiple other areas of law involved in running the agency that is much like any business or professional entity.

Children and Family Law

- Kansas Department for Children and Families (Formerly SRS)
- Kansas Legal Services
- Children and Family Guidance Center
- Kansas Coalition Against Sexual and Domestic Violence
- Others

Business and Transactional Law

- Collective Brands (Payless and related companies)
- Local Corporations (varies each year)
- Banking entities

Tribal and Indian Law

- Prairie Band Potawatomi Court System
- Externships are available locally and nationally with tribes and non-governmental organizations
- Others

Civil Law

- Civil law practice is covered by most of our placements – contact the Externship Director with your particular area of interest.

Estate Planning

- ON Teacher Externships - https://youtu.be/JX-u_uVpcJ4



Teacher
Externships

HOW TO GET IT STARTED?

Think through the process.

- Will there be an application?
- A stipend? Other types of incentives?
- Who will review applications?
- What will be application criteria be?
- Investigate Human Resource/Legal/Union rules and laws.
- Do you need a manual or guidelines?

You will need guidelines, rules, definitions – include purpose, goals and expectations, timelines.

- How will you advertise externship opportunities?

Create a mechanism to share what was learned. You want the information to be retrievable and sharable.

***Look for grant opportunities.**

TAKEAWAYS & PROMISING PRACTICES

Faculty members benefited from the externships at different sizes and types of companies.

- Learned about differences in culture between various employers.
 - Observed that large facility employees may become subject matter experts in specific skill sets
 - Smaller facility employees may need skills across many areas.

Identify and Address Legal Requirements.

- Work with college attorney to navigate legal details - Create a planning document to identify critical issues such as age requirements, workplace safety and liability concerns. (Medical programs that create student internships have to consider issues of liability and safety)

TAKEAWAYS & PROMISING PRACTICES

Developed mutually-beneficial partnerships (Business and colleges).

- Both organizations receive feedback about curriculum and training.
- Externs can identify gaps .
- Advisory groups were strengthened.

Scheduling Externships Can Be a Challenge.

- Scheduling time to complete externship is difficult. Identify times of the year, such as the summer or academic breaks, to host the externships.

Benefits Extend Beyond Updating Faculty Content Knowledge.

- Faculty externs described the experience as educational, fun, and beneficial.

WRAP-UP AND REMINDERS

- Think through the specifics (application, process, requirements, deliverables).
- Develop a way to share and retrieve information for future learning.
- Talk about externships at professional development meetings and trainings.
- Create a culture that externships are beneficial.
- Work externships into your annual planning.

CONVERSATION STARTERS

- How many of you have participated in an externship?
- How extensive is your institution's externship program?
- Who has a formal process?
- Who has tried something in their program that didn't work? Or did work?



- Why don't you have externships or why aren't they working?



- Success Stories



OTHER QUESTIONS?



RESOURCES

Educate Texas. (2017). Community college faculty externships. How faculty externships in the Gulf Coast/Houston area are preparing the future petrochemical workforce. <https://www.edtx.org/get-involved/events/2017-tx-next-gen-sector-partnership-academy/3-17-10-31-houston-faculty-externships.pdf>

Kantrov, I. (2014). Externships and beyond: Work-based learning for teachers as a promising strategy for increasing the relevance of secondary education. Waltham, MA: Education Development Center, Inc. Retrieved from <http://ltd.edc.org/sites/ltd.edc.org/files/KantrovWhitePaper2.pdf>

National Center for Education Statistics. {NCES}. (2019). Features of occupational programs at the secondary and postsecondary education levels. Retrieved from (<https://nces.ed.gov/surveys/frss/publications/2001018/index.asp?sectionid=3>)