

ICIG News

Internships & Careers Interest Group of AEJMC

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ICIG HEAD NEWS

By Gerry McNulty
Head/ICIG

We asked – and you answered! Last Fall we conducted a survey of ICIG membership – seeking to find out how best to shape programming efforts. We learned a lot. You want to know more about hiring trends, more about salaries and how best to assess field experience programs.

More than 40 of you generously took part. We asked for some basic profile information and where you thought ICIG's main focus should be. We asked whether ICIG was doing a good job of communicating its mission. We asked for suggestions on programming for the annual conference. We got lots of suggestions. Now it's time to share the key results:

The typical ICIG member is a faculty member at a 4-year university who has been a member of ICIG a short time. Profile:

- 56 percent of ICIG members have been members 2 years or less
- 82 percent are full-time faculty
- 94 percent work for a 4-year school

Mission:

Our mission is a key concern to all of us. We wanted to know if members understood what ICIG's goals are. Nearly 80 percent responded that they "clearly understand" or "somewhat understand" ICIG's goals of providing critical information and support to those who work with students in careers and internships. That identification was reflected in conference program attendance at the Washington conference where 52 percent of the respondents said they attended either 1 or 2 ICIG-sponsored sessions.

Conference Programming:

A main motivation for conducting the survey was to gauge interest in programming choices. We asked a number of questions about programming. For example, we asked members to prioritize "undergraduate vs. graduate" and "internships vs. career" issues. The clear winner was "undergraduate internships," with 31 of 40 respondents ranking this item No. 1. The lowest priorities were given to

"graduate" internships/career issues.

Also, we asked whether the membership would be interested in a pre-conference session. An overwhelming 64 percent said "yes" to that question. Here, in rank order, are the preferred topics for a pre-con:

Conference programming preferences:

INTERNSHIP

- 1) Assessment
- 2) Trends
- 3) Best practices

CAREERS

- 1) Job forecasts
- 2) Salary trends
- 3) Ethical/legal concerns

Programming Suggestions:

We received literally dozens of suggestions for programming. Certainly, some themes emerged. Among them: Program management, better understanding of legal & ethical issues and the ever-present debate over paid internships. Here is just a sampling of the many good ideas that we can be working on in the future:

- Mechanics of overseeing an internship program
- Practical suggestions that can help those of us who direct internship programs.
- Legal issues assessment
- How we can change broadcast journalism internships from unpaid to paid
- Recognition of changing internship needs based on new media jobs
- Research on undergraduate internships
- Coordination of the internship program at the undergraduate level. Current issues, inc. ethical & legal; "educating" the site supervisors; assignments in the internship course besides the usual term report.
- Interns should be paid for their work, at least a stipend to cover expenses. Not paying interns blocks those without a lot of money from getting the experience that their wealthier classmates are able to get.
- Paid internships
- Experiential learning: definition and assessment International internships Practicum vs. Internship Independent experiences: blogging, freelancing Defining equivalences between experiential courses and traditional courses
- Harrassment, academic restrictions
- We need to know from intern supervisors how their in-

terns need to change their approach to applying to meet the multi media demands...

- How the changing industry is adapting to internship programs.
- Academic credit for internships instead of students being paid.
- Student preparation for internships Internship supervisor preparation Internship program models
- The reduction in the number of internships available and what educators can do to turn the tide.
- How to “create” an internship where there isn’t one.
- The logistics of internship advising: Have a panel on which undergraduate internship advisers share their system to maintain contact with internship outlets on a regular basis, coach outlets on providing guidance to interns, etc.
- Legal issues, internship program coordination coordination of supervision -- standardizing the on-site experience for students
- Overseas internships, cross-cultural internships in the U.S., internships that involve convergence
- Law issues, assessment, liability issues, curriculum
- Transferability of lower division internships as “stepping stone” rather than capstone to develop student interest and capability.
- I would like to see something about maintaining relationships with those offering internships; - - Helping students find internships they are best suited for; Evaluating internship students....
- Are undergrad internships required or optional? Does paid vs. unpaid make a difference in availability and acceptability? Do students find internships easily? What does the internship involve in terms of requirements?

- I would appreciate any information that help me better manage the internship program in terms of paperwork, recruiting students, recruiting organizations, required written work, etc.
- paid internships that adhere to FLSA laws.
- The increase in new media internships; how students can prepare for the demands of the professional world.

Research:

Two-thirds of respondents answered affirmatively when asked if they were aware that ICIG supports submission and evaluation of research papers. While that’s a clear majority, perhaps we all need to help get the word out that we do research in ICIG! Additionally, about 46 percent said they plan to submit a research paper in the near future.

Communication:

If you received this newsletter via email, then we probably did what you wanted. More than 60 percent of members said they preferred to be contacted by email. Communication is always an area that bears improvement. Please feel free to make suggestions or recommendations on how we can improve our communication efforts.

On behalf of all the officers of ICIG, I’d like to thank everyone who participated in this survey. I think the results will help us make many programming decisions in the next few years that will be of value to all of us.

How to End an Internship on a Positive Note

*By Nancy M. Somerick, Ph.D.
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In the real world, professional communicators know that it is essential to extend appreciation for any assistance. Therefore, after a successful internship experience, an intern should follow the same policy. Fortunately, this can be accomplished quickly and cost effectively in a variety of ways.

Specifically, as soon as the internship experience has been completed, an intern should write letters of gratitude for guidance and support to the intern’s supervisor and colleagues at the internship organization and to the director of the educational institution’s internship program.

These letters should be well written in a business format and style and should highlight at least one specific instance when the person being written to helped the intern achieve a successful outcome. Obviously, with such sincere factual feedback, it is reasonable to expect that the letters will be kept and used as a positive part of the recipient’s performance appraisal.

In addition to writing and disseminating letters after the internship is over, the former intern should display effective networking techniques by sending notes about relevant newsworthy issues to the former supervisor and colleagues at the internship organization. In addition, holiday greetings and notes sent to the former supervisor and colleagues to congratulate them on career accomplishments are appropriate. This can be done on a regular basis; and at that time, the former intern could provide an update on his or her current activities. Thus, using letters and notes to maintain visibility and collegiality can be helpful to the former intern years after the internship has ended.

ICIG Programming in Chicago

By Deidre McDonald
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Co-vice head/programming chairs

A full slate of panels and presentations is in store for ICIG members headed to Chicago this August for the annual AEJMC conference. ICIG programming will address a wide array of issues, from service learning to technological diffusion to liability and assessment.

We begin with the basics: What are the legal, liability, risk management and assessment issues we confront when it comes to internships? Find out at the pre-convention Workshop, **Directing the Communication Internship Program**, on Tuesday August 5th from 2-5 p.m. will be led by Karen Roloff. She serves as the Director of Internships for DePaul University's College of Communication as well as the President of the National Society for Experiential Education. This will be an interactive workshop providing sample handbooks, assessment forms and learning contracts. This session promises to benefit both new internship directors/coordinators and those who are veterans. And, it's free!

“Service Learning to Build Students’ Portfolios and Enhance Their Educational Experiences” ICIG/SCIG (Wednesday August 6th from 1:30 p.m. to 3:00 p.m.) explores the link between the community and academia. Panelists will share how service learning projects can enhance student portfolios, leading to internships and jobs. Innovative partnerships with educators in public relations, advertising and journalism can provide meaningful collaborations with non-profits.

“The Diffusion of Diverse Technologies in the Planning, Coordinating and Assessment of Internship Experiences” ICIG (Friday August 8 from 3:30 p.m. to 5:00 p.m.) offers expert advice on how to design, coordinate, evaluate and assess the internship course and program components using diverse technology. Learn how the digital internship streamlines the process of record-keeping and evaluation.

“Educating Communicators for the Global Marketplace” ICIG/Magazine (Saturday August 8, 10:00 a.m. to 11:30 a.m.) discusses the academic preparation needed for professional work in global companies and organizations. Presenters will focus on the soft skills needed for the global PR and communication marketplace.

“Preparing Students from Traditional Media Programs for Careers in “New Media” Fields” ICIG/ RTVJ, (Saturday August 8, 11:45 a.m. to 1:15 p.m.) examines how traditional media faculty members utilize new media elements within their curricula. The panelists have extensive research and teaching experience with both new media and news. They will share their successes and challenges in preparing the new generation of “super reporters” for the workplace.

Join us at the Business Meeting!!

Plan on attending the ICIG Business Meeting scheduled for Thursday from 6:45 p.m. - 8:15 p.m. It is your opportunity to get involved with the planning of the 2009 conference!

ICIG Needs You!

We are already putting together future issues of the ICIG News. We need your help. We are looking for book reviews, short articles, or a summary of your best practices.

If you would like to help out, please contact Bil Morrill, ICIG Newsletter Editor.

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We look forward to reading YOUR article in the next newsletter!