



2ND ANNUAL SYMPOSIUM ON College Internship Research

Pyle Center, University of Wisconsin–Madison



Photo by UW-Madison, University Communications

Welcome to the 2ND ANNUAL SYMPOSIUM ON College Internship Research

Thank you for joining us in Madison, Wisconsin for this exciting meeting about research, practice and policy surrounding college internships. This symposium was the brainchild of a group of researchers and career services professionals who recognized the lack of a venue for scholars, practitioners, employers, students, and policymakers to discuss the current state of the research literature on internships. This state of affairs was unsurprising, given that the literature is scattered across disciplines, nations, and the professions, but we felt it was time to convene a meeting given that many feel that we are entering the “era of the internship.”

This year we are also focusing on the ways in which internships and other out-of-classroom learning spaces can best cultivate students’ “21st century skills” such as communication and problem-solving. Unfortunately, the worlds of internship research and practice rarely overlap with fields such as communication education, the learning sciences, or STEM education to leverage one another’s expertise and insights. Additionally, this year we highlight how three topics—language, equity, and quality—are (or should be) implicated in discussions of internships and 21st century skills.

The goals of this second annual symposium are as follows:

- To convey and discuss the current state of empirical research on college internships;
- To cultivate a community of scholars, practitioners, and policymakers involved in studying and implementing college internships in order to provide networking and opportunities for partnership;
- To provide a venue for in-depth discussions regarding important design, ethical, legal and structural issues related to college internships and student skills development;
- To put student interests and welfare at the center of debates and policymaking regarding college internships; and,
- To “crowd-source” a statement on design principles of internship programs that is attentive to the research literature, effective instructional design, and a commitment to student learning and wellbeing.

Wednesday, October 23, 2019 • Pyle Center Alumni Lounge

| | |
|-----------------|---|
| 8:00am-ongoing | Registration |
| 8:30-8:40am | Introduction to UW–Madison, Diana Hess, Dean of UW–Madison School of Education |
| 8:40-9:00am | Welcoming remarks and context for the symposium: Matthew Hora (Director, CCWT, UW–Madison) |
| 9:00-10:00am | Research Talk #1: Internship access: Addressing barriers to participation and outcomes of paid/unpaid internships (Matt Wolfgram/Zi Chen UW–Madison–CCWT) Understanding the Implications of Internship Compensation (Andrew Crain, University of Georgia—Institute of Higher Education) |
| 10:00-10:15am | Coffee Break |
| 10:15-11:15am | Panel #1: Engaging and supporting students of color & 1st generation students in internships (Christian Corrales, University of Texas–El Paso; Darryl Ann Watkins, United Negro College Fund–Career Pathways Initiative; H. Victoria Pryor, University of Wisconsin–Milwaukee; Jennifer Buelow Fischer, University of Wisconsin–Oshkosh) |
| 11:15am-12:00pm | Research Talk #2: Exploring patterns in employer demand for interns (Carrie Shandra, Stony Brook University; John Nunley, UW–La Crosse) |
| 12:00-12:30pm | Lunch |
| 12:30-1:20pm | Lunch and Keynote: On communication in the disciplines: April Kedrowicz (North Carolina State University) |
| 1:30-2:30pm | Panel #2: Integrating 21st century skills in STEM learning outside of the classroom: communication centers, undergraduate research, and makerspaces: (Audrey Boklage, University of Texas–Austin; Amy Gaffney, Hamilton College; Ben Zwickl, Rochester Institute of Technology, Jessica TeSlaa, UW–Madison) |
| 2:30-2:45pm | Break |
| 2:45-3:45pm | Breakout Sessions #1 <ul style="list-style-type: none"> • Service Learning to Internship Transition: Building 21st Century Skills Among Youth Leaders in Disaster Recovery and Resilience: Michele Guannel (University of Virgin Islands, St. Thomas; Service Learning to Internship Transition: Building 21st Century Skills Among Youth Leaders in Disaster Recovery and Resilience) Room 220 • Dealing with inequalities in internship economy: Compensation (Carlos Vera, Pay our Interns) Moving From College to Work: Findings from a Study of the Career Readiness Internship Program (Elizabeth Zachry, MRDC) Room 227 • Research on under-employment and internships: When 5 Internships Aren't Enough: Underemployment & Jarring College-to-Career Transitions (Brittany Dernberger, University of Maryland–College Park; Carrie Shandra, Stony Brook University) Gale Vandenberg 121 • Designing effective learning spaces for 21st skills: The employers' perspective: (Jon Finch, Milwaukee Tool) Room 217 |
| 3:45-4:40pm | <ul style="list-style-type: none"> • Research Talk #3: Designing for-credit internship courses: (Theresa Castor, University of Wisconsin–Parkside; Cynthia Simon, University of New England; Katie Dunn, University of Michigan) |
| 5:00-7:00pm | <ul style="list-style-type: none"> • Networking reception—Join us for beverages and food at the Pyle Center AT&T Lounge |

Thursday, October 24, 2019 • Pyle Center Alumni Lounge

- 8:30-9:30am Panel #3: Engaging employers: Strategies for building effective partnerships (Christian Corrales, University of Texas–El Paso; Steve Jahn, Momentum West; Lana Farley, University of Baltimore; Other employers TBD)
- 9:40-10:30am Research Talk #4: Impacts of internships on student careers (Alexandre Frennette, Vanderbilt University; Cindy Ann Kilgo, University of Alabama)
- 10:30-10:45am Coffee Break
- 10:45-11:45am Breakout Sessions #2
- Designing learning spaces for 21st century skills: Creating Academic and Professional Undergraduate Learning Experiences to Develop Skilled Engineers for the Global Competitive Workforce (Maria Napoli, University of California–Santa Barbara; Rick Bacon, Aqua Metrology Systems) **Room 227**
 - Focus on HBCUs: How the unique nature of HBCUs influences internship design and skills development: (Latreace Wells, Fisk University; Darryl Ann Watkins, United Negro College Fund–Career Pathway Initiative; Valeria Green, Claflin University) **Room 235**
 - Employer engagement—a closer look at Momentum West in WI: (Melissa Wilson, University of Wisconsin–River Falls; Steve Jahn, Momentum West; Staci Heidtke, University of Wisconsin–Eau Claire) **Room 232**
 - Internship Experiences Among College Students Attending an HBCU: Exploring Challenges & Facilitators of Success: (Mindi Thompson, University of Wisconsin–Madison; Anna Kawennison Fetter, Jessica G. Perez-Chavez, Zoua Lor, Kevon Williams, University of Wisconsin–Madison) **Room 220**
- 11:45am-12:15pm Lunch Buffet
- 12:15-1:15pm Keynote: Ross Perlin
- 1:15-1:30pm Closing remarks: Matthew Hora (Director, CCWT, UW–Madison)
- 1:30-3:00pm Working Group Session on Crowd-Sourcing a Statement on Internship Design Principles.

Biographies

Rick Bacon

Dr. Richard Bacon is the CEO of Aqua Metrology Systems, a Silicon Valley based technology start-up. He is a graduate of Cambridge University, UK and has held senior management positions in several international companies in which he has developed and led internship programs. In 2018 he received a PhD in Education from the University of California Santa Barbara. His dissertation was entitled “An Ethnographic Study of the Complexities of Designing an Internship and Recruiting an Intern.”



Audrey Boklage

At the Center for Engineering Education at The Cockrell School of Engineering at The University of Texas at Austin, Audrey supports the integration of Texas Inventionworks in undergraduate engineering coursework. She is currently leading “The Curriculum Lab” which serves as a professional learning community for engineering faculty to develop their STEM pedagogical expertise.



Jennifer Buelow Fischer

Jennifer Buelow Fischer is the Undergraduate Programs Director in the College of Business at the University of Wisconsin-Oshkosh. Jennifer has over six years of experience in higher education in roles related to career services, internship programs, alumni engagement, employer relations, orientation, first-year experience, and admissions. Jennifer earned her M.S. in Student Affairs Administration from the University of Wisconsin-La Crosse and B.A. in Communication Arts from the University of Wisconsin-Madison.



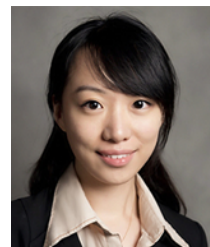
Theresa Castor

Theresa Castor (Ph.D., University of Washington) is Professor and Chair of Communication and the Faculty Director of Internships at the University of Wisconsin-Parkside. She conducts research and teaches in organizational communication and language and social interaction. Her publications include works on student learning in groups, organizational decision-making, and sensemaking during moments of organizational uncertainty and ambiguity. She has published in *Management Communication Quarterly*, the *Journal of Business Communication*, *New Directions in Teaching and Learning*, and *Communication Research and Practice*, among other outlets.



Zi Chen

Dr. Zi Chen is an Associate Researcher with the Wisconsin Center for Education Research at the University of Wisconsin-Madison. She uses quantitative research methodology and vocational psychology theories to explore youth and young people's vocational identity, career adaptability, as well as the impact of contextual influences on individuals' career development and psychological well-being. At CCWT, Dr. Chen is currently working on the mixed-method research study—college internship study to investigate barriers of internship participation as well as internship program characteristics and their relations to student's outcomes.



Christian Corrales

Christian Corrales has been employed at The University of Texas in El Paso for six years. As the Director for Community Relations for the Division for Student Affairs, Mr. Corrales is responsible for establishing ongoing relationships with key community stakeholders including leaders of non-profit, K-12, business, and local government institutions in the El Paso/Cd. Juarez region. A first-generation college student, Mr. Corrales, was significantly influenced by his student leadership experiences and mentors at his alma mater, UTEP. As a result, he now dedicates and commits his professional time to help foster and enrich the same meaningful experiences to college students that were once afforded to him.



Andrew Crain

Andrew Crain is currently the Director of Experiential Professional Development (xPD) at the University of Georgia Graduate School. The aim of the xPD program is to provide career development support for graduate students who are interested in industry, government, or non-profit career tracks. Andrew is also a doctoral candidate in UGA's Institute of Higher Education, where he studies rural student college access policies and STEM labor market issues. Andrew has worked in various career development roles at the University of Georgia for nine years and is a past president of the Georgia Association of Colleges and Employers (GACE).



Brittany Dernberger

Brittany Dernberger is a PhD Candidate in the department of Sociology at University of Maryland, where she studies social inequality and mobility. Her dissertation examines how investing in a tool of economic mobility—a college degree—can generate and perpetuate unequal returns. Before embarking on her PhD, Brittany served as the Assistant Director of Grand Valley State University's Center for Women and Gender Equity, where she led service learning and internship programming.



Katie Dunn

As the Assistant Director of Career Development and Adjunct Lecturer at the University of Michigan School of Information (UMSI) I manage several career education programs, including coaching and advising services. I also instruct several career and internship courses for undergraduate and graduate students while providing strategic direction for the curricular-based UMSI Internship Program.



Lana Farley

Lana Farley has worked in the field of experiential education and recruitment for over 8 years, and is currently the Assistant Director of Employer Relations at the University of Baltimore. Her main functions include promoting recruitment events, educating area employers on managing interns, as well as providing coaching to students in the areas of self-efficacy and career search strategy. Lana has experience coaching traditional and non-traditional populations, which includes incarcerated, international, and first-generation college students. She holds an M.A. in human sciences with a concentration in counseling.



Alexandre Frenette

Alexandre Frenette is an assistant professor of sociology and associate director of the Curb Center for Art, Enterprise, and Public Policy at Vanderbilt University. Using the music industry as his case study, he is currently working on a monograph about the challenges and the promise of internships as part of higher education. His writing on artistic workers and the intern economy have won awards from the Society for the Study of Social Problems as well as the Labor and Employment Relations Association.



Amy Gaffney

Amy L. H. Gaffney is the director of the Oral Communication Center at Hamilton College. In this role, she oversees a robust peer tutoring program in addition to providing faculty support for the integration of speaking across the curriculum. Her scholarship centers on issues of teaching and learning in communication, grounded in an understanding of ways in which competent communication varies based on disciplines and careers. Previously, she was faculty in the College of Communication and Information at the University of Kentucky after earning her Ph.D. in Communication, Rhetoric, and Digital Media at North Carolina State University.



Valeria Green

With diverse experience in leadership, her background spans more than 15 years in talent development, talent management, and performance improvement consulting in the private sector supporting senior leaders in the financial services industry. Most recently, her work includes employer relations with private and public sector employers focused on improving diversity, career services management and training in higher education; Valeria currently supports the Carolina Cluster Career Pathways Initiative's State office as the Director of Experiential Learning.



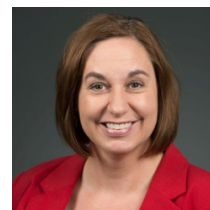
Michele Guannel

Dr. Michele Guannel holds M.S. and Ph.D. degrees in Oceanography from the University of Washington and has taught formally and informally for nearly 20 years, to students from elementary to postdoctoral levels. Much of her teaching focused on natural hazards in the ocean, earth, and atmosphere, at several institutions—and then upon coming to the University of the Virgin Islands, she experienced first-hand two Category 5 hurricanes, Irma and Maria, in September 2017. As an Assistant Professor of Biology at UVI, she engages her general education science students in hurricane recovery and research efforts through a service-learning initiative aimed at rebuilding the island of St. Thomas and at supporting 21st century skills of these early-career students.



Staci Heidtke

Staci Heidtke, Associate Director of Career Services at UW–Eau Claire, has spent over a decade working in higher education. She closely collaborates with employers to connect them to campus constituents. She earned a Bachelors degree from UW–Eau Claire and Masters degree from UW–Stout. She is a certified Strengths coach through Gallup.



Matthew Hora

Founding Director Dr. Matthew T. Hora is an Assistant Professor of Adult and Higher Education in the Department of Liberal Arts and Applied Studies at UW–Madison, and a research scientist at the Wisconsin Center for Education Research. After several years of experience in organic agriculture and food systems research, he received his master's degree in applied anthropology from the University of Maryland–College Park. Dr. Hora then worked as a program evaluator of public health and STEM education initiatives before earning his Ph.D. in the learning sciences from the Department of Educational Psychology at University of Wisconsin–Madison in 2012.



Steve Jahn

Steve is currently the executive director of Momentum West, one of nine regional economic development organizations covering the state of Wisconsin. Momentum West covers ten counties in west central Wisconsin. They work closely with WEDC (Wisconsin Economic Development Corporation), the county and city EDC's in the region, the higher education institutions, workforce development organizations and others to develop business and talent within the region. Steve is the chair of the Regional Economic Development Leadership Council, the association made up of the states nine regional economic development organizations, and is one of two representatives from Wisconsin on the Mid-America Economic Development Council, a twelve-state economic development organization.



April Kedrowicz

Dr. April A. Kedrowicz, (Ph.D., University of Utah) is Associate Professor of Communication at North Carolina State University, College of Veterinary Medicine. Dr. Kedrowicz has over 20 years of experience teaching interpersonal and organizational communication. She developed and coordinates NC State's clinical and professional communication curriculum. Prior to joining NCSU's College of Veterinary Medicine, Dr. Kedrowicz was the founding director of the University of Utah's CLEAR Program, an interdisciplinary engineering communication initiative. Under her leadership, an innovative communication curriculum was implemented in all accredited departments in the College of Engineering, resulting in measurable improvements in students' communication skills. Research interests include communication education, health communication, clinician-client communication, and socialization and professional identity.



Cindy Ann Kilgo

Cindy Ann Kilgo is an assistant professor of higher education administration in the Department of Educational Leadership, Policy and Technology Studies. Their research focuses on high-impact educational practices, specifically for marginalized student populations, and the use of critical quantitative methodologies in examining how college affects students. Their research has been published in the *Journal of College Student Development*, *Higher Education*, *Research in Higher Education*, *The Journal of Higher Education*, *Journal of Student Affairs Research and Practice*, *Journal of College Orientation and Transition*, *New Directions for Student Services*, *New Directions for Institutional Research*, and the *International Journal of Research on Service-Learning and Community Engagement*, among other publication outlets. Further, their research has been featured in *The Chronicle of Higher Education*, *Inside Higher Ed*, and *Money Magazine*. They completed their Ph.D. in Educational Policy and Leadership Studies, with a focus on Higher Education and Student Affairs, from The University of Iowa in 2016.



Maria Napoli

Maria received Ph.D. degrees in Mechanical Engineering from UCSB and in Electrical Engineering from the Università degli Studi di Padova. She has over 15 years of experience in experimental research in the fields of microfluidics and systems theory. Her research interests include nanofluidic technologies for medical applications, modeling and control of large arrays of MEMS, and educational strategies and programs to increase STEM diversity. Prior to her current appointment, Maria was VP of MEMS Development at Laxmi Therapeutic Devices and R&D Senior Engineer and Microsensor Systems Expert at SensorDynamics AG.



John Nunley

John Nunley is a Professor in the Department of Economics at the University of Wisconsin–La Crosse. Professor Nunley is a labor economist, who studies the demand for and supply of younger and older workers. Currently, his research focuses on the economics of internships and retirement behavior.



Ross Perlin

Ross Perlin is a writer and linguist in New York. His first book, *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy*, was published by Verso in 2011 and as a paperback and ebook in 2012. He lived and worked in China from 2009 to 2011. He is Co-Director of the Endangered Language Alliance. Ross has a BA from Stanford and earned an M.Phil. from Cambridge and an MA from the University of London (SOAS) on a Marshall Scholarship. He has a PhD in Linguistics from the University of Bern (Switzerland).



H. Victoria Pryor

Victoria Pryor is an Educator/Administrator who provides college students with the tools, resources, mind and skill-set that is needed to be retained, graduate and accomplished in their career. As an employee of the University of Wisconsin–Milwaukee for 31 years, she is currently the Student Services Program Manager in the Black Student Cultural Center. She has worked with all the constituents of the university from beginning her career as a student/professional in Community & Governmental Relations to Alumni Relations to Multicultural Affairs to Multicultural Student Center to now the newly created Black Student Cultural Center. Victoria earned her Bachelor's degree in Mass Communication from UWM and her Master's degree in Business from Cardinal Stritch University. She is also a life-time member of Upsilon Mu Omega, Alpha Kappa Alpha Sorority, Inc.



Elizabeth Zachry Rutschow

Zachry Rutschow is a lead in MDRC's research on developmental education, adult basic education, and GED preparation. She is the director of several projects including a random assignment evaluation of the Dana Center Mathematics Pathways and a descriptive study examining developmental education assessment as part of the IES-funded Center for the Analysis of Postsecondary Readiness (CAPR). She is also the lead of a scan of promising adult basic education programs in California that help better prepare low-skilled adults and disconnected youth for college and careers. She has authored numerous reports analyzing the promising programs for increasing postsecondary completion and success, including two literature reviews analyzing the most promising reforms in developmental and adult education, based on the results of rigorous research (*Unlocking the Gate* and *Beyond the GED*) and a commissioned paper for the National Academy of Science, Engineering, and Medicine promising developmental math reforms. Before joining MDRC in 2007, Zachry Rutschow worked as a researcher and teacher in adult literacy education and served as a doctoral fellow for three years at the National Center for the Study of Adult Learning and Literacy (NCSALL) at Harvard Graduate School of Education. She is also a specialist in reading instruction and taught numerous adult basic education and GED courses. She holds a masters and EdD in education from the Harvard Graduate School of Education and a Master's of Divinity from Harvard Divinity School.



Carrie Shandra

Carrie Shandra is an Associate Professor of Sociology at the State University of New York at Stony Brook who studies work and life course inequalities in the United States. She is currently writing a book about the role of internships in the school-career transition, based on student surveys, interviews with key stakeholders, and labor market data. She received her PhD from Brown University and recently completed a year as a Visiting Scholar at the Russell Sage Foundation.



Cynthia Simon

Cynthia's expertise in experiential education spans over 30 years. She holds a Master's degree in Environmental Education from Leslie University and a Bachelor's degree in Business Administration from Northeastern University. She has also completed the National Society for Experiential Education's Academy. She served as the NSEE Northeast regional co-chair for three years. Cynthia's background includes professional work in the international, corporate, not-for-profit, and small business sectors, with the past 21 years committed to higher education at the University of New England. Having completed three co-ops and two internships during her own educational career, attending the Audubon Expedition Institute's field-based, community-consensus program, and living and working abroad, she exemplifies and is professionally committed to high-impact experiential education. She believes the deepest learning comes from a sense of knowing through direct immersion. In 2008, Cynthia established UNE's College of Arts and Sciences Internship Office, a centralized, professional office committed to academic credit-bearing internships, and sits as the director. The CAS Internship Office supports students and the community in building exemplary internships wherein students practice their academic learning, gain professional soft skills, explore job options, and find career passions, and through which businesses and organizations receive the talent and support of UNE students.



Jessica TeSlaa

Jessica is a staff member at the Wisconsin Institute of Science Education and Community Engagement. She focuses on supporting undergraduates, grad students, and faculty who are interested in incorporating public service and community engagement into their work as scientists. She teaches several courses, and also works on a campus initiative to develop student learning outcomes for community-based learning courses.



Carlos Mark Vera

Carlos Mark Vera is the co-founder of Pay Our Interns (POI), a nonprofit creating a pathway to public service for underrepresented communities in the United States by advocating for funding from federal, state and local governments for paid internships. As a formerly unpaid intern in the White House and Congress, he knows firsthand the struggle of interning for free. In the time span of three years, POI successfully pushed Congress to pass \$31 million in funding for Congressional interns. Additionally, our #2020InternPledge led to a systems shift within the 2020 Presidential campaigns where the majority now offer paid internships thanks to their pledge. Carlos's efforts on Capitol Hill led him to be named a: Forbes 30 Under 30 Honoree, Echoing Green Fellow, Camelback Ventures Fellow, a Top 20 Changemaker by NBC Latino, and an Aspen Ideas Fellow. He has been featured in the New York Times, the Washington Post, NPR, The Atlantic, The Washingtonian.



Darryl Ann Watkins

Darryl Ann Watkins has a passion for excellence and a proven track record of transforming good organizations to great. She serves as a Senior Program Manager at UNCF where she is responsible for designing, developing, and executing strategic program management to support HBCUs as they endeavor to improve student and institutional outcomes. As a veteran—Darryl Ann served in the US Air Force during Desert Storm—she understands discipline, hard work, and what it takes to operate as a team member: qualities she leverages when propelling institutions towards transformational change. Darryl Ann is most honored and humbled by her gift of service to others. She is a minister at Spread the World Christian Ministries and serves on the board of the diPA Center, Inc., a minority-serving, performing arts center. Darryl Ann is a certified Lean Six Sigma Green Belt and has earned a B.S. in Business Management, an M.S. in Human Resource Management, and is currently pursuing her Doctorate in Ministry from the Interdenominational Theological Center. She is married to Timothy J. Watkins, and has four children.



Latreace A. Wells

Latreace A. Wells joined Fisk University in June 2016 and serves as the Director for the Office of Career Services. Latreace is a native of Knoxville, Tennessee. She is an alumna of Middle Tennessee State University and the College of Mass Communication where received a Bachelor of Science in Electronic Media Journalism. Prior to joining Fisk, she worked as the Sr. Manager of INROADS (Tennessee/Mississippi Markets), a PR/Community Relations Representative for Jackson Electric Membership Corporation (Georgia), and an Employee Communications Coordinator for Dollar General Corporation. Latreace is a graduate of the Young Leaders Council, Chamber of Commerce's Fast Track Program and the Gwinnett Neighborhood Leadership Institute (Georgia). Over the last six years she served as a member and officer of the Middle Tennessee State University Alumni Board. She is currently a FUTURO board member and a member of Delta Sigma Theta Sorority, Incorporated.



Melissa Wilson

Melissa Wilson serves as the Director of Career Services at the University of Wisconsin–River Falls, carries an etiquette consultant certification, is Myers Briggs Type Indicator certified, and is a certified Global Career Development Facilitator. In the Director of Career Services role, she convenes and chairs the UWRF Internship Working Group which includes members from each of the four academic colleges who play a key role in managing or coordinating internships. She has served in various leadership roles throughout her career, has worked at UWRF for fourteen years, and previously worked at UW–Oshkosh and UW–Platteville.



Matthew Wolfgram

Dr. Matthew Wolfgram is an anthropologist of education and a Senior Researcher at the Wisconsin Center for Education Research. He earned his Ph.D. in linguistic anthropology from the University of Michigan in 2009. Wolfgram's three major research projects include: (1) an ethnography of communication focused on the education and practice of an indigenous system of medicine in Kerala (south India) called Ayurveda; (2) a video-discourse analysis of teacher-student and student peer-group interactions in US middle and high school STEM classrooms; and (3) an ethnography of the experience of low-income, first-generation, and minoritized students on the campus of a public flagship university in the American Midwest. As Assistant Director, Wolfgram manages the research and out-research work at CCWT. He is also planning a major new ethnographic study to document how refugee resettlement populations in Wisconsin such as the Hmong experience the college-workforce transition.



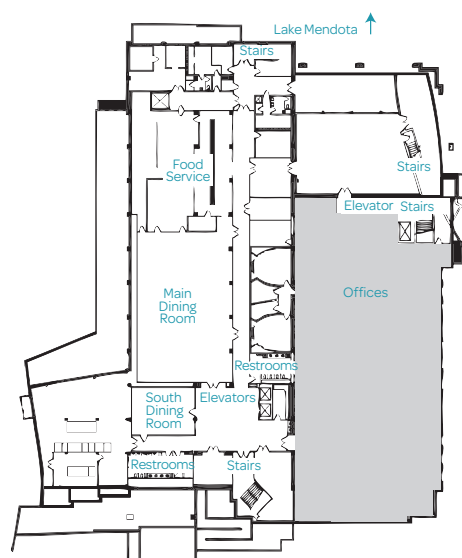
Ben Zwickl

Ben Zwickl is an Associate Professor of Physics at Rochester Institute of Technology. His current research focuses on education issues related to workforce development and careers in STEM. After completing his PhD at Yale studying quantum optomechanical systems, Ben transitioned into education research as a postdoc at the University of Colorado Boulder. He has on-going NSF-funded projects involving laboratory education, regional workforce development in optics, the integration of technical and intrapersonal skills in teaching and training, and assessing learning in context-rich environments (e.g., undergraduate research experiences).

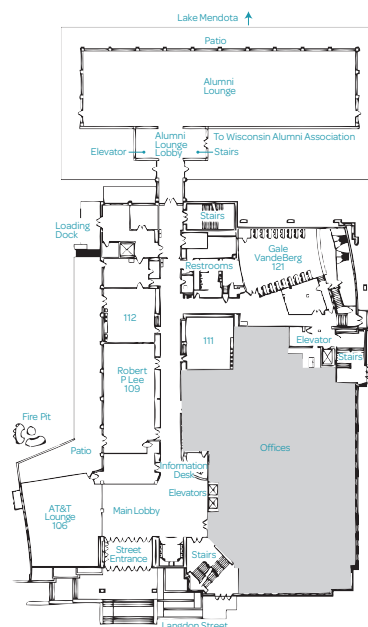


PYLE CENTER

Lower Level



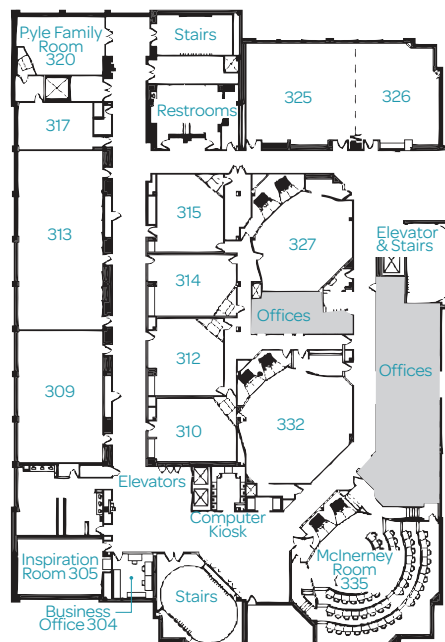
First Level



Second Level



Third Level



**2nd Annual Symposium on
College Internship Research Co-sponsors:**

WISCAPE

Wisconsin Center for the Advancement
of Postsecondary Education

**UW UNIVERSITY OF
WISCONSIN SYSTEM**



WisConnect



CENTER FOR RESEARCH ON
College-Workforce Transitions

The mission of the Center for Research on College to Workforce Transitions (CCWT) is to conduct and support applied research, critical policy analysis, and public dialogue on student experiences with the transition from college to the workforce in order to inform policies, programs, and practices that promote academic and career success for all learners.

The Center was launched in early 2017 at a time when student employability, skills gaps, changes in the labor market, the future of higher education, and lifelong learning were being discussed and debated around the world. Yet absent from many of these debates are the voices and experiences of those most implicated in the future direction of higher education-workforce dynamics: those of students themselves. Through a growing translational research program, monthly seminars, and events like this Symposium on College Internship Research, CCWT aims to fill this gap by putting students' voices, experiences, and long-term goals and needs at the heart of debates about college, skills, and careers.

CCWT Would also like to thank the sponsors of the event: the National Science Foundation and the Bill & Melinda Gates Foundation.

Wisconsin Center for Education Research, University of Wisconsin–Madison
Educational Sciences | 1025 W. Johnson Street | Madison, WI 53706
ccwt@wcer.wisc.edu | ccwt.wceruw.org