

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
TASK FORCE ON ACADEMIC AND WORKFORCE ALIGNMENT
UNIVERSITY OF CENTRAL FLORIDA
JUNE 29, 2022

Video or audio archives of the meetings of the Board of Governors and its committees are accessible at <http://www.flbog.edu/>.

1. Call to Order and Opening Remarks

Chair Jones convened the committee meeting on June 29, 2022, at 2:21 p.m., with the following members present: Governor Cerio, Corcoran, Lamb, Mateer, and Silagy. A quorum was established.

2. Minutes of Committee Meeting

Chair Jones asked for a motion to approve the March 29, 2022, committee meeting minutes. Governor Mateer motioned to approve, Governor Silagy seconded the motion, and the motion carried unanimously.

3. Recommendation 2: Current Internship Activities at State Universities

Chair Jones said the next item on the agenda was to discuss the implementation of Recommendation Two from the Task Force report approved by the Board at its January meeting. The recommendation focuses on preparing State University System graduates on expectations in the 21st-century workforce. Chair Jones stated that the Task Force held several panel discussions in the past year with representatives from various industries, such as healthcare, finance, and information technology. He reported during those discussions, a consistent theme emerged related to the effectiveness of internships in preparing students for employment. Chair Jones commented that employers repeatedly expressed that internships allowed students an opportunity to apply what they had learned in the real-world environment and practice soft skills needed in the workplace. Chair Jones noted that these discussions informed the creation of Recommendation Two in the Task Force Report, which specifically involves expanding student internship opportunities and establishing best practices in the State University System.

Chair Jones recognized Ms. Emily Sikes, Assistant Vice Chancellor for Strategic Initiatives and Economic Development, to present an overview of the data collected regarding the institutions' internship activities related to the Task Force recommendations.

Ms. Sikes stated that Board staff started collecting information from the institutions in January 2022 to create a baseline regarding the current campus activities around

internships. She noted that the Board office has not historically collected this information at the system level and that there are opportunities to refine the data and data collection. Ms. Sikes commented that this information provides background and context on the activities in the System and helps inform other discussions on the Task Force recommendation for a System-wide career management platform.

Ms. Sikes noted a goal of the Task Force is to prepare State University System graduates for the 21st-century workforce expectations and recognizes that internships are critically important. She provided an overview of experiential learning categories that promote learning by doing. Ms. Sikes defined internships from the National Association of Colleges and Employers, the professional association that connects our career centers across the country, university relations and professionals, and recruiting professionals. She commented that several institutions had adopted this definition while others used a more inclusive definition of other experiential learning categories. Ms. Sikes stated the two categories of internships recognized across campuses are a for-credit internship and a not-for-credit internship. She said they might be paid or unpaid and on or off campus.

According to Ms. Sikes, institutions reported that students might attain an internship through the campus career center or another central office responsible for facilitating activities to secure internships. She noted that these activities might include organizing career fairs, developing relationships with employers, and informing faculty of opportunities posted on platforms such as Handshake and Symplicity. Ms. Sikes reported career center staff also work to vet these internship experiences to ensure the best quality internship and experience for students. She also stated that colleges or departments might assist students in securing internships by connecting students with faculty, advisors, and coordinators. Additionally, Ms. Sikes reported students also have the opportunity to connect with employers independently to arrange their own internship experiences.

Ms. Sikes stated that most internship data are collected through a central office for the entire campus, and data collection varies for internships facilitated by the department or college level. She reported that nine State University System institutions utilized centralized reporting, and three institutions used a more decentralized approach by collecting information at the department or college level.

Ms. Sikes reported that for-credit internship data provided the most reliable data and are often associated with coursework tracked through registration via an internship course. Not-for-credit internships are typically tracked via graduating senior student surveys, and the information may be less reliable. Information regarding not-for-credit internships is reported voluntarily and may not be available until the student completes the internship. Based on the information provided by the universities, over 43,000 (13%) undergraduate students completed internships during the 2020-2021 school year. Ms. Sikes commented that this is a conservative estimate. Board Chair Lamb asked for greater context regarding the current statistic of 13% of undergraduate students

participating in internships. He asked if 13% was good or something that should be doubled.

Ms. Sikes stated universities reported that employers are given opportunities to provide feedback on the intern's experience and performance, the curriculum, and ways to improve the student experience. She said institutions utilize various methods to collect internship data and feedback, including career management platforms Symplicity and Handshake, as well as through Canvas, surveys, spreadsheets, internal platforms, outreach, standardized forms, registrar, and email. She said there is no centralized manner to identify this information across the university system.

Ms. Sikes then presented information on how institutions' internship advisory councils currently operate. She stated that advisory councils help facilitate internship opportunities for students. Ms. Sikes reported some institutions work with councils campus-wide, while others work with councils at the department level. She noted that some institutions use a hybrid approach, which uses a campus-wide system and focuses on the student's program. She said membership of these councils typically includes career center staff, representatives, faculty, and staff at the departmental level, and representatives from businesses and industries in the field. Ms. Sikes stated that these councils might provide students with networking and employment opportunities and advice for programming and curriculum development. Additionally, she noted most of these councils meet once a semester, several times a year, or bi-monthly.

Chair Jones commented that his goal is to identify successful and effective strategies for employment opportunities and to empower university Presidents to give the State University System feedback on successful strategies. He stated that students who graduated from a State University System institution with internship experience seem more employable and perform better in the workforce. Chair Jones requested to hear from others regarding feedback as to what works in the workforce.

President Cartwright from the University of Central Florida affirmed that internships prepare students for the workforce while also preparing them for student success in coursework by providing context around what they are studying. He noted the challenges of capturing information on all the internships students are engaged in and asked how we can better capture what students are doing. President Cartwright commented that some students might engage in activities equivalent to internships, yet the students may not recognize such activities as internships. He noted that surveys might capture the information and recognized the challenges of ensuring students complete the surveys. President Cartwright emphasized the value of internships to both students and future employers.

Mr. Martins, Chair of the University of Central Florida's Board of Trustees, provided an example of the internship partnership program between the Orlando Magic and the University of Central Florida's DeVos Sport Business Management Program. He reported that the Orlando Magic annually provides thirty internships during the season,

with half of the interns coming from the DeVos Sport Business Management Program. He affirmed that most of the Magic's entry-level full-time jobs are filled by those who had participated in internships with the Orlando Magic.

President Cartwright then reported that the University of Central Florida also partners with Lockheed Martin, which annually contracts 600-700 interns from their engineering and business programs.

President Avent from Florida Polytechnic University commented that the internship percentage (13%) presented is the internships divided by the total number of undergraduate students. He stated that typically internships occur during the junior and senior years and that a better representation would be to use the enrollment of students at the junior or senior levels.

President Law from the University of South Florida stated that internships create a talent pipeline while also serving as a way to retain talent within the community. She said when students are matched as an intern for a business or organization while attending school, that student tends to stay and work for that organization, thus retaining talent. She also commented that the Bellini Talent Development Institute at the Muma College of Business allows students to be paired with businesses that mentor and provide professional development, helping to ensure students are prepared and have employment opportunities after graduation. President Law noted that preparing effective and successful student professional development programming will benefit all students in the System.

President Martin from Florida Gulf Coast University stated that most students are employed during college. He commented that there is a balance between student internships and work. President Martin also noted that it is necessary to look beyond the internships and ask what students are learning above and beyond the classroom. President Martin noted that while students benefit from internships, it must not be at the expense of graduating in four years.

4. Recommendation 2: Student Profile in Handshake or Symplicity

Chair Jones said the next item on the agenda was an update on the Task Force recommendation to require all undergraduate students to complete a profile in Handshake or Symplicity as part of House Bill 1261. Chair Jones recognized Ms. Sikes for providing an update regarding student profiles.

Ms. Sikes explained that the Task Force recommended the requirement for students to complete their profile and maintain their resume in Handshake or Symplicity career management platforms. In addition, she reported students must participate in career planning procedures as part of House Bill 1261 from the last legislative session. She said all institutions would require students to complete their profile on Handshake or Symplicity when registering with their Career Center in their first year. Ms. Sikes stated that the universities would implement this recommendation for students in fall 2022.

Chair Jones commented on the implementation of Handshake or Symplicity at the universities and thanked university staff and Board staff for the work completed to date.

5. Concluding Remarks and Adjournment

Chair Jones expressed his appreciation for the Academic and Workforce Alignment Task Force. He commented on the continued need for the work of the Task Force as it becomes more challenging to align the skillsets of students with those of employers. Chair Jones invited the university Presidents to discuss further any thoughts they may have post-meeting.

Chair Lamb expressed his gratitude for the continued dialogue regarding the recommendations. He expressed appreciation for the Presidents' further discussion and encouraged additional work to progress the recommendations from the Task Force.

Having no further business, Chair Jones adjourned the meeting at 2:45 p.m.

Ken Jones, Chair

Dr. Lynn Nelson, Assistant
Vice Chancellor for Academic
and Student Affairs