

## Invited Essay

# Nonprofit Perspectives on Faculty Internships

*An Underutilized Resource?*

**Jordan Weeding**

**Lori Lohman**

*Department of Business Administration, Augsburg University*

## Abstract

This study explores nonprofit interest in using faculty internships, as well as anticipated advantages and disadvantages, and expands upon existing literature. We used various personal and professional connections to find survey participants. A Midwestern State Council of Nonprofits distributed the anonymous online survey link within an issue of its email newsletter. A handful of in-person surveys were distributed at a nonprofit fair. Additionally, we reached out to personal and professional connections. Fifty respondents completed an anonymous Qualtrics survey. Respondents reacted favorably to the concept of faculty internships, noting the additional knowledge and academic perspective introduced by faculty. At the same time, concern was expressed about the temporary nature of the internship and about cost and training issues. Faculty internships are a useful way for college professors to gain significant industry experience or to keep up with developments in their fields. They can then use this knowledge to improve student learning. Nonprofits will thus be able to hire better-qualified graduates and may gain more visibility within their communities.

**Keywords:** faculty internship; faculty development; nonprofit organization; nonprofit staffing

Student internships have long played a vital role in the higher education curriculum. Internships help students to link education to industry practice, which will hopefully allow for classroom knowledge to become clearer and more practically relevant. They also provide the opportunity for students to build a network of professional connections. Internships are just one type of flexible staffing arrangement used by organizations, with other staffing options including contractors, part-time employees, and on-call staff. Organizations generally use flexible staffing arrangements to maximize their efficiency and to reduce costs (Kalleberg et al., 2003). One source of virtually untapped benefits—one that many organizations have yet to discover—is college faculty. Conceptually, faculty internships share the same objectives as student internships—to obtain operational knowledge about a field or industry, to grow professional networks, and to apply classroom knowledge. Although faculty can gain such experience and contacts through pro bono consulting, volunteering, or board service, they can also gain (and share) much knowledge by working on a daily basis within an organization. Faculty interns may also become facilitators of learning outside of the classroom, establishing a mutually beneficial relationship with the organizations in which they are interning. As experts in their fields, faculty can teach concepts or provide training to organizations and would also learn applicable practices they could pass on to their students. Nonprofits would, in turn, benefit from hiring recent graduates who are better versed in the unique opportunities and challenges at noncommercial institutions. This exploratory study examines nonprofit reactions to the concept of faculty internships.

Limited research is available on faculty internships. The term “faculty internships” (also referred to as “faculty externships”) appears to have first come into usage during the 1980s, with a general understanding that the purpose of the faculty internship was for faculty to assume the role of student, learning how a particular organization functioned and providing help where needed. It is the learning component that distinguishes faculty internships from consulting positions. Select industries, including accounting, have historically used faculty internships (Levy, 1988; Noga & Rhoades-Catanach, 2014; Pearson & English, 1998), hospitality (Hales et al., 2007), and retail (Hymon-Parker & Smith, 1998). In the 1990s, two major accounting organizations, the Institute for Management Accountants and the American Institute of Certified Public Accountants, developed faculty internship programs to encourage more interaction between accounting faculty and accounting firms (Carnes & Gierlasinski, 1999); as a result, other articles from this general time discussed the use of accounting faculty as interns (Hendricks, 1993; Pearson & English, 1998). Carnes and Gierlasinski (1999) described accounting faculty interns as faculty members who take on short-term employment positions, and they mentioned that one of the authors had searched for such a position; this professor ultimately worked for one summer as an auditing intern at a state university. More recently, Noga and Rhoades-Catanach (2014) described the benefits of faculty internships to the visiting faculty member and to the organization, including improved knowledge of recent governmental regulations, understanding of challenges for both parties, and development of a pipeline for recruiting future employees.

Faculty internships historically have been common within the hospitality industry. Hales et al. (2007) described internships as short as 1 week long and usually structured to maximize learning for faculty. The internships were most commonly based at cor-

porate offices and could include guest speakers and tours of different properties. Past organizations that sponsored internships included well-known companies such as Red Lobster, Hyatt, and Marriott. A similar type of arrangement, within a different industry, is currently offered through the Advertising Education Foundation. This program, entitled the "Visiting Professor Program," places college professors in structured 4-day learning experiences with major advertising agencies in New York and Chicago. Like the hospitality industry internships, the Advertising Education Foundation internships expose faculty to industry presentations, tours of the agency, and presentations from marketers. A longer program extends the 4-day experience to 9 days, allowing faculty to pursue individualized projects. Faculty stay in housing at participating universities and receive either a \$200 or \$450 stipend, depending upon the length of the internship (Advertising Education Foundation, n.d.).

The available research and literature stressed the limited direct exposure of faculty to business structures and the importance of providing students with relevant professional skills. According to Beck (2001), a major problem for workforce development is the lack of knowledge of university faculty regarding what actually goes on in industry. This dearth of knowledge by faculty could hurt students in the long run, according to St. Amant (2003), leaving them unprepared for the work they would be stepping into upon graduation. St. Amant proposed a stakeholder orientation to student internship programs, in which faculty would collaborate with industry experts and student interns to become up to date on industry practices via "colloquia" (p. 235), but stopped short of recommending faculty internships. If this idea is taken one step further, extending the student internship model to include faculty internships can provide instructors with more substantive practical, up-to-date experience and can provide nonprofits with access to temporary, well-educated human resources.

Benefits to an educator participating in an internship, as mentioned in the literature, include updated classroom instruction, enhanced credibility and relevance of courses (Levy, 1988), more accurate career counseling by faculty (Hendricks, 1993), and job connections (Pearson & English, 1998). The educator could discover research opportunities as a result of an internship (Clary et al., 2000), as well as find a renewed enthusiasm for their field (Lantos, 1994).

Organizations perceive faculty interns as providers of special skills that regular employees may not possess, and by providing these special skills, faculty interns allow the organization to fill a variable work demand and lower operational costs (Kalleberg et al., 2003). Some of the benefits to nonprofit organizations include access to university resources (Clary et al., 2000); direct services in a specialized skill area, as well as training opportunities; development of business knowledge and best practices; an objective third-party perspective to the organization's operations; and improvements in recruitment (Lantos, 1994). Clary et al. (2000) suggested academic disciplines in which faculty could provide value to nonprofits, ranging from professional studies (accounting, law, and nursing) to liberal arts disciplines (art, history, sociology, and music). Recommendations for how to use faculty interns were largely project-based or the faculty acted as short-term employees.

Despite the list of benefits, faculty wishing to pursue an internship opportunity in a nonprofit organization could encounter challenges, such as an increased workload, if they were still expected to fulfill their academic obligations in addition to the intern-

ship (Lantos, 1994). Extensive planning would likely be required to make the internship happen (Hales et al., 2007), which could pose a time constraint on the faculty member and partnering organization. A larger concern is the comparatively low level of pay within the nonprofit sector (Akingbola, 2006; Ban et al., 2003). According to one study, the strongest concerns expressed by faculty were finding the time to participate in a faculty internship and how they would be compensated. A majority of respondents expressed interest in the concept but noted that to make it work financially they would have to incorporate it into a paid sabbatical or leave (Lohman et al., 2010).

One of the single largest barriers for nonprofits may be cost. Nonprofits were hard hit by the 2008 recession and suffered cutbacks in governmental funding; as a result, they had to modify their operations or dig deeper into their pockets for funds (Boris et al., 2010). While the economy has improved, many nonprofit bottom lines have not.

## Method

Because the literature review revealed that few attempts have been made to gather quantitative data on faculty internships, we used exploratory research methodology to collect information. In a previous study of businesses, Lohman et al. (2015) contacted several trade associations before finding one willing to allow them to contact its members via an email survey, resulting in a low response rate; a similar scenario happened with the current study. After reaching out to several state nonprofit umbrella organizations, a Midwestern State Council of Nonprofits was contacted through an in-person meeting at its office in March 2017. The Council of Nonprofits focuses on “informing, promoting, connecting, and strengthening individual nonprofits and the nonprofit sector,” according to the organization’s website. This organization sends out email newsletters to roughly 4,500 individuals working in various positions in nonprofits across the state. The sample contained many small to midsize organizations as well as larger ones. In addition to the council, we utilized snowball sampling methodology through personal and professional connections involved with nonprofits in an attempt to increase the sample size. This methodological approach enabled us to identify respondents who were representative of the broad population that we were seeking.

Before initiating contact with sample members, we secured approval for this project from our university’s institutional review board. Potential participants were provided with an informed consent cover letter including the institutional review board approval number and a link to a Qualtrics online survey. Some participants were provided with a physical copy of the cover letter and survey rather than an online form due to the nature of the interaction. The survey included the following definition of faculty interns: “For the purposes of this study, a faculty internship is defined as a faculty member taking a temporary placement within the field in which he or she teaches.” The survey included 14 questions measuring awareness of and interest in using faculty interns, perceived benefits and drawbacks, willingness to provide compensation, and perceived differences between faculty interns and consultants, followed by six demographic questions (Appendix A). Sixty-three surveys were received. Fifty surveys

were deemed usable. Respondents were allowed to skip questions, resulting in some questions having less than 50 responses. Because of the low response rate, all statistics reported were used for descriptive purposes only. Content analysis was used in the analysis of open-ended questions.

## Results

### Respondent Demographics

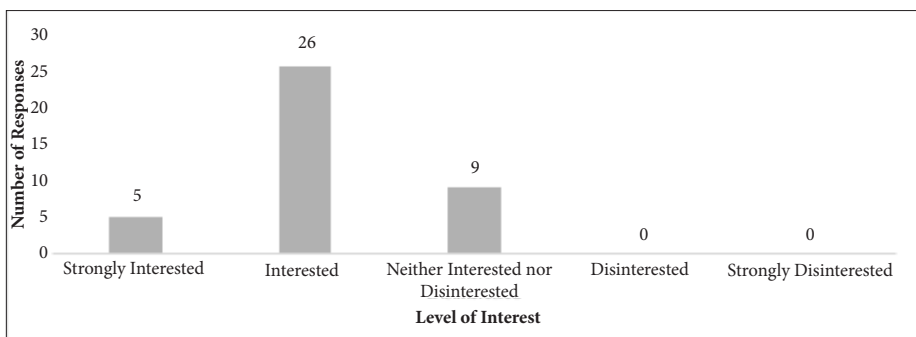
Most survey respondents were female ( $n = 37$ ). Respondents worked in a wide range of departments within their organizations, with the most reported departments being Development ( $n = 8$ ), Human Resources ( $n = 6$ ), or no department ( $n = 6$ ). Those reporting no department noted their organizations were small enough that departments had not been created. Years of experience ranged from 2 weeks to 19 years, with a mean of 3.5 years. Nonprofit organizations of all sizes were represented in this study. Organization size ranged from 1 employee to 1,400 employees, with a mean of 152 workers. The average size of the departments in which the respondents worked was six employees.

### Survey Findings

Seven participants reported some familiarity with faculty internships, with 43 reporting no prior knowledge ( $n = 50$ ). Twenty-three reported no knowledge of a faculty internship opportunity within their organization, 9 were unsure, and 8 were aware of such opportunities ( $n = 40$ ). On the basis of the description of faculty interns, the majority of participants ( $n = 31$ ) reported interest in hiring or working with faculty interns in the future (Figure 1). Perhaps surprisingly, faculty payment, while important to respondents, was not the highest ranked consideration. The amount of faculty experience mattered more (Figure 2).

**Figure 1**

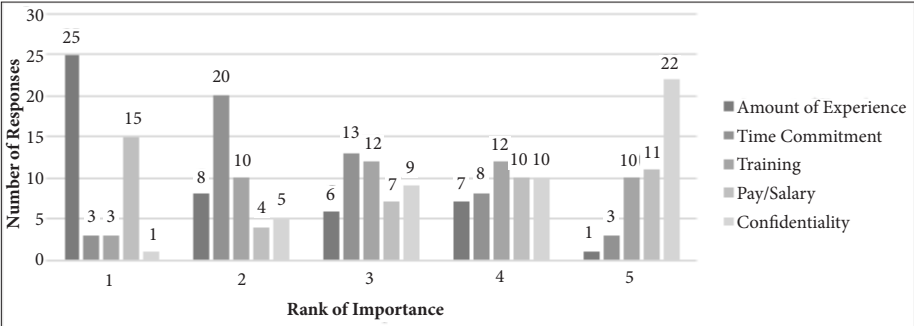
*Given the Definition of Faculty Interns, How Interested Would You Be in Hiring or Working With Faculty Interns in the Future?*



*Note.*  $n = 40$ .

Figure 2

*Please Rank the Following Factors in Your Decision to Hire a Faculty Intern. Please Rank From 1–5, With 1 Being Your Strongest Consideration.*

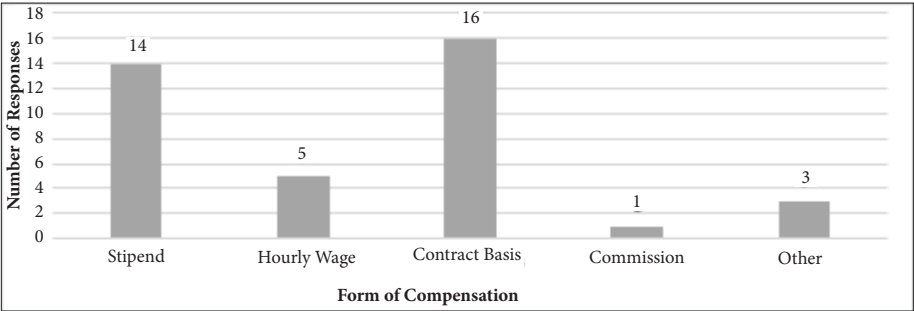


*Note.*  $n = 47$ .

The majority of participants were unsure when it came to providing compensation for faculty interns ( $n = 28$ ), although 13 others responded positively to payment. Seven participants would not provide compensation. Of those who were unsure or would consider it, the two options the majority would consider were a contract basis ( $n = 16$ ) or a stipend ( $n = 14$ ; Figure 3). A follow-up question asked how much they would consider paying for a 2-month internship. Responses ranged from \$700 to \$4,800, with a majority of respondents ( $n = 19$ ) stating that they were unsure about the amount of compensation their organizations would be willing or able to provide or that the compensation would be dependent on the role of the interns.

Figure 3

*In What Form Would You Like to See Compensation for Faculty Internships?*



*Note.*  $n = 39$ .

Open-ended responses regarding the benefits associated with hiring faculty interns were categorized via content analysis. The following themes were identified: providing additional knowledge and an academic viewpoint (38 comments), engaging in a shared experience (8 comments), assistance with workload (9 comments), matching theory and practice (9 comments), and feedback/opportunity to influence the organization (3 comments). Providing an academic viewpoint was easily the most valued aspect associated with faculty internships.

Themes associated with drawbacks included time/temporary nature of the internship (20 comments), cost and training (14 comments), differing perspectives/goals (7 comments), understanding of current practices in the industry (5 comments), and capacity of the host organization (4 comments). The time, cost, and training comments reflected the ability of the organizations to host the potential intern. Depending on the intern's familiarity with how nonprofits operate, the amount of time spent in training may be substantial before the intern becomes fully integrated. Additionally, respondents expressed concern about faculty interns having different goals or priorities during their internship that might not align with the organization's needs.

Comments regarding perceived differences between a consultant and a faculty intern were grouped as follows: specific reasons for hiring consultants versus broader opportunities for interns (5 comments), higher payment/cost for consultant than for an intern (3 comments), one-way relationship with consultants but two-way relationship with interns (2 comments), and unsure (3 comments). Because of researcher oversight, a question regarding the perceived differences between consultants and faculty interns was asked only on the physical paper copy of the survey. Although respondents were allowed to skip questions in the survey, this question had fewer responses than others. Most of the respondents answering the question indicated that the purpose or specific job-oriented hiring process for consultants was the largest difference between consultants and faculty interns, with interns having a broader scope of tasks and more flexibility in their work than consultants (Appendix B).

### **Logistical Considerations**

Budgetary concerns and the capacity of the nonprofit organization were brought up frequently in the open-ended responses. Many responses indicated cost as the largest barrier, with larger nonprofits being more likely to have a budget available for the expenses of the internship.

## **Discussion**

The findings from this study indicate a significant interest among nonprofits in the idea of utilizing faculty interns, but practical concerns about implementation. To some extent, this echoes findings from a previous study of businesses (Lohman et al., 2015). Predictably, cost considerations were at the forefront of concerns for nonprofits, but less so for businesses, because budgets may be expected to be stretched tighter at nonprofits. This difference is most notable in ability of an organization to provide payment, with businesses being more amenable to compensating interns. Time commitment concerns, however, did not vary substantially between businesses and nonprofits, with both citing this as a major challenge. Despite a lack of previous knowledge about faculty internships, the majority of respondents in both studies were receptive to the

idea and willing to work with faculty interns. Eight respondents in the current study were familiar with the concept and were aware of a faculty internship program available within their nonprofit organizations. Half of these respondents were interested in working with faculty interns in the future ( $n = 4$ ).

Because nonprofits generally have fewer resources, it is possible they are more likely to use faculty interns, because they are under greater pressure to economize and stretch their resources (Boris et al., 2010; Kalleberg et al., 2003). Strong considerations for nonprofits included the amount of experience a faculty member might possess and the time commitment it would take to work with them. Respondents believed that faculty would provide academic insight and additional knowledge not otherwise available to them, in addition to assisting with the organizational workload and engaging in shared experiences. These findings varied somewhat from those in previous research in the perception of what faculty interns could bring to the table. While some businesses believed that consultants could add more value for specific projects and that faculty interns lacked applicable experience (Lohman et al., 2015), nonprofits were more likely to acknowledge faculty members' previous expertise, both academic and professional.

Nonprofit respondent concerns about time and budget constraints fall in line with those in the literature, much of which indicated a lengthy preparation period for the internship to be successful (Carnes & Gierlasinski, 1999; Hendricks, 1993; Noga & Rhoades-Catanach, 2014). The typical compensation arrangement, assuming faculty interns were not volunteering their time, involved the host organization providing payment via a contract or stipend; however, there may be a need for alternate funding sources if the host organization does not have the financial resources to make the aforementioned arrangements work. Some alternatives include university funding, a combination of funding from the organization and university, and grant funding (Beck, 2001). For organizations facing severe budgetary constraints, the most fiscally prudent approach would be to take on faculty interns whose academic institutions are willing to incorporate their pay into a sabbatical leave.

The form of a faculty internship depends upon the size of the organization and its financial resources, but several formats might be feasible, according to the literature and survey findings. As one alternative, large nonprofit organizations could develop structured 1-week programs with guest speakers and tours of their facilities, and perhaps those of their constituents, and offer stipends ranging from \$200 to \$500. They could then expect the faculty to do a research presentation on a mutually agreed-upon topic as part of the program. As their needs vary, these nonprofits could also develop longer, individualized internships and offer more substantial compensation via contracts. Smaller nonprofits with limited resources might offer less structured, project-based internships, perhaps of longer duration. For this type of organization, faculty could pursue funding as part of a sabbatical leave, with the main goal of the internship being more philanthropic: to assist the nonprofit while also gaining practical knowledge that can be brought back to the classroom. Such arrangements could be billed as "Visiting Faculty" opportunities. The nonprofits could also offer the intern a small stipend if their budgets allow. As repayment to their employers, faculty members would then be expected by their universities to incorporate what they learned into their scholarship and into their lesson plans. Regardless of the size of the nonprofit, it is important to clarify beforehand (in writing) the responsibilities and expectations for the internship



so that all parties have a clear understanding of the work description, arrangements regarding payment (if any), and oversight of the faculty intern by the host organization. Both parties should be prepared to explain and agree upon what knowledge faculty can provide to the nonprofit, what both sides hope to gain from the internship, and how much training they believe the intern will require. Carnes and Gierlasinski (1999) recommended that interns submit to the internship sponsor a formal report stating how their learning was incorporated into the classroom. Interns can also participate in an exit interview in which the intern and nonprofit reflect upon how the internship was useful and what aspects could be improved (Carnes & Gierlasinski, 1999).

### **Implications for Nonprofit Education and Leadership**

Nonprofits struggle with many of the same issues as businesses: finding, affording, and retaining qualified employees (Ban et al., 2003); staying up to date with recent technological developments; offering training and continuing education for employees and other stakeholders; and so forth. Compounding these challenges is finding the financial resources to accomplish all of this while advancing the organization's mission and staying relevant amid many other nonprofits pursuing similar goals. Utilizing faculty internships can help to maximize limited resources while benefiting all involved parties: the nonprofit, the faculty members and their institutions, and students. In addition, nonprofits may gain greater visibility in their communities and can be perceived as leaders in their fields, which may distinguish them from other comparable nonprofits. Ultimately, this arrangement can lead to a symbiotic relationship, further positioning the nonprofit for future success.

### **Limitations and Recommendations for Future Research**

Because of its small sample size and exploratory nature, this research cannot be generalized statistically to other nonprofit populations nor to any specific agency or institution. Responses came from a diverse sample of nonprofit organizations and resulted in a variety of viewpoints and perspectives, but responses were limited to one region in the Midwest. Focusing on a specific organization, type of nonprofit, or another region may yield different results.

Although participants expressed interest in the concept of faculty internships, this study did not indicate whether organizations would implement faculty internship programs. The specific duties of a faculty intern would need to be clarified and responses may differ accordingly. Responses may also differ depending on the size of the nonprofit, as smaller organizations might be expected to have greater interest because of limited financial and human resources. Likewise, academicians expressed similar concerns about the logistics of making an internship work while fulfilling teaching, scholarship, and service obligations to their home institutions. More research is needed on the best ways to incorporate knowledge gained through an internship back into the classroom to maximize the educational benefit to students and, ultimately, to nonprofits.

### **Postscript**

We invite readers to share their thoughts, research ideas, and experiences with faculty internships through Letters to the Editor of the *Journal of Nonprofit Education and Leadership*.

## References

- Advertising Education Foundation. (n.d.). *Visiting professor program fact sheet*. Retrieved April 17, 2019, <https://aef.com/partnership-programs/visiting-professor-program/vpp-fact-sheet/>
- Akingbola, K. (2006). Strategy and HRM in nonprofit organizations: Evidence from Canada. *International Journal of Human Resource Management*, 17(10), 1707–1725. <https://doi.org/10.1080/09585190600964350>
- Ban, C., Drahnak-Faller, A., & Towers, M. (2003). Human resource challenges in human service and community development organizations. *Review of Public Personnel Administration*, 23(2), 133–153. <https://doi.org/10.1177/0734371x03023002004>
- Beck, E. (2001, August 5). Faculty interns: A bargain for businesses, a bonus for the classroom. *Workforce*, 8(80), 36–41. <https://www.workforce.com/news/faculty-interns-a-bargain-for-business-a-bonus-for-the-classroom>
- Boris, E. T., De Leon, E., Roeger, K. L., & Nikolova, M. (2010). *National study of nonprofit-government contracting*. Urban Institute, Center on Nonprofits and Philanthropy. [https://www.urban.org/research/publication/national-study-nonprofit-government-contracting-state-profiles/view/full\\_report](https://www.urban.org/research/publication/national-study-nonprofit-government-contracting-state-profiles/view/full_report)
- Carnes, K. C., & Gierlasinski, N. J. (1999). Have you considered a faculty intern? *The National Public Accountant*, 44(3), 31–32.
- Clary, D. H., Mitchell, M., & Bailey, D. (2000). Looking for a win-win partnership? Look to the university! *Nonprofit World*, 18(4), 28–32.
- Hales, J. A., Wiener, P., & Lynn, C. (2007). Faculty internships for hospitality instructors. *Techniques: Connecting Education and Careers*, 82(4), 36–40.
- Hendricks, J. A. (1993, April). The company & the professor. *Management Accounting*, 74(10), 47–50.
- Hymon-Parker, S., & Smith, C. M. (1998). Benefits and limitations of internships as viewed by educators and retailers. *Journal of Family and Consumer Services*, 90(7), 76–80.
- Kalleberg, A. L., Reynolds, J., & Marsden, P. V. (2003). Externalizing employment: Flexible staffing arrangements in US organizations. *Social Science Research*, 32(4), 525–552. [https://doi.org/10.1016/s0049-089x\(03\)00013-9](https://doi.org/10.1016/s0049-089x(03)00013-9)
- Lantos, G. P. (1994). Faculty internships: A means to bridge the academician/practitioner gap. *Journal of Product and Brand Management*, 3(4), 15–30. <https://doi.org/10.1108/10610429410073101>
- Levy, E. S. (1988, October). Educators and practitioners: A faculty internship experience. *Massachusetts CPA Review*, 62(4), 11–36.
- Lohman, L., Austin, E., Borgen, B., & Wolff, S. (2015). Business perspectives on faculty internships: Not just for students anymore? *Journal for Advancement of Marketing Education*, 23(2), 23–33.

- Lohman, L., Gerhardson, S., Thorsgard, G., Sorenson, A., & Grams, A. (2010). Faculty internships: Who is most interested? In B. Vander Schee (Ed.), *Marketing Management Association Fall Educators' Conference Proceedings* (pp. 33–36). Marketing Management Association. <http://www.mmaglobal.org/publications/proceedings-archive/>
- Noga, T. J., & Rhoades-Catanach, S. C. (2014, February). Faculty internships: Connecting tax practice and academia. *The Tax Adviser*, 45(2), 138–140.
- Pearson, M., & English, D. (1998, October). The professor as intern. *Internal Auditor*, 5(55), 60–61.
- St. Amant, K. (2003). Expanding internships to enhance academic–industry relations: A perspective in stakeholder education. *Journal of Technical Writing and Communication*, 33(3), 231–241. <https://doi.org/10.2190/mbjf-pw01-ej9d-5qt0>

## **Appendix A**

### **Sample Survey**

For the purposes of this study, a faculty internship is defined as a faculty member taking a temporary placement within the field in which he or she teaches. For example, a marketing professor would accept a temporary position within an organization's marketing department to gain practical experience and current insights.

1. Were you previously familiar with the concept of faculty interns?  
Yes  
No  
Unsure
2. Are you aware if there is a faculty internship program available within your organization?  
Yes  
No  
Unsure
3. Given the definition of faculty interns, how interested would you be in hiring or working with faculty interns in the future?  
Strongly interested  
Interested  
Neither interested nor disinterested  
Disinterested  
Strongly disinterested
4. What benefits would you perceive in hiring faculty interns?
5. What drawbacks would you perceive in hiring faculty interns?
6. Would you consider providing compensation to a faculty intern working in your organization?  
Yes  
No  
Unsure
7. If you answered Yes to the previous question, how much compensation would you consider providing to a faculty intern?

8. Please rank the following factors in your decision to hire a faculty intern. Please rank from 1–5, with 1 being your strongest consideration and 5 your weakest.
- Amount of experience
  - Confidentiality
  - Time commitment
  - Pay/salary
  - Training
9. Would you consider providing compensation for a faculty internship? (If NO, skip to Q 12)
- Yes
  - No
  - Unsure
10. In what form would you like to see compensation for faculty internships?
- Stipend
  - Hourly wage
  - Contract basis
  - Commission
  - Other: \_\_\_\_\_
11. What would be considered acceptable payment for a two-month internship?
12. Are you aware of a process for hiring consultants within your organization?
- Yes
  - No
  - Unsure
13. What are the perceived differences between a consultant and a faculty internship?
14. Whom would you perceive adds more value to your organization, a faculty intern or a consultant, for the following:

	Faculty interns	Consultant	No Difference
Expertise			
Expense			
Time Commitment			

The following questions are for demographic purposes only. Your individual answers will not be identified.

1. With which gender do you most closely identify?
- Male
  - Female

2. What is your position within your organization?
3. How long have you been in your current position?
4. In what department do you work?
5. How many employees are in your organization (at your location)?
6. How many employees are in your department (at your location)?
7. Do you have any additional comments about faculty internships?

## Appendix B

### Select Verbatim Responses to Open-Ended Questions

---

#### What benefits would you perceive in hiring faculty interns?

Additional knowledge and understanding in the field.

A great benefit to hiring a faculty intern for me would be to assist in coordinating events and alleviate some of the day-to-day stress.

A “fresh set of eyes” for a period of time, additional capacity, different perspective.

Learn about emerging trends in the field.

Expert knowledge on a particular topic or focus area; different perspective; consulting on projects.

They would gain practical knowledge and understanding of what jobs in their field are like. They would also be able to share this knowledge with their students who are interested.

Extra hands and fresh perspective.

They are able to better prepare students for what is needed in the field.

Expert knowledge in a particular subject area; fresh perspective.

Someone bringing knowledge to the field from an education perspective.

Maturity in work ethic and subject matter knowledge.

There is a strong benefit to an organization to have someone with strong academic skills join a relevant department to strengthen ideas, processes, best practices, etc. Additionally, the concept would allow faculty to build better understandings of current organizations and how students can best prepare for the “real world” postgraduation. Curriculum could be updated and more beneficial to students.

Additional resources and a new perspective provided.

Expertise and connections to the academic and professional community.

Experience! New ideas.

Knowledge in the area.

Knowledge gained from years teaching the subject.

We may find that a faculty intern is very motivated to thoroughly learn and understand the requirements of the position and how success in the role affects the organization, residents, and community as a whole. We may also find that a faculty intern brings a wealth of both textbook knowledge and practical knowledge. They may have an extensive background in research behind the particular department they are interning with.

Bring knowledge, insight, and a new perspective on what we are doing.

The concept of hiring a faculty member to work in the field of study they currently teach would have two distinct positive outcomes. First, leaving the world of academia to practically apply methods and techniques taught would ensure the concepts match with reality. The second being non-profits that could not afford someone with the knowledge a faculty member would possess could also benefit the organization.

Extra needed help.

Workforce training.

They would come with knowledge of business.

Knowledge/experience & new perspective.

Sharing of knowledge, helping the professor understand firsthand what organizations' needs are so they can prepare future marketing students for the workforce.

Familiarity with our organization's inner workings and the opportunity to influence.

Would bring new knowledge and concepts to the workforce.

Knowledge of current methods and practices, awareness of current students' attitudes and state of mind for the area, ability to educate those you are working with/under on new practices.

Gaining new perspectives and views from experienced workers.

They would bring a knowledge-based approach. Lots of background on the different ideas.

Gain outside perspective from other experts in the field.

Professional working experience and a fresh outsider's perspective.

Increase knowledge base for our organization.

Breadth of knowledge.

Additional support, additional feedback for programming.

They would hopefully be very interested in learning about and contributing to the organization because they would see it as a potential place for their students to intern in the future. Also, as experts in their field, they would hopefully have necessary skills that would benefit the organization.

Would offer a good mix of theory and practice to the organization. It's always nice to have more adults in the room.

There is always a lot of work to accomplish, so more skilled help is always useful.

We are at the front of work that academics reference regularly, and it would be immensely helpful if faculty better understood the day-to-day of what we do.

Shared experience.

Learning from someone with practical, if not academic, experience. Youth interact with professional faculty and exploring career interests.



New, fresh insight, knowledge of best practices and access to resources from their school.

An intern with professional/educational experience who could hit the ground running.

Sharing areas of expertise with staff and volunteers, networking, community building.

Having experienced practitioners, new knowledge, new personalities.

---

**What drawbacks would you perceive in hiring faculty interns?**

Time and project scale.

I see this successful as PROJECT-BASED. If it were just interns in day-to-day tasks, the turnover and training would be difficult.

As always, a concern is capacity of our organization in being able to fully incorporate people into meaningful partnership.

Clashing with the organization in terms of perspectives, cultural awareness, etc.

Perhaps have academic goal that doesn't entirely align with social enterprise goals.

Cost, length of internship potentially being too short.

A well-defined role would be critical for faculty staff interns so they understand what is expected. Hard to go from boss to student.

Temporary nature, any compensation involved that might require larger salaries.

Temporary.

Not appropriate for certain types of organizations.

I do not see any drawbacks in hiring a faculty intern.

I perceive this as shorter term—their costs/benefits associated with short-term.

Short duration of the placement.

Cost; time (for onboarding and supervising/supporting).

Lack of understanding of common practice in the field.

None.

Typically more experienced interns come with their ways of doing things, which can create conflict and tension.

Management and work balance with other tasks.

Staff time in finding content for an internship, in providing guidance, direction, supervision, etc.

Not sure what the incentive would be for a faculty intern.

Availability for position would not be permanent as he/she would eventually return to teaching.

Less hands-on experience in the field (because they've been teaching).

The impact that the faculty intern may make on the organization may be immediately missed when they part. This strong but short-term value that they bring may prove to be a difficult transition for teams and residents.

Expectations would need to be laid out clearly ahead of time.

The concepts could be so far removed from the “real world” that the transition may not benefit either participant.

Pay and training.

Having to train staff.

They would be temporary.

Expectations of “level of work” may be different (likely not a typical intern’s level of work).

None.

Short nature of hire, knowing they will not be able to fully integrate into the organization.

Could be fairly removed from the “real world” depending on how long they’ve been an educator.

Strictly book smart, struggle with real work situations.

It takes a person away from working in order to work with the intern and can drastically slow down the performance of the person teaching the intern. The intern could also be very distracting and not do a good job.

Lack of resources for implementing recommendations.

Potentially having a knowledge gap once the faculty intern leaves.

Theory vs. practical implementation.

---

### **What are the perceived differences between a consultant and faculty internship?**

Consultant would be more for a specific job/project. While faculty internship could be project based, I would think there would be more flexibility.

I assume a consultant is more of a 1-way relationship, whereas a faculty internship would be more 2-way.

Consultants are always paid.

Faculty interns would want to learn from the experience, whereas a consultant would give more one-sided feedback.

Consultant to help with specific previously designated tasks, whereas faculty internship has different motivation and would perhaps do more with program development.

Consultant is used to improve functionality of business/organization.

Consultant broader term, perhaps greater expense.

Consultants are hired as needed, whereas interns are placed in a time-limited, committed position, consultants are paid more.

---

**Do you have any additional comments about faculty internships?**

The largest barrier would be cost.

May not be applicable to all organizations.

Sounds intriguing!

I think this is an interesting concept and would be interested in learning more.

Intriguing concept.

Would be interested in learning more.

Really depends upon the type/size of nonprofit org. Larger orgs with budget available would probably LOVE the expertise provided and could afford. I may be wrong but given experience level... orgs may be legally required to pay faculty interns. (Actually, the term "intern" may be confusing/somewhat misleading to some.)

---