DYNAMIC INTERNSHIP PROGRAMS: COMPARISON BETWEEN TWO UNIVERSITIES

Mark C. Wallace
Department of Natural Resources Management
Texas Tech University
The Universities

- University of Rhode Island 1992-1996
  - ~250 undergrad, 11 NR faculty (3 wlf)
  - Wlf Club 5 in 1992

- Texas Tech University 1998-2002
  - ~250 undergrad, 13 NR faculty (5 wlf)
  - RWF Club 6 in 1998
URI Success and activities

- Club grew to over 60 regular active members
- Competed and hosted wildlife Quiz Bowls
- Project Wild, Beach cleanup, Plover management, wood duck monitoring, biodiversity monitoring, woodlot management, woodcock surveys,
- Developed their own consulting firm $15k/yr
- Regularly staffed DEM deer check-stations, assisted Audubon refuges, city planners
- Only 2-3 worked with grad stds/year
- Usually > 10 interns with state or feds/year
TTU success and activities

- Club remained < 20 regular active members
- Competed and hosted regional wildlife Quiz Bowls
- Small mammal trapping, horned lizard capture, rangeland cleanup
- Did not engage in fundraising
- Many did work with local wildlife rehabilitators
- Only 2-3 worked with grad stds/year
- 1-3 interns with state or feds/year
## How rated experiences

<table>
<thead>
<tr>
<th>Experience</th>
<th>URI n=15</th>
<th>TTU n=18</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important</td>
<td>2.9</td>
<td>2.6</td>
</tr>
<tr>
<td>class exercise</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>field lab</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>field trip</td>
<td>2.0</td>
<td>1.9</td>
</tr>
<tr>
<td>w faculty</td>
<td>2.7</td>
<td>1.6</td>
</tr>
<tr>
<td>intern</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>summer</td>
<td>2.9</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Correlating years worked in Natural Resources with ratings for kinds of experiences

<table>
<thead>
<tr>
<th></th>
<th>importance</th>
<th>Class</th>
<th>Lab</th>
<th>Trip</th>
<th>Faculty</th>
<th>Intern</th>
<th>summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>URI</td>
<td>0.69</td>
<td>0.00</td>
<td>0.05</td>
<td>0.37</td>
<td>0.80</td>
<td>0.45</td>
<td>0.73</td>
</tr>
<tr>
<td>TTU</td>
<td>0.75</td>
<td>-0.09</td>
<td>0.40</td>
<td>-0.50</td>
<td>0.43</td>
<td>0.48</td>
<td>0.88</td>
</tr>
</tbody>
</table>
Comparing educational outcomes

1st Job

- field tech
- grad std
- Agency tech
- Law Enforce
- Consult Firm
- Private bus.
- K-12/Env Ed
- NGO
- other

URI n=15
TTU n=18

Current Job

- Academic
- Res. Agency
- Mgt Agency
- Law Enforce
- Consult Firm
- Private bus.
- K-12/Env Ed
- NGO
- other
Reasons for differences

- Must discount time periods –
- Differences in Faculty/Departmental support
- Differences in students
  - Composition
  - Motivation
- Some conjectures
Faculty/Departmental Support

URI
- 1 faculty member
  - Focused on teaching and motivating students
  - 100% of his research dependent upon undergrads
  - Limited institutional support, no vehicles, limited graduate program
  - Many local opportunities

TTU
- 1 faculty member
  - Focused on tenure
  - <10% of his research dependent upon TTU undergrads
  - Significant institutional support for graduate research, 37 trucks, ~50 grad stds
  - Few local opportunities ‘cotton desert’, private lands

- **Delayed adulthood**
  - five milestones: completing school, leaving home, becoming financially independent, marrying and having a child.
    - In 1960, 77% F; 65% M by 30
    - In 2000, <50% F; <33% M by 30. (U. S. Census Bureau)
  - need for more education to survive in an information-based economy; fewer entry-level jobs even after all that schooling; young people feeling less rush to marry because of the general acceptance of premarital sex, cohabitation and birth control

- **Ambivalence**
  - more self-focused than at any other time of life, less certain about the future and yet also more optimistic, no matter what their economic background.
  - dread, frustration, uncertainty, a sense of not quite understanding the rules of the game.
Generational differences

- Veterans 1922-1943
  - “job well done”

- Baby boomers 1943-1960
  - “success & family”

- Dedication, sacrifice, hard work, respect for authority. In-person, phone, letter/memo. “Your experience is valued”

- Optimistic, team player, personal growth, authority +/-, workaholic. Staff meeting, phone (fax/email). “We need you”
Generational differences

- Xers’ 1960-1980
  - “Time off (my time is valuable)”

- Gen Y 1980 – 2000
  - “meaningful work”

- Think globally, balance work-play, techno-literate, self-reliance, informal. Email, internet, text message. “Do it your way”

- Civic duty, sociability, morality, diversity, collective effort. Text message, social media, skype. “You are bright & creative”
Very different experiences
Good programs demand faculty support
Students coming from them had different levels and kinds of success
Students valued different kinds of experiences
Students today have different expectations, may be less focused as 20-somethings, respond to different communication and rewards.
Questions?