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Academic Internships: Crafting, Recruiting, Supervising

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Human Resource Updates

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What, really, is an internship?

An internship is a short term *student learning experience* within a professional setting with a position description that relates to the student's field(s) of inquiry

Academic (credit bearing) internships mean the students enroll in an internship course for credit at their home institution, get the internship approved, follow a syllabus, have their learning monitored and documented, and earn a grade.



What – *really* - is an internship?

- Student learning is *more important* than the benefits to the company
- Learning is persistent throughout the internship
 - Orientation
 - Training
 - Ongoing supervision
 - Networking
 - Attendance at meetings, events, conferences, etc.
 - Clear job duties
 - Management styles
 - Projects
- Student develops academically, professionally and personally
- Clearly defined start and end date
- If credit-bearing, *credit is awarded for demonstrated learning outcomes*, learning is documented by the student, and evaluations should primarily focus on student's learning curve.

Example of Evaluation:

“Fair time management skills” VS. “Learned to become better at time management through oversight, feedback and modified behaviors”

INTS 400: Advanced Internship

An internship is a high impact learning experience where students immerse in a professional setting for academic credit. Students shadow, volunteer or work in a private company, organization or government agency within the local community, nationally or abroad. The semester prior, students are assisted in preparing their application materials, and in the search and application process. During the semester of the internship students follow a course curriculum including, 40 contact hours at the host site for each credit registered, participation in classes or meetings, completion of homework assignments that support student learning and career reflection, and end of semester evaluations. Internships culminate in a letter grade determined by the above criteria. Third and fourth year standing required. Written approval of course instructor required prior to the internship semester.

3.000 TO 12.000 Credit hours



Student Learning Outcomes

- The rigors of integrating into the professional workforce
- Professional expectations
- Proper professional etiquette
- How to stand out in a flooded field
- Time management
- Communications
- Personal career preferences/passions
- Preferred management styles
- Networking skills
- Academic growth: Knowledge: accounting, Skills: software



Crafting an Internship

Let each school guide you in their unique way of posting your position

- Be open minded - each school has it's own style and method
- Often, they will simply have you complete a form

Include these elements in your posting:

- Organization name
- Location(s)
- Supervisor name and contact info
- Position title (not “Intern”)
- Position duties and responsibilities
- *Student outcomes*
- *Benefits (salary, room and board, travel reimbursement, etc.)*
- *Fringe benefits (conferences, networking opportunities)*
- *Pre-requisites (grade level, GPA, experience, etc.)*
- *Schedule (flex is key!)*
- *Number of interns desired*
- How to apply



Paid vs. Unpaid Internships

Pay them!

Unpaid internships must meet federal requirements per the D.O.L. Fact Sheet # 7. Also seek legal counsel.

- Not-for-Profit
- Hospitals
- Governments agencies

Pay is for products or services rendered to the company, while course credit is for the documented reflective learning attained by the student. They are mutually exclusive. All three parties benefit.

- If paid, the student may also be required to provide the company with a benefit, such as products or services.
- Both credit and pay are most desirable.



Recruiting Strategies

Contact each school from which you want to recruit interns:

Bring Free food & Memorabilia!

Career Centers

Job Fairs

Internship Offices

Department faculty/advisors

Classroom recruiting

Posters/flyers (must be stamped/approved)

Tabling events and strategic locations

- Outdoor (Quad) tables

- Outside eating areas

Student word-of-mouth



Who are these students?

- Millennials, veterans, non-trationals
- Motivated, passionate
- Entitled
- Often sure of mind (major, desires)
- Struggle with writing/grammar
- Want opportunities, eager for promotion
- Want to see what happened to their work – where did it go? Who did it help? Why did they do it?
- Committed to jobs
- Busy, tired, stressed, anxious
- Community involved, leadership, anxious to succeed
- Smart, confident, technical wizards
- Next: Z-Gen!



Myth Busting

Q: The student isn't qualified because they haven't taken enough courses in their major to perform well at their internship.

A: Each student is unique in intelligence, ability to learn and past experience.

Q: The student should be a junior or senior, or recent graduate.

A. See A. above. And recent graduates aren't really "interns". They are no longer students. They are in the job market.

Q. The school should select the candidates for us.

A. A school enrolls all students and their job is about teaching and learning. A school will not reveal information about a student's disabilities, grades, mental wellness. Consider it your responsibility to screen and qualify applicants and choose the best candidates for your unique situation, as you would any new hire.



Supervisory Roles

School

Internship is approved
Intern is attending
Supervisor is “present”
Intern is happy
Intern is learning
Check in’s: Mediation
Grade student HW
Allocate course credit

Company

Orientation
Training
On-going supervision
Intern can do their job
Feedback: praise & critique
Further opportunities:
- letter of recommendation
- promotion / job offer
Ask student to help recruit next intern!
- “Ambassadors”

Student

Completion of hours
Dependable & reliable
Active learning curve
Motivation to go beyond
Feedback: praise & critique
Fresh ideas, skills, knowledge
Homework

Managing Interns:

Active not passive

Communications / repeated communications

- they say back what you say to them, to assure interpretation is the same

Example: Offered job? Student = No. Supervisor = Yes!



REFERENCES & YOUR FURTHER RESOURCES:

U. S. Department of Labor

National Society for Experiential Education (NSEE)

Council for the Advancement of Standards (CAS) in Higher Education

National Association of Colleges and Employers (NACE)

**Academics and career professionals with expertise in
the *experiential learning* discipline**



Audience Questions

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