

# EMPLOYER SUPERVISOR HANDBOOK

## Internship Program Overview

Baldwin Wallace University offers an active, well-established Internship program. Students successfully complete over 400 experiences each year in large and small businesses, non-profit, and government agencies. Some majors require participation in the Internship program, but most students participate in the program voluntarily.

Internships are a period of time, typically three months (an academic semester) to one year, during which a student acquires practical experience in an occupation or profession. Internships may be credit or noncredit, paid, or unpaid, part-time, or full-time, depending on the needs of the student and the organization.

Successful internships provide students with an unparalleled opportunity to apply their classroom learning to the workplace. Internships also provide host organizations with high-achieving workers who bring a fresh perspective and ideas. For an internship to succeed, both the Employer Supervisor and the intern must understand how an internship differs from a job, and both must commit to working together to make the most of the opportunity.

## Benefits of an Internship

### Employers:

- Assistance with special project work
- Obtain affordable workforce support
- Solicit creative and innovative input
- Increase exposure at local colleges and universities
- Develop a talent pipeline
- Test potential employees before hiring them
- Develop supervisory skills in current employees

### Students:

- An opportunity to “test-drive” a career choice
- Develop specific skills and knowledge related to a career
- Develop professional contacts
- Learn directly from experienced professionals
- Gain experience in a real-world situation, including interviewing, working with others, communication skills, and culture of various work environments
- Earn academic credit (not necessarily required)

## The Baldwin Wallace University Advantage

**Size:** Our student population includes approximately 3,000 full-time undergraduate day students, 350 evening and weekend adult learners, and 550 graduate students from across the United States and more than 20 foreign countries.

As a small, liberal arts institution, students can engage in meaningful out of class experiences that complement their academic study. At a smaller school, students can become involved with several organizations and hold leadership positions within those organizations.

Additionally, our students develop close relationships with professionals (both faculty and staff). Our 11:1 student/faculty ratio provides opportunities for mentoring, advising, and modeling.

**Location:** Our proximity to downtown Cleveland (11 miles) and surrounding suburbs increases access to internship, community service, and employment opportunities for our students.

Students can enroll in classes as a full-time student and hold an internship during the same semester. BW students can pursue and complete internships during each semester.

**Curriculum:** After more than a century and a half, BW is still characterized by leadership and innovation in education. The liberal arts, which teach students how to think critically and communicate effectively, remain at the center of our academic programs. BW's majors build on that crucial foundation, with many leading-edge programs that develop tangible professional skills and career options that match students' academic passions. Distinctive opportunities to add entrepreneurship and innovation skills, and experiential learning to their educational resume give students an additional edge as they move from BW into their careers.

## How the Baldwin Wallace University For-Credit Internship Program Works

Students may be required by their academic program or choose to register their internship for academic credit. These internships are managed and processed by the Career Center. It is the students' responsibility to discuss their specific academic program requirements with the Employer Supervisor.

**Eligibility.** A student in any major who has achieved sophomore status with a cumulative grade point average of 2.0 or better may participate in the For-Credit Internship program.

**Credit.** Students may earn **one academic credit for every forty-five clock hours** they work in an approved Internship opportunity.

**University Supervision.** Each student participating in the For-Credit Internship program must designate a Faculty Coordinator. This faculty member approves the experience for credit eligibility based on departmental guidelines, provides guidance and support for the student during the experience, and assigns a grade after completion of the work.

**Employer Supervision.** The Employer Supervisor will be asked to review and approve the internship experience at the onset of the internship. The Employer Supervisor is expected to supervise and provide ongoing feedback for the student. The Employer Supervisor will be asked to complete a final online evaluation survey at the end of the experience. This must be submitted before the Faculty Coordinator may issue a grade.

## Planning for an Intern

### Internship Goals:

- Begin planning an internship program by defining your goals
- Select your top two or three goals for hiring interns
  - e.g., *to gain creative and innovative input and develop a talent pipeline*
- These goals will determine:
  - the structure of your program
  - the interns you seek
  - how you use your interns
  - how you evaluate your program

### Internship Duties and Tasks:

- First, review existing projects and priorities and identify opportunities that require less experience or new experience to complete.
- Consider independent projects for interns, depending on level of experience required.
- Internships should include meaningful work.
- Remember that the intern is there to learn and develop new skills.

Sample internship tasks include:

- Editing or writing handbooks or manuals
- Designing posters/charts/or graphs
- Conducting studies/surveys
- Developing PowerPoint presentations
- Conducting research
- Entering, managing, or analyzing data

### Internship Timing/Scheduling:

- Students plan their activities and schedules according to the academic semester.
- The duration for most internships is an academic semester (16 weeks).
- Internships could span more than one academic semester, taking up to a year.
- The number of hours an intern works varies (full-time students **should generally not** work more than 20 hours per week).
- Internship hours and schedules are negotiated between the student, Faculty Coordinator, and Employer Supervisor.
- Remember to plan for training, supervision, & mentoring when considering hours.
- Clearly identify where your needs are greatest and develop a schedule that meets those needs.

### Internship Job Description (see appendix A):

An effective job description:

- Answers the basic questions: who, what, where, when, why, and how
- Provides a detailed description of the internship
- Outlines the expectations for the intern and what they will learn
- Is also a recruitment tool for attracting top talent
- Will attract qualified candidates
- Will reduce time spent evaluating applications that do not fit your needs

The internship job description should also include applications instructions:

- What application materials are required (e.g., resume, cover letter, references, etc.)
- How to apply (e.g., online, through the Career Center, via email, etc.)
- The application deadline
- Compensation information (paid or unpaid, rate, structure, etc.)

**If you are planning on hosting a remote intern, the Career Center can provide more information on best practices for remote internships.**

## **Internship Compensation**

### **Unpaid Internship according to US Department of Labor:**

The Fair Labor Standards Act (FLSA) requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

### **The Test for Unpaid Interns and Students**

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern- employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be like that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

The only unpaid internships that will be promoted by the BW Career Center are those that meet these standards and guidelines.

## **Recruiting an Intern**

The number one tip from those who have established programs is to get out there early!

- Remember the academic calendar and how students plan their activities
  - Fall semester starts in late August, Spring semester starts in mid-January, and Summer semester starts in mid-May
- Allow plenty of lead time to promote your internship and solicit applications
- Post your internship positions on Handshake – <https://bw.joinhandshake.com>
- Increase your visibility on campus by connecting with the Career Center for:
  - Job and internship fairs
  - On-campus interviews
  - On-campus meet & greets and information tables

## Supervision and Mentoring

Interns should have a clearly identified Employer Supervisor. Supervisors' responsibilities include:

- orientation, on-boarding, and training interns
- assigning and managing projects
- introducing the intern to key people in the organization
- training in specific skills such as computer programs, office equipment, or other tasks directly related to the internship
- assessing job performance
- providing regular feedback to interns
- coaching, counseling, and reinforcing positive attitudes and performance
- answering questions or addressing concerns
- allowing the intern to shadow or participate in activities and meetings
- encouraging the intern to develop teamwork and communication skills
- providing feedback to college faculty or the Career Center
- general administration duties (e.g., time sheets, payroll, etc.)

## Evaluation

Evaluation is important to an intern's professional development and is an opportunity to identify strengths and areas for continued growth. Students benefit from regular feedback and performance evaluation throughout the entire internship.

**Criteria to consider when evaluating an intern include:**

- Progress towards or accomplishment of learning objectives as stated in the learning agreement
- Skill development or job knowledge gained over the course of the internship
- Overall contribution to the mission of the organization
- Dependability, punctuality, attendance
- Relations with others, overall attitude
- Potential in the field

Baldwin Wallace University students completing a For-Credit Internship will follow the process guidelines set up by the University which embrace the National Association of Colleges and Employers (NACE) Career Readiness Competencies in our internship program and evaluation process. NACE has defined career readiness as “a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.” Along with this, NACE has established eight Career Readiness Competencies that are:

• <b>Critical Thinking</b>	• <b>Leadership</b>
• <b>Oral/Written Communication</b>	• <b>Professionalism</b>
• <b>Teamwork</b>	• <b>Career &amp; Self-Development</b>
• <b>Technology</b>	• <b>Equity &amp; Inclusion</b>

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At the conclusion of the internship, students, Faculty Coordinators, and Employer Supervisors will be asked to evaluate the internship experience with these competencies in mind. For more information on the NACE Career Readiness Competencies, please review visit <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>.

## Ending the Internship

An internship should have a clearly stated end date that is identified before the internship begins. Completing a formal evaluation process such as the one described above can help both the site supervisor and the intern to put closure on the experience. You also may want to have some form of acknowledgment such as a lunch with co-workers in the final week of the internship. Since co-workers often have extensive contact with interns, this type of event can be a positive way to recognize the contribution of other employees as well as the intern. If you are considering hiring the intern for a full-time or part-time position, it is important to make this transition. Make the offer as you would any employee, complete with a title change and a job description. As the person is now considered an employee with some degree of experience and more responsibility, it is normal practice to offer a pay raise when someone makes the leap from intern to employee.

## How the Baldwin Wallace University Career Center Helps

The Career Center helps internship Employer Supervisors before, during, and after internships. Before an internship, the Career Center can help employers determine whether the internship is likely to be a good fit for Baldwin Wallace University students (e.g., whether students are likely to have the training and interest necessary to be successful in your organization).

Handshake is a web-based platform designed to provide students, alumni, and employers with 24/7 access to the Career Center and the ability to: access information about upcoming events; post job and internship postings; and review student profiles. Get started at <https://bw.joinhandshake.com>.

The Career Center staff will:

- Assist you in adding the internship opportunity to Handshake
- Advertise the opening through emails and newsletters to students

For further assistance with filling your internship vacancy, contact the Career Center to discuss:

- How to search for students in Handshake
- Additional on-campus promotional ideas such as On Campus recruiting and information tables
- Opportunities to interview students on campus utilizing Career Center interview rooms

Internship Registered for Academic Credit

- The Career Center, via our Handshake system, manages the process for students registering an internship to earn academic credit.
- Employers will receive an email from Handshake with an electronic link to approve the internship prior to the start date. This email will include all the details determined between the student, Employer Supervisor and Faculty Coordinator.
- At the end of the internship experience, Handshake sends another email with an Employer Supervisor evaluation.

We look forward to working with you regarding internships. A successful internship provides positive outcomes for everyone involved. Should you have any questions regarding internships, please do not hesitate to contact the Baldwin Wallace University Career Center.

In the rare instance that you encounter a problem during an internship, contact our office so we can help resolve any conflict. Please contact the Baldwin Wallace University Career Center at 440-826-2101 or [career@bw.edu](mailto:career@bw.edu).



# Career Center

## WRITING EFFECTIVE POSITION DESCRIPTIONS

Purpose

Describe the purpose of the position and its contributions to the organization's overall mission.

Tasks

Clearly and concisely communicate the fundamental responsibilities and tasks of the position.

Engage and Excite

Engage and excite the potential applicant. Why is it great to work for your organization?

Outcomes

Explain the expectations regarding outcomes of tasks/projects performed and completed.

Qualifications and Criteria

Outline the physical and mental requirements as well as the required academic major, minimum GPA, class standing (first-year, sophomore, junior, senior, alumni), and any technical or job specific skills the intern would need to work successfully. Avoid qualifications and criteria that are too narrow and therefore limit the number of candidates who meet your requirements.

Duration and Hours

Specify the length of the position and required number of hours per week.

Compensation

Clearly explain whether the position is paid or unpaid and the payment structure (e.g., salary, commission, etc.). If the position is unpaid, describe any additional benefits provided (e.g., a free parking pass, mileage reimbursement, etc.).

Training

Describe any training that will be provided.

Application Process

Explain the application process including instructions on application materials required (e.g., resume, cover letter, etc.), to whom and how they should be submitted, the application deadline, and who will be responsible for making the hiring decision.