

Internships are great; except when they're not

To get us started...

Please jot down an example of a challenge you have seen or heard a student encounter through an internship.



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Welcome & Introductions

- Please share Name, Department, Role
- What brought you here?
- Optional - share your card

Your hosts:

Sarah Heath
Director

Amanda Van Vranken
Asst Director, Employer Engagement



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Our Goals

You'll leave with tips/tools to...

- Help students find value in all internship experiences
- Recognize & respond to serious concerns
- Better understand what campus resources exist to support you



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Grounding



There were over **602 students enrolled for internship credit** this semester alone, and many more interning without credit.

Most of these interns will have rich and rewarding experiences, some with have "meh" experiences (perhaps realizing what they don't want to do), and a few will have "bad" experiences.

Today's session is geared at preparing for the bad experiences knowing that they constitute a small portion of internship experiences.



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Toolbox

1. UVM's Academic Internship Policy
2. Career Center Web Resources
3. MOU
4. Fact Sheet 71
5. Learning Contract




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Academic Internship Policy

Published in the Schedule of Courses

a supervised work experience + a structured academic learning plan directed by a UVM faculty/staff member for credit

Any internship experience for which a student receives academic credit must include the following components:

Policy = minimum requirements to ensure academic rigor and equitable treatment of students across academic units.

- Academic units have the freedom to design curricula / guidelines
- All host sites must have a fully executed MOU & COI on file
- Intern MOU and protocols found on the Career Center website
- Faculty/Staff encouraged to review guidelines and make use of the tools and consultation from the Career Center

1. Appropriate student preparation
2. Support/supervision from a faculty, advisor or mentor
3. Work experience capable of advancing learning
4. Sufficient length
5. Articulation of learning goals
6. Demonstration of learning
7. Prior approval



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The screenshot shows the 'Intern Policies & Protocols' page on the UVM Career Center website. The page has a dark green header with the title. Below the header is a navigation menu on the left with options like 'Career Center Home', 'About', 'Students', 'Employers', 'Faculty and Staff', 'Partner with Us', 'Advising Resources', 'Teaching Resources', 'Intern Policies', 'Career Modules & Badges', 'Career Champion Award', 'Alumni', 'News and Events', and 'Career Outcomes'. The main content area is titled 'Intern Policies' and contains text about academic internships and a link to 'UVM's Policy on Academic Internships'. A sidebar on the right lists 'MOU and Insurance Requirements', 'Unit Responsibilities', 'Faculty Responsibilities', 'Student Responsibilities', and 'Career Center Support'. The URL 'www.uvm.edu/career/intern-policies-protocols' is visible at the bottom.

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This slide is titled 'Memorandum of Understanding (MOU)' and lists 'University Responsibilities'. The responsibilities include: 1. Informing the site of minimum requirements, supervision, and compatibility with academic requirements. 2. Academic supervisor to the intern's educational experience, initiating periodic contact with the intern and site supervisor. 3. Requiring interns to enroll in a course simultaneously with the internship and determine the amount of credit awarded. 4. Requesting termination for non-compliance with UVM guidelines or health/safety concerns. 5. Maintaining insurances and providing a Certificate of Insurance. 6. Advising student(s) of their responsibility to: a. Enroll in an INTN class for credit and create a learning contract. b. Initiate and maintain contact with the academic supervisor. c. Participate in all training required by the Internship Site.

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This slide is titled 'Memorandum of Understanding (MOU)' and lists 'Internship Site Responsibilities'. The responsibilities include: 1. Provide an internship experience that fulfills university learning objectives. 2. Selection and screening. 3. Reasonable supervision and feedback, verifying hours, maintaining normal staffing. 4. Complete performance evaluations as requested to evaluate learning objectives. 5. Provide an orientation and inform students of expectations for behavior on-site. 6. Provide appropriate training, equipment, supplies, and space necessary; any required PPE. 7. Compliance with applicable federal and state occupational health and safety, wage and hour, and equal employment opportunity laws. 8. Ensure that all student records shall be made available only in conformance with FERPA. 9. Maintain the insurance and provide a Certificate of Insurance. 10. Notify the University as soon as it is reasonably possible of any injury or illness to an intern.

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This slide is titled 'Fact Sheet 71: Internship Programs Under The Fair Labor Standards Act'. It includes the WHD logo and text: 'Determine if interns at for-profits are "employees" entitled to minimum wages and overtime (FLSA) Flexible test, and no single factor is determinative'. It lists 'Primary beneficiary: student or employer?' and provides a list of 7 factors for the 'Test for Unpaid Interns and Students': 1. Compensation, 2. Provides hands-on training/education, 3. Ties to intern's formal education program / credit, 4. Accommodates intern's academic commitments, 5. Period limited period to window of learning, 6. Intern does not displace paid employees, 7. No entitlement to a paid job at conclusion.

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This slide is titled 'Learning Contract' and refers to 'Policy #5: Articulation of learning goals | MOU #6a: Advise student of responsibility to create learning contract'. It lists two main points: 1. The student, in consultation with the academic supervisor, must identify a set of intended learning goals to be achieved through the internship process. 2. These must be captured in a document, such as a learning contract, syllabus, or project design, that: a. expresses the connection between the work experience, the desired learning to be achieved, and an identified product(s) that will demonstrate that the learning has occurred, b. indicates the means of assessment. It also states that the document should be specific enough to prepare and guide the student for effective learning, but also flexible enough to allow for unplanned opportunities that may arise in a workplace.

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This slide is titled 'Scenario 1 (Jane)'. The story describes a student who, during a regular check-in, shared that they struggled to understand their role at the organization. Instead of providing clear communication, the intern coordinator, who was paid, was asked to regularly open and staff the shop while the owner was out of the country. The student was coached to revisit their learning goals with the owner, who was kind but dismissive and pressed them to keep the shop open. The slide concludes with two questions: 'What strikes you about this scenario?' and 'What action might you take?'.

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Key Issues in Scenario 1

- Disconnect in expectations
 - what the site supervisor wants/needs
 - what the learning contract outlines
- Employer being unfamiliar with Fact Sheet 71 and treating intern as employee
- Student concerned about losing credits they've paid for and need
- UVM (Career Center) concerned about improving the relationship with the employer to advance understanding and collaboration



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Career Center Employer Engagement Team

- Identify, cultivate, and engage local and national employers in various industries.
- Deepen collaborations within our center, across campus, and the state.
- Advance synergistic partnerships that promote success for our students, the university, and state.




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■ **Equal Opportunity**

Welcome! The UVM Office of Equal Opportunity is here to assist you with concerns related to discrimination, harassment, bias, sexual misconduct. We can connect you with support and discuss options for next steps.

Contact us at EqualOpportunity@uvm.edu or 802-656-2368 if you would like to schedule a 1:1 meeting. Our office is located at Waterman 428 and is open during UVM business hours. 24/7 assistance is also available from UVM (Title IX, Sexual, and Bias) and UVM (Title IX, Sexual, and Bias).

<p>Title IX and Sexual Misconduct</p> <p>Committed to providing a safe and healthy learning and working environment, UVM provides access to reporting and support services as well as information and resources needed to prevent sexual assault and misconduct.</p>	<p>Discrimination, Harassment, and Bias Resources</p> <p>Information about options and support services related to discrimination, harassment, and bias concerns involving UVM community members or programs.</p>	<p>Report a Concern</p> <p>UVM encourages any person who has experienced or witnessed a bias incident, discrimination, or harassment to report the incident to UVM and to utilize available support services.</p>
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The Art of Teasing Out Core Issues




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Scenario 2 (Jill)

Week 1

A student comes to you frustrated with her supervisor. She reports that he's making the female interns work with him while the male students are allowed to work independently, and they (the women) are expected to eat lunch (at their own expense) with him, while the men are not. She shared that other students feel uncomfortable too... one felt pressured via text to travel out of state with the supervisor on the weekend, while another felt "creped out" by his personal questions and unwanted personal advice about career and family relationships.

- Where do you begin?

Week 2

A faculty member shares with you a written supervisory reports from the supervisor in question that evidences similarly unprofessional behavior, including pressuring students to demonstrate their commitment to the program through "sacrifice" of time to ensure the program's survival.

Upon further investigation, you discover that in addition to your intern, there are other students involved – some in SL courses, others just volunteering.

- Now what....?



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Steps to...

- Support the student
- Improve the employer relationship
- Get help
 - from whom
 - with what
- Inform those with a need to know
 - who & why
 - how to share...




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Scenario 3 (Joe)

A student shares that their internship is pointless and they are learning *absolutely nothing*.

"I'm not learning anything new, I'm not even using my major. I haven't touched a single real project. It's all grunt work. It's hard to stay motivated when everything I'm doing feels...pointless."

When you ask if he's shared his frustrations with his site supervisor, you learn he hasn't.

He does have 3 clear goals and a project he's supposed to be working on. But the tasks he's being asked to do seem unrelated and unfulfilling.

- What guidance/advice would you offer this intern?
- Any follow up steps you would consider?



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Key Takeaways

- Intern concerns do not happen often; we great success sending students into the community!
- We have a strong toolbox (support structures in place) to lean on if/when things aren't going well...
- UVM's [Recruiting Guidelines](#) and Intern Policy position the Career Center as a resource that can be leaned on to support or facilitate engagement with employers – we hope you'll do just that & lean on us as needed.

We appreciate y'all as smart & dedicated colleagues looking out for our students' and our partners' best interests!



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Up next...

Good food & good connections...

- Please join us for lunch (Sugar Maple)

Feedback Survey



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