

Internship Development Guide for Employers

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Introduction | A Letter from the Career Development Department

Dear Valued Employer,

Thank you for thinking of Edgewood College and for working with our Career Development Department so that we may help support your internship efforts. Internships are exceedingly important in the development of essential employability skills and competencies, and the Career Development Department is thrilled to build partnerships that benefit students and organizations alike in this matter.

This Internship Development Guide has been created to provide information pertaining to the internship process and expectations at Edgewood College. It has been designed to support the developing and maintaining of high-quality, high-impact internships and internship programs. Within this guide are the tools to help implement new programs or to bolster existing ones, with specific focus on how to develop internship program goals, plan for compensation, address student legal issues, the importance of mentorship, and much more. The goal of the Career Development Department is to ensure that organizations have the critical resources necessary to establish or grow their internship programs and to provide the framework that will support Edgewood College students in having valuable experiences.

While this guide is offered to assist in developing quality internship practices that are mutually beneficial to the student and organization, the Career Development Department is also available to help. Questions, concerns, and feedback are welcome and encouraged.

We look forward to working with you and to strengthening our partnership!

Thank you!

Contact Information

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The Basics | What is an Internship?

At Edgewood College, an internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or community setting. Internships provide resources, equipment, and facilities that enable students to gain experience in a professional work environment, and provide students with skills or knowledge that are transferable to other settings. Internships with defined learning objectives, professional supervision, and opportunities for reflection offer valuable enriched learning experiences.

Internships at Edgewood College, founded in the Dominican tradition, focus on our COR questions:

- **Who am I and who could I become?** Internships help students explore environments that parallel with their personal identity, values and interests.
- **What are the needs and opportunities of the world?** Internships allow students the opportunity to apply and develop their knowledge, skills and abilities to real-world experiences.
- **What is my role in building a just and compassionate world?** Students will explore career options that fit who they are and match their skills to the needs of the world – either clarifying or opening their minds to pathways to pursue after graduation.

CRITERIA FOR AN EXPERIENCE TO BE DEFINED AS AN INTERNSHIP (*National Association of Colleges and Employers, NACE*)

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

Additionally, any for-profit organization looking to offer an unpaid internship should review the [U.S. Department of Labor Wage and Hour Division Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act](#).

Importance of Internship Programs

At Edgewood College, internships are an important part of the developmental process for students throughout their time on campus. Students are well-prepared to take what they are learning in the classroom and apply it to a real-world setting. Developing a high-quality internship program is an excellent way for organizations and students to both meet their objectives and prepare for the future.

Benefits for Students

Development of professional skills that increase employability post-graduation.

Gain an understanding of their chosen career path and a newfound ability to evaluate it based on their experience.

Viewed as more attractive candidates by recruiters.

Increases in academic success.

Gain meaningful, hands-on experience and the opportunity to network with professionals in their chosen field.

Benefits for Organizations

Opportunity to evaluate prospective future employees. This can reduce costs in finding new talent.

Bring new ideas, technology, and innovations from the classroom to the workplace, increasing intellectual capital.

Interns are effective public relations ambassadors and can help increase visibility of the organization on college campuses, contributing to recruitment initiatives.

Prepared and trained potential new employees familiar with the organization.

Opportunities for mid-level staff to gain supervisory/management skills leading to the professional growth and development of the organization's team.

When designing your internship program, it is important to keep in mind some organization best practices. These practices have been established through the National Association of Colleges and Employers (NACE) and will help ensure that your internship program is as successful and high-impact as possible.

Employer Best Practices

Interns should have real work:

This is the primary way to ensure your program's success. Interns should be working on challenging projects related to their major that are recognized as valuable to the company and fills the entire internship term.

Share expectations for everyone:

All involved with the internship in any way should be on the same page. Identify learning outcomes, hold an orientation session, provide a handbook with FAQs, and discuss mid and end of internship assessments to help ensure everyone has the same expectations.

Invite Career Development staff and faculty to visit virtually or in person:

Inviting faculty and staff to your site (as an in-person or virtual tour) allows us to understand your internship program and assists in the on-going process of building a mutually beneficial working relationship.

Offer flex time:

Flex time is often mentioned as a desirable job feature, but for students (especially those interning during the spring/fall semester) it can be particularly important. With varying class schedules, a typical 8 a.m. to 5 p.m. time frame may not be feasible. Offering flexible hours can help them juggle the challenges of coordinating two different sets of needs (academic and professional).

Have an Intern Supervisor:

A dedicated intern supervisor helps keep the internship program running smoothly. This person gives the interns someone to go to with questions or concerns and frees up you or your staff from the daily tasks involved in running an internship program. Depending on size and resources available, this may not be an option for every organization.

Compensation:

While it is up to the organization to decide if (and how much) interns are paid, it is considered a best practice to compensate interns for their work. Many organizations determine pay based on student class level and the types of responsibilities they will have in their role. Be sure to reference the U.S. Department of Labor [Fact Sheet #71](#) to help determine whether interns working for your organization are entitled to minimum wage and overtime pay under the Fair Labor Standards Act (FLSA).

Bring in executive speakers:

A great advantage to students in an internship program is learning from top professionals. Speakers from executive ranks offer great career development advice and role modeling for interns. Executive speakers are also a great way to "sell" your organization to interns – making them more likely to stay on after graduation. Additionally, keeping executives involved creates investment on their part and increases their interest in supporting your program.

Showcase intern work:

Interns work hard to complete their work and are proud of their accomplishments (some of their very first ones in a professional setting). Setting up an avenue for them to do presentations (or expos) allows them to demonstrate their achievements and also highlights the success of the internship program to all employees.

Developing Your Internship Program

Step 1: Set goals and policies

Step 2: Plan and write out your internship program goals

Step 3: Recruit a qualified intern

Step 4: Mentor the intern

Step 5: Conduct exit interviews and follow-up

Step 1: Set Goals and Policies

Before recruiting an intern, it is important to give careful and intentional thought to the internship program and its expected outcomes. Start by answering the following questions:

What is the main goal of the internship program?

The reasoning behind creating the internship itself can provide a framework for the activities, ongoing work and/or projects the intern will be working on. Goals and policies will differ depending on the size of your organization – small businesses may need extra help while a large corporation may be looking to establish a talent pipeline. Once you establish the goal of your program and its reason for existing, you can get started. Consider your goals carefully!

Who will supervise and mentor the intern?

Supervision and mentorship are critical components to optimizing the experience for interns and for ensuring the program's success. Before establishing your internship program, give careful thought to who these key employees will be and how they will balance this new responsibility with their everyday work. Consider an intern supervisor/mentor as any employee who has been looking for an opportunity to grow their skills in management and offer them this role as a way to develop professionally.

Will the intern be compensated monetarily for their work?

Internships can be paid or unpaid, but it is important to determine ahead of time which one your internship is. Define how (hourly or stipend) and how much and make it clear up-front. Be sure to incorporate a quality training element into your program – this can help justify unpaid internships. You may also wish to consider providing funding for the student to participate in professional training programs. However you decide to compensate your intern, be sure to reference the U.S. Department of Labor [Fact Sheet #71](#) to help determine whether interns working for your organization are entitled to minimum wage and overtime pay under the Fair Labor Standards Act (FLSA).

How long will the internship last?

To qualify as an internship, there must be a predetermined beginning and end date. These dates generally coincide with the academic calendar. Establish the time line and plan out the activities and milestones within the dates to ensure interns have a complete understanding of expectations and outcomes.

Step 2: Plan and Write out Your Internship Program Goals

Carefully write out your internship program with a plan and goals in mind. Identifying goals, timelines, and a description of the project will pro-actively ensure that everyone comes to a consensus and understands the purpose and expectations involved. Remember, students should identify their own learning objectives for the experience that you agree upon at the beginning of the internship; review/adjust if necessary at the midpoint, and discuss at the conclusion.

When creating your plan, include specific ideas, proposals, and logistical information. Begin by asking questions that will assist you in the formulation of your plan:

- What are the tasks and objectives of the project? What are the deadlines?
- Will the internship be focused solely on a specific project or will it be based on learning multiple levels of the organization?
- Who will be responsible for recruiting/hiring the intern?
- Who will act as the intern's supervisor/mentor?
- What type of academic background and experience should the intern have?
- How will the intern be trained and/or cross-trained?
- How many hours will the intern work?
- Where will the intern be located? Will they be on-site or remote?

Remember, needs may vary depending on the size and resources of your organization. Conducting a needs assessment will also help assist you in writing out your internship program plan. Remember, it is a best practice for organizations to give interns projects and tasks related to their professional development. Examine your reasons for building an internship program:

- If you are a small business, are you interested in finding help for a specific project?
- Is your organization growing and in need of creating a talent pipeline of well-rounded, motivated employees?
- Are you a non-profit with low administrative costs, but could provide a student with valuable, hands-on experience in their major?

Internship programs should be designed to both meet the needs and expectations of the organization, as well as the goals of the student. After you have determined what is needed from the intern, create a position description which includes required and preferred qualifications. Below are a few examples of what descriptions *should* include and what they *may* include:

Descriptions Should Include:	Descriptions May Include:
<ul style="list-style-type: none">• Summary description of the organization	<ul style="list-style-type: none">• Whether or not international students can apply
<ul style="list-style-type: none">• Knowledge, skills, and abilities needed	<ul style="list-style-type: none">• Documents and procedures required for the application process
<ul style="list-style-type: none">• Preferred class level, major and/or professional background	<ul style="list-style-type: none">• Benefits and incentives
<ul style="list-style-type: none">• Whether or not the internship is paid/unpaid as well as the hourly wage/stipend	<ul style="list-style-type: none">• Connection to coursework
<ul style="list-style-type: none">• Internship duration and expected hours	<ul style="list-style-type: none">• Training provided

Step 3: Recruit a Qualified Intern

Once you've created the foundation for your internship program, you will be ready to begin the recruiting process. Edgewood College has developed many tools and resources to help assist organizations with this process. Organizations can post internship and job opportunities directly to Edgewood College students by creating an account on [Handshake](#), our online career management system. For policies and expectations regarding engaging in recruiting initiatives please reference the [Edgewood College Employer Recruiting Policy](#).

Handshake

Handshake, an online career management system, provides students with a platform for their job and/or internship searches. Organizations (that's you!) post current positions they have available. If your organization already has an account on Handshake, that's great -you or your recruiting team will be able to connect with Edgewood College and begin posting your job and/or internship opportunities upon approval. If your organization is not currently on Handshake, please follow the instructions below:

Getting Started with Handshake:

- Click this link: https://app.joinhandshake.com/employer_registrations/new
- Check your email for a confirmation – if you don't see one come through, try checking spam or junk folders. If it's in one of those files you can add handshake@m.joinhandshake.com to your address book so their emails don't continue to get caught by filters
- **Join your existing company, or create a new one:** You will need to be connected to your company profile on Handshake prior to taking any actions with schools.
 - **If your company is already in Handshake**, it should pull up based on the domain of your email address. You can search for the company name if it doesn't appear automatically. You will be able to click "request" in the top right corner of the box displayed to connect. If your company has "auto-approve staff" enabled, you will be added immediately. If not, you'll have to be approved by an existing staff member.
 - **If your company isn't in Handshake**, you should see the option to "Create New Company" on the right side of the screen.

To learn more about Handshake, and how to set up an account, please visit Handshake's Employer Site here: <https://support.joinhandshake.com/hc/en-us/articles/360007905853-Employer-Quick-Start-Guide>

In addition to utilizing Handshake, you can reach out to the Career Development Department to discuss recruiting events:

- **Class Discussions** to share insight regarding your internship or career opportunities, perspective of important skill or other professional development, and career trajectories within your industry or organization.
- **Mock Interviews** assist our students with receiving constructive feedback in a safe environment about how to portray their knowledge, skills and abilities with potential employers.
- **Networking** events, such as our annual **Career Mixer**, to engage with students from various majors and class levels.

When to Start

You should begin your recruiting efforts the semester before you need an intern, or even earlier – for example, the fall prior to the following summer internship. This allows you enough time to write the internship description, post the opportunity on Handshake, conduct interviews, and move through the hiring process.

This is a good time to brush up on legal matters. Like any employee, interns have rights and are protected under U.S. law. Familiarize yourself with [Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#) before you begin your recruiting efforts in earnest.

The Interview Process

- Analyzing student resumes:
 - Check for organization, clarity, and accuracy
 - Look for engagement and roles in campus and/or community organizations
 - Note accomplishments, special projects, and signs of growth/progression
- Selecting candidates:
 - Choose an intern with as much consideration as you would a permanent employee. In a study conducted by the National Association of Colleges and Employers (NACE), almost half of students stayed full-time at their place of internship after graduation.
 - Determine your top candidates and arrange interviews – ideally within 3-5 days after selection.
- Contact references provided:
- Inform the Career Development Department that you have hired an Edgewood College student as an intern!

After interviewing your candidates and selecting the intern, it's time to make an offer. Be sure that you include a job description complete with expected duties, number of hours to be worked, and the final compensation. Keep in mind Edgewood College requires organizations to refrain from making offers with unreasonable time limits or penalties which would place unwarranted stress or pressure on students. The Career Development Department requests that all students be given an appropriate amount of time to consider an offer and/or consult with the Internship and Career Development Coordinator before accepting.

Step 4: Manage the Intern

Congratulations, you've hired an intern! While it is the responsibility of the student to manage their work, academic, and internship requirements, it is a best practice to be involved. This can be done by beginning the intern experience with objective setting and training.

Start your intern off by setting them up for success. The beginning days of an internship are often its defining days, so it is important to lay a good foundation. When interns are given their very first task, they are receiving signals for what will be expected of them in the future. How the internship program is organized will be an extremely important factor on an intern's impression of the organization, and can make or break the chances that they will want to stay on or come back post-graduation.

Things to consider doing to create an enriched, engaging internship experience:

- Get SMART! Work with the intern to create SMART learning outcomes – Specific, Measurable, Achievable, Realistic, and Time-bound to set expectations and a framework for future feedback.
- Give the interns a tour of the facility and introduce them to other employees.
- Provide the interns with a proper work station and company materials to assist in acclimating to the position.
- Encourage the interns to spend breaks and lunches where other employees often gather.
- Schedule regular, 1:1 feedback sessions to check-in. Encourage the intern to give feedback too.
- Give interns the opportunity to observe and participate in professional meetings. Encourage them to share their thoughts and ideas.

Monitor the Intern's Progress

Keeping the Organization Best Practices in mind, designate a supervisor to work with the intern during their time with you. Inter supervisors have the opportunity to use all the skills necessary in any effective supervisory role – leadership, motivation, delegation, effective communication, professional development, training, and evaluation. This is a great chance for any employee who has been looking for advancement opportunities to develop and/or refine managerial talents.

Interns also benefit from a mentor who will assist with their transition from the classroom to the workplace. Remember, internships should be an extension of the learning process, and having a mentor helps the intern bridge these two experiences. The intern mentor can be the same as the intern supervisor, or someone different. Mentors should be approachable and encouraging.

Meetings: Schedule routine meetings with the intern so you both have an opportunity to give and receive feedback. During these meetings, interns can report on the status of their projects, ask questions, learn about how their work contributes to the organization as a whole, participate in an evaluation of their strengths, learn to discuss areas that they need growth/development in, and understand what the next steps are in their progress.

Assessments: Interns need (and want) constructive feedback so they can grow as professionals. Giving constructive feedback is an opportunity to coach and reinforce positive attitudes and performance. It also allows for the chance to correct behaviors or issues if things are getting off-course. Use mid and end assessments (automatically sent from Handshake) to instigate discussion.

Advocating: Be your intern's biggest champion and encourage them to keep a portfolio of work accomplished during their internship. This helps them fulfill their academic requirements and provides them with a sense of accomplishment. Portfolios are also helpful tools for the intern to reference during the final Internship Assessment they need to complete. It's also a great resource for them to use when developing their LinkedIn or other professional networking profile!

Examples of documents that can be included in a portfolio:		
Position Description	Performance Appraisals	Written Proposals
Survey Reports	Awards	Program Outlines
Contracts	References	Charts/Graphs

Tip: Keep in mind that this internship could be the first work experience your intern has ever had. When work is assigned, make sure that it is given with detailed explanation. A few extra minutes going over the details will pay off tremendously when the intern starts producing quality work independently!

Assess the Intern's Progress

Assessment processes differ from organization to organization, and students may have assessments needed for their academic requirements:

- Review the internship job description to ensure that goals are being met.
- Review the established learning objectives set by the intern and revisit any that may have changed or need to be revised to make sure these goals are met during the internship experience.
- Clarify expectations
- Determine if additional training or assistance is needed for the success of the internship.
- Ask the intern for feedback on concerns and successes. Have them evaluate their experience as a whole and be receptive to what they have to say.
- Keep evaluations by both the intern and supervisor to demonstrate the success of your internship program to management and to future interns, and to help to refine the program.

Evaluating the Internship Program

Quality internship programs can build an organization's reputation and helps create strong bonds with students, colleges/universities, and the community. Additionally, hiring interns is a proven way to lower training time, reduce recruiting costs, and can contribute to lower turnover rates.

To maintain popularity of the internship program, hard evidence is needed to prove the organization is getting a return on its investment. Qualitatively, adopting a practice of holding formal exit interviews for your interns can help determine if interns had positive experiences and provides feedback to managers for future program planning. Quantitatively, you can report data on how many interns become full-time employees, repeat requests for interns by manager and/or department, and the number of intern applicants.

Step 5: Conduct an Exit Interview

As the internship comes to an end, it is important for your organization to conduct an exit interview. Exit interviews are a great resource when it comes to collecting insights and data on the intern experience and how the program is operating. There are several ways to conduct an exit interview, and how your organization chooses to do so might depend on your resources and/or culture. Exit interviews can be face-to-face, virtual, or in the form of a worksheet/template that the intern can fill out at their earliest convenience.

Make the most out of the exit interview by asking questions such as:

- How would you describe the company culture?
- If you were to make changes to the internship/internship program, what changes would you make? What would you change about the organization as a whole?
- How well did the job description match your expectations? Describe how it did/did not help you achieve your goals.
- What would you consider to be your next step in your profession? How can we help you get there?

Once the exit interview has been conducted, be sure to make time for a proper send off! Celebrating the intern's success allows everyone involved to leave with positive feelings about the experience.

Supporting Remote Interns

If your organization supports remote internships, there are a few guidelines to follow to ensure you have the support and resources needed in order to successfully run your remote internship program.

1. Establish Communication Requirements

- Establish a communication schedule as soon as possible to help give interns a sense of support. Ideally, communication should be held each shift the student is interning.
- Meet “face-to-face” with video conferencing software. See information below for potential video communication platforms.
- Set up virtual meetings at regularly scheduled times so that you can monitor progress, discuss on-going tasks, and keep each other up to date.
- Ensure you and your intern have the proper tools for successful virtual communication.

2. Be Available

- Set aside time to allow your intern to ask you additional questions outside of what may have been discussed during your video communications.
- Being available for your intern to ask questions will help them become a successful remote worker.

3. Set Clear Expectations

- Communicate your expectations clearly to be sure your intern understands what is needed of them.
- Showing examples of what you expect to be done, calendar sharing, etc., will aid in growing student confidence.

4. Stay Focused on Goals

- Concentrate on what is being carried out and the steps needed to get there.
- Work together with your intern to ensure that goals are being met.

5. Be Intentional

- Create an atmosphere of engagement and genuine connection.
- Be intentional in preparing your intern for the work to come. Intentionality is an essential practice, especially when we cannot “see” the other person.
- Make each team meeting count with intentional purpose and opportunities to engage and contribute in a variety of ways.
- Ask your intern for feedback – how do they feel things are going? Do they have any suggestions for improvement? Engaging with your intern will help them feel involved and empowered.

6. Set Boundaries

- Name, discuss, and respect boundaries such as “office hours” and encourage them to work within that time frame.
- If overtime is necessary, discuss what that process will look like and whether the intern will need to flex time later.

Video Communication Platforms

- **WebEx** - provides users with audio, video, presentation and screen share capabilities. This service includes whiteboard and annotation tools as well as both audio and video recording. In addition, WebEx has downloadable apps for a variety of different mobile devices.
- **Skype** - a web-based phone service. Calls can be made between Skype accounts for free. When using the Skype-to-Skype feature, users can enable video and chat, share files or screen share. In addition, Skype provides a group video call service for when more than two people need to be involved in a conversation.
- **Google+ Hangouts** - allows you to video chat right from your Google+ account. Like Gmail Chat, users must have the correct **plug-ins** installed.
- **Zoom** - a communication tool with a variety of capabilities including web, video, audio, and chat conferencing.

File Sharing Tools

- **DropBox** – a free online storage space for documents, images, and videos. Multiple users can be invited to access information through the share feature or links to specific files can be sent to team members.
- **Google Drive** - a free file sharing service (up to 5 GB) that features an online productivity suite including Google Docs (Word), Google Sheets (Excel), and Google Slides (PowerPoint).

Top Ten Insights of Interns

1. **Projects!**

Interns want to work and learn. Give them projects related to their professional goals to help foster their development.

2. **Do what you say, and say what you do.**

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time stuffing envelopes, then negative feelings may develop.

3. **We like feedback.**

Remember that interns are students, and they may not have the business skills, experiences, and workplace behaviors that you expect from employees. If your intern makes a mistake, use it as a "teaching moment" and pull them aside and explain how the situation should be handled in the future.

4. **We want to be included, too!**

Is there a staff meeting that your interns can attend? Can they tag along to the next project meeting? Or join a couple of people in the office at lunch? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product they're working on will be of greater quality.

5. **Please explain.**

When you assign work, make sure you give a detailed explanation. While the work may seem obvious to you, it may not be obvious to someone who has never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce quality work independently.

6. **We want a mentor.**

Make sure that interns have mentors/supervisors to provide guidance. Identify employees who truly like to teach and train, and the experience will be even better.

7. **A minute of your time please.**

The best mentor in the world is useless if they cannot or will not spend the necessary time mentoring. As newcomers, interns may not speak up if they are feeling ignored, so the burden of making sure they are okay is on the mentor. If the busiest person in the office wants to be the designated mentor, they should schedule regular times to meet with the intern.

8. **Be prepared!**

That day of the internship has arrived and the intern begins their day only to learn that no one knew they were coming, and there is no place for them to work. Avoid this by letting others know that the intern is coming and communicate where the intern will be working.

9. **We need a place to work.**

Depending on the needs of your organization, your intern will need a desk, chair, phone, and computer to perform assigned tasks. It's no fun, and not efficient, to simply move an intern from desk to desk as employees are out one day to the next. Make sure interns have their own space to work from!

10. **We prefer to be paid.**

While each internship is different, and each industry has different resources, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. If your organization cannot provide an hourly wage or stipend, you could consider helping pay for parking, taking them to lunch every so often, or developing some other creative way to assist them.

Principals for Professional Practice

[NACE's Principles for Ethical Professional Practice](#) are designed to provide everyone involved in the career development and employment process with two basic principles on which to base their efforts: maintain a recruitment process that is fair and equitable, and support informed, responsible decision making by candidates. The environment in which we all work is subject to continuous and rapid change, with advances in technology, increased competition, diversifying populations, and differences among generations. Therefore, the Principles are intended to serve as an enduring framework within which those involved in the career development and employment processes operate and as a foundation upon which professionalism and ethical behavior are promoted.

1. Practice reasonable, responsible, and transparent behavior ...

- ... that consciously avoids harmful actions by embodying high ethical standards.
- ... by clearly articulating and widely disseminating your organization's policies and guidelines.
- ... that guarantees equitable services for all constituencies.
- ... that is commensurate with professional association standards and principles.
- ... when resolving differences and addressing concerns.
- ... by nurturing sustainable relationships that are respectful and transcend transactions.

2. Act without bias ...

- ... when advising, servicing, interviewing, or making employment decisions.
- ... when defining what constitutes employment.

3. Ensure equitable access ...

- ... without stipulation or exception relative to contributions of financial support, gifts, affiliation, or in-kind services.
- ... in the provision of services and opportunities without discriminating on the basis of race, gender, gender identity, ethnicity, sexual orientation, religion, national origin, disability, age, or economic status.
- ... by proactively addressing inclusivity and diversity.

4. Comply with laws ...

- ... associated with local, state, and federal entities, including but not limited to EEO compliance, immigration, and affirmative action.
- ... in a timely and appropriate way if complaints of non-compliance occur.
- ... and respond to complaints of non-compliance in a timely and prudent manner.

5. Protect confidentiality of ...

- ... all personal information related to candidates and their interviews, and their engagement with services, programs, and resources.
- ... student information related to professional plans.

Approved by the NACE Board of Directors. Posted June 2017. Effective August 1, 2017.

Promoting Diversity, Equity, & Inclusion

Building a diverse, equitable, and inclusive workforce is an essential aspect of the modern workplace. The benefits of diversity are many, including greater innovation, creativity, and better business strategies. It is also a great way to differentiate your organization, allowing you to boost your customer/client base and build up your reputation in a positive way. Race, sex, and ethnicity are excellent diversity initiatives but gender identity, age, disability, and sexual orientation are also factors to consider when creating a truly diverse workplace. But just because your workplace is diverse, does not mean that it is equitable or inclusive. While diversity often focuses on the differences, equity is the deliberate act of providing equal access to opportunities while ensuring everyone receives fair treatment, and inclusion is the deliberate act of welcoming and celebrating the diverse identities in the workplace. Equity and inclusion mean creating an environment where all people can succeed and thrive.

Diversity is what you might HAVE, but equity and inclusion are what you DO.

Lay the Groundwork for Diversity, Equity, and Inclusion within the Internship Program

Take the initiative and prepare to remove physical, technological, and attitudinal barriers to hiring a diverse population of interns.

Examples of physical/technological barriers:

- Fire alarms and emergency exit plans should be assessed as to the ease of which they are able to be executed by individuals of various disabilities.
- Entrances/exits, hallways, work spaces, desks, and restrooms should be universally accessible.
- Operating systems, telecommunication products, etc. should be conducive to the productivity of all.

Reframing attitudes should also be undertaken to promote greater inclusivity. Negative attitudinal barriers impede meaningful communication, productivity, and contribute to a harmful workplace culture. Negative attitudes could be towards individuals:

- of color
- of different national origin
- beyond the gender binary
- with disabilities
- identifying as LGBTQ+
- of non-traditional collegiate age

Person-first Language in the Workplace

Language has much to do with influencing attitudes. For instance, Person-first language should be used when working with individuals with disabilities. Person-first language emphasizes that individuals are “people first”, rather than defined by their disability. Be considerate when choosing your words. Here are a few guidelines:

- Do not refer to a person as “bound to” or “confined to” a wheelchair. Say instead that they are a “person who uses a wheelchair”
- Avoid euphemisms such as: physically challenged, inconvenienced, or differently abled.
- Avoid negative words that imply tragedy such as: afflicted with, suffers from, victim, or unfortunate. Say instead “person who has (or has been diagnosed with) ...
- Do not say “the handicapped” or “the disabled” but instead “people with disabilities”

Using the principle of person-first language is an important factor in a larger effort to change perceptions in the workplace and thereby promote inclusion.

Pronouns in the Workplace

An increasing number of employees in the workplace have gender identities or expressions that may be different from what many think of when discussing gender. Some transgender people identify on a binary scale – as either male or female – some do not and may refer to themselves as “genderqueer,” “gender fluid,” “non-binary” or other terms. These gender expansive identities do not self-identify, or do not solely self-identify, as male or female. These employees may opt to use gender expansive pronouns such as “they, them, theirs” instead of the gendered “he, him, his”/ “she, her, hers.” Gendered honorifics such as, “Ms.” or “Mr.” may change to the more neutral, “Mx.”

The way in which people refer to us through our name and pronouns is incredibly personal, and using a person’s chosen name and desired pronouns is a form of mutual respect and courtesy. Everyone deserves to have their self-ascribed name and pronouns respected. In the workplace, the experience of being mis-gendered can be hurtful, angering, and/or distracting. It can be embarrassing for both parties, creating tension and leading to communication breakdowns across teams and with customers.

Look for opportunities in the workplace to ask for and offer pronouns. Best practices may vary depending on the nature of the business, but here are some examples of opportunities to ask for or offer pronouns:

- **Interview process:** Create a place to declare preferred name and pronouns. Many Applicant Tracking Systems (ATS) are driven by legal name. Creating an opportunity to disclose preferred names is a recommended best practice not only for transgender people, but for anyone who uses a preferred (or “nick”) name.
- **Onboarding process:** Create an opportunity during this time to declare preferred name and pronouns on any paperwork the employee is filling out, if it is not possible to do so during the interviewing process.
- **Corporate social networks or platforms, digital directories:** Allow employees to self-ID preferred name and pronouns as a part of their profile.
- Include personal pronouns in email signature lines.
- Make offering personal pronouns part of the introduction process at the start of meetings or events. Example: “We’re going to go around the room to introduce ourselves. Please say your name, the department you work in and, if you want, your personal pronouns. My name is John Smith. I work in Quality Control. My pronouns are they, them, theirs.”
- Role model using preferred pronouns when introducing people to their new workgroup:
 - Ex: “Everyone I am pleased to introduce John Smith who is transferring over from Quality Control. **They** will be the lead person on the new product development project.”

Diversity, Equity & Inclusion training sessions are another excellent tool to begin encouraging discussions and attending to any issues that may arise.

Microaggressions in the Workplace

Microaggressions are “indirect...expressions of racism, sexism, ageism, or ableism.” Racial microaggressions are specifically defined as “brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults towards people of color.”

The intentions of the person who made the microaggression should not be the focus. Simply because a person did not intend to cause offense, does not erase the negative impact of their words. When microaggressions occur, it can create tension and lead to communication breakdowns across teams and with customers.

If an intern comes forward about experiencing microaggressions, do not put them in the position of having to provide education on what microaggressions are. Teaching others about daily lived experiences can be exhausting, especially when trying to explain to those who might question you or to someone who you directly report to.

Part of being an ally in the workplace is speaking up when you witness a microaggression and being supportive when someone shares with you that they have experienced a microaggression. If you do not belong to a marginalized group, it may be difficult for you to spot a microaggression. Take a look at the table below for examples of microaggressions and the messages they send.

It can be constructive to educate your team on how microaggressions harm individuals and teams. Offering Diversity, Equity & Inclusion training sessions to begin encouraging discussions is an excellent way to begin that learning and to help get in front of any issues before they arise.

Recognizing Microaggressions and the Messages They Send

The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical. Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born.	<ul style="list-style-type: none">• <i>“Where are you from or where were you born?”</i>• <i>“You speak English very well.”</i>• <i>“What are you? You're so interesting looking!”</i>• A person asking an Asian American or Latino American to teach them words in their native language.• Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender.	<ul style="list-style-type: none">• <i>“You are a credit to your race.”</i>• <i>“Wow! How did you become so good in math?”</i>• To an Asian person, <i>“You must be good in math, can you help me with this problem?”</i>• To a woman of color: <i>“I would have never guessed that you were a scientist.”</i>	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>

<p>Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.</p>	<ul style="list-style-type: none"> • <i>“When I look at you, I don’t see color.”</i> • <i>“There is only one race, the human race.”</i> • <i>“America is a melting pot.”</i> • <i>“I don’t believe in race.”</i> • Denying the experiences of students by questioning the credibility /validity of their stories. 	<p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color’s racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p>
<p>Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.</p>	<ul style="list-style-type: none"> • A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. • A store owner following a customer of color around the store. • Someone crosses to the other side of the street to avoid a person of color. • While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	<p>You are a criminal.</p> <p>You are going to steal/you are poor; you do not belong.</p> <p>You are dangerous.</p>
<p>Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.</p>	<ul style="list-style-type: none"> • <i>“I’m not racist. I have several Black friends.”</i> • <i>“As a woman, I know what you go through as a racial minority.”</i> • To a person of color: <i>“Are you sure you were being followed in the store? I can’t believe it.”</i> 	<p>I could never be racist because I have friends of color.</p> <p>Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>
<p>Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.</p>	<ul style="list-style-type: none"> • <i>“I believe the most qualified person should get the job.”</i> • <i>“Of course he’ll get tenure, even though he hasn’t published much—he’s Black!”</i> • <i>“Men and women have equal opportunities for achievement.”</i> • <i>“Gender plays no part in who we hire.”</i> • <i>“America is the land of opportunity.”</i> • <i>“Everyone can succeed in this society, if they work hard enough.”</i> • <i>“Affirmative action is racist.”</i> 	<p>People of color are given extra unfair benefits because of their race.</p> <p>The playing field is even so if women cannot make it, the problem is with them.</p> <p>People of color are lazy and/or incompetent and need to work harder.</p>

Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010.

Legal Issues of Note

Workers' and Unemployment Compensation: Workers compensation boards have found that interns contribute enough to an organization to be considered employees. Be sure to follow guidelines regarding covering interns under your workers' compensation policy. Generally, student interns are not eligible for unemployment compensation at the end of the internship.

Harassment: If an intern experiences harassment at your organization and it goes unaddressed, your organization can find itself at risk of lawsuits. Advise your interns on appropriate workplace behavior, the organization's harassment policy, and the procedure for issuing a complaint.

Paying Interns: Be sure to follow the [Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act](#) for determining the payment structure of your internship program.

Frequently Asked Questions

What level of compensation is typical for an internship?

According to the National Association of Colleges and Employers, the average hourly wage for a Bachelor's level intern is \$16.54 – \$20.30. Resources vary, so keep in mind what yours can reasonably accommodate. Edgewood College has opportunities to pay students a stipend for participating in an unpaid internship with eligible organizations through the Inclusive Internship Project. Contact [Richelle Kasten](#), Inclusive Internship Project Coordinator for details.

When do internships typically begin? How long do they last?

Internships usually follow the start and end dates of the academic semester. They can take place during summer breaks (typically May - August), during the fall (September - December) or the spring (January - April).

When should I start looking for an intern if I want them to start work in the summer?

Typically, internship descriptions are posted at least two-months prior to the proposed start date to allow for a one-month window for candidates to submit applications, although recruitment may start as early as the fall prior to a summer experience.

Is my organization responsible for providing insurance or benefits to the intern?

No, normally only full-time employees are eligible for benefits provided by the organization. Interns are considered short-term employees and are therefore typically ineligible.

Are there rules for terminating interns the same way as there are for full or part-time employees?

In most cases, interns are treated as employees and therefore the same laws apply. It is advised that you consult with your Human Resources department and/or seek legal counsel for further information and specific Department of Labor requirements.

I would like to extend the internship. Is this possible?

You may continue an internship and/or extend an offer for future full-time employment at your discretion once the internship has been completed, provide learning outcomes are progressive and/or developmental and not a duplication of previous goals.

Can full-time employment be offered after the internship program has been completed?

Of course! If your organization and the intern come to an agreement about full-time employment, that's the ultimate win!