



EMPLOYER PARTNER RESOURCE MANUAL



Preparing people to lead extraordinary lives

The Center for Experiential Learning

Learn. Serve. Experience. *Transform.*

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THE MISSION OF
LOYOLA UNIVERSITY
CHICAGO

We are Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.

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Dear Loyola University Employer Partner:

Welcome to the Center for Experiential Learning (CEL) and the Academic Internship Program at Loyola University Chicago!

We are so pleased to partner with you through our Academic Internship Program. Internships for credit are valuable educational experiences that may enhance a student's academic program, provide significant experience in a professional field, and contribute to your organization's recruitment efforts by training a future employee.

This resource manual will provide you with an overview of Experiential Education at Loyola, tips and guidelines for optimizing the internship experience, and sample documents that you will encounter as you work with Loyola students and faculty. We suggest that you review it carefully so that you are fully aware of the components of this program. Of course, please feel free to contact us throughout this process if you have any questions, concerns, or new ideas!

We look forward to collaborating with you in this educational process and connecting Loyola University Chicago students to internship experiences at your organization.

Sincerely,



Patrick M. Green, Ed.D.
Director, Center for Experiential Learning
(773) 508-3945
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Our Mission

The Center for Experiential Learning serves students, faculty, staff and community partners of Loyola University Chicago as a resource for experiential learning opportunities and partnerships. We offer information, resources and support for the development of academic internship opportunities, service-learning courses and undergraduate research experiences. In collaborating with the community, we align our work with the university mission and vision, seeking "to expand knowledge in the service of humanity," and learning through extraordinary experiences and critical reflection on those experiences.



Learning *beyond* the walls of the classroom...

There are many opportunities for Loyola students to engage in experiential learning locally, nationally and internationally, through community service, service-learning, internships, community-based Federal Work-Study employment, and field experiences associated with Loyola's undergraduate and graduate schools.

The CEL provides the following opportunities to Loyola students.

ACADEMIC INTERNSHIPS: As interns, individual students engage in a long term commitment of at least **one semester** (3+ months) with intensive work responsibilities in an internship position (usually **10-15 hours/week**) to gain professional experience. Internships may be **paid or unpaid**. *Academic* interns are also enrolled in an academic course at Loyola which requires them to reflect on their community-based experiences through readings and assignments. Students receive academic credit for their internships, depending on program requirements, faculty/department approval, and position availability.

- Louise Deske, Academic Internship Coordinator
ldeske@LUC.edu, 773-508-3952

SERVICE-LEARNING: Each semester, students have the opportunity to enroll in one of more than 25 **service-learning courses** at Loyola. These courses generally require students to do **20+ hours of unpaid service** in the community at organizations whose mission relates to the class' academic topic. This allows students to enhance their understanding of academic material through community-based experiences while meeting real community needs.

- Chris Skrable, Service-Learning Coordinator
cskrabl@LUC.edu, 773-508-2380

COMMUNITY-BASED FEDERAL WORK-STUDY: Through its Community-Based **Federal Work-Study (FWS)** program, Loyola establishes relationships with community service organizations. These employ Loyola students for **10+ hours/week** at a salary of **\$8-10/hour, 75% of which is reimbursed** to the organization from the students' FWS financial aid awards. Students gain valuable experience in and give valuable service to the community sites while earning money for their education.

- Joanna Buchmeyer, FWS Community Partner Coordinator
jbuchmeyer@LUC.edu, 773-508-6090

UNDERGRADUATE RESEARCH: The Loyola Undergraduate Research Opportunities Program (LUROP) promotes one-on-one research collaboration between undergraduate students and faculty researchers. Numerous students have also presented their research with faculty mentors at national or international academic conferences.

- Dr. Patrick Green, CEL Director
pgreen@LUC.edu, 773-508-3945

Why Employ *Student Interns*?

One of the first questions that a potential employer may ask when considering whether to hire Loyola students as interns is, “**What are the benefits?**” Internships are a great way to bring in talented students to contribute to the organization. Interns provide additional support and increase an organization’s workforce, helping to accomplish the goals and mission of the organization. At the same time, they allow experienced professionals to share their skills and cultivate the next generation of leaders in their field.

Employers benefit from internships because they provide:

- **Enthusiastic, innovative, and dedicated workers** who bring with them a fresh perspective and new ideas
- Access to students with **skills and/or knowledge**
- An opportunity for current employees to develop their **supervisory skills**
- The **personal satisfaction** of helping students progress in their personal and career development

Students benefit from internships because they provide opportunities to:

- Apply what they’ve learned in the classroom to a **real work experience**
- Find out how to **prepare for a career** in a certain field
- Determine an **appropriate career path**
- Build a strong **resume**
- Develop a **network** of professional contacts for future opportunities and references
- Learn which **workplace skills** they need to develop
- Find out **what to expect** when making the transition to a full-time job



LOYOLA FAST FACTS (2008)

15,670 students—9,729 undergrad

71 undergrad majors/71 minors

85 M.A., 31 Ph.D. degree programs

Pre-law, pre-engineering, and pre-health programs

91% of students receive financial assistance

Student/faculty ratio 13:1

Four campuses:

LAKE SHORE CAMPUS

1032 W. Sheridan Road
Chicago, IL 60660

WATER TOWER CAMPUS

820 N. Michigan Ave.
Chicago, IL 60611

MEDICAL CENTER CAMPUS

2160 S. First Ave.
Maywood, IL 60153

JOHN FELICE ROME CENTER

Rome, Italy



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At a glance...

10-15 hours/week

Student works for the entire semester (3+ months) or summer

100-150 hours total work

Paid or unpaid

Student has a clearly defined role at the organization

Organization provides a mentor/supervisor for the intern

Mentor/supervisor provides ongoing feedback to the intern

FOCUS: pre-professional development and academic mastery in subject area

Academic Internships – *an Overview*

Most Loyola undergraduate academic internships require students to work approximately **10-15 hours/week**, for a total of 100-150 hours/semester. Such internships may be **paid or unpaid**, but their focus is on **student learning**, with the on-site internship supervisor functioning as a co-educator (along with the student's supervising faculty member) to enhance students' "real-world" knowledge of a discipline.

An academic internship should:

- Provide **meaningful work experiences** for the student, directly linked with the student's major or academic program
- Be **professionally and academically rigorous**, resulting in a defined project or product benefiting the organization *and* student learning
- Provide a **job description** with clear responsibilities, establish clear expectations of job performance, dress, and hours/schedule.
- Take into account that the internship experience is only **one of several courses** that the student is likely taking during the semester
- Provide the student with **individualized attention** from a mentor at the organization
- Provide **formal and informal evaluations** throughout the experience and a final assessment from both the student and organization mentor. Feedback is essential to the learning process!

The Academic Internship Coordinator and CEL staff can work with employer partners to develop meaningful, appropriate, and balanced internship experiences for Loyola undergraduates. They also assist organizations with already-developed internship programs to attract qualified candidates from Loyola, both by posting positions on Loyola's online eRecruiting system and by directly referring students to specific opportunities that would match their academic and professional interests.

Determining an Intern's Contribution

In order for an internship to be successful, **both the site supervisor and the intern must commit to working together** to make the most of the opportunity.

▪ *Special Projects*

Most employers have a long "**wish list**" of **special projects** that need to be done but don't have the personnel resources to organize and implement them. Because of the nature of their academic schedules, students often look for internship opportunities of **limited duration** (generally 3+ months), so employers find interns to be an ideal solution to this problem. For example, interns can be assigned to organize **research projects**, plan **special events**, develop special **promotional campaigns**, or design **web pages**. When developing an internship involving special projects: identify goals, timelines, and outcomes so that everyone understands the purpose and expectations involved.

▪ *On-Going Operations*

Certain businesses and organizations routinely experience **peak periods** where additional staff is needed. Others may operate under very **limited budgets** and need additional staff throughout the year. Again, interns may be able to alleviate some of these problems. For example, interns may be assigned to serve as **facilitators** for youth groups, human resource management **support staff**, public relations **assistants**, or marketing **associates**. Do remember, however, that students are looking for internships that provide them with **pre-professional experience** with an opportunity to learn. Therefore, it is probably not a good idea to assign an intern to a position which is strictly clerical. Of course, as with any job, there may be some clerical duties involved in the internship, they should not be the only duties of the intern.

See the Appendix for a worksheet that can assist in the development of a job description for an intern.



Recruiting Interns

Fall Semester: To have an intern start in September, it is best to advertise position availability in April or May, and to continue posting until classes begin in late August.

Spring Semester: To have an intern start in January, it is best to advertise the position in October or November and continue to post at least until the beginning of January.

Summer: To hire an intern for the summer, begin advertising early in the spring semester for March or April deadlines.

*Loyola University invites employer partners to **advertise internship positions** on its eRecruiting site (see page 8 for instructions).*

*Generally, **screening of applicants** is done by the internship site. We encourage you to interview students to determine if their goals and abilities match the needs of your organization.*

Intern Orientation & Supervision

▪ *Student Orientation*

Providing an orientation and training period for interns serves to maximize the value of the internship experience, both for the student and for the organization. The most important part of the orientation is to develop an understanding of the objectives of the internship and the setting in which these objectives are to take place. It also is important to establish with the student a schedule that includes time for consultation and deadlines for completing specific on-site objectives. The schedule may be revised from time to time, but no project should begin without a preliminary schedule.

The following are additional suggestions for orienting the intern:

Give the intern a tour of the office and introduce him or her to the people with whom he or she will be working. Share with these people the intern's role, assignments and schedule. If possible, share with the intern the job responsibilities of co-workers.

Explain the goals, functions, services and procedures of the agency or department and its relationship to the larger organization or profession. Go over an organizational chart if one is available.

Introduce the student to brochures, manuals, reports, and journals pertinent to the organization, professional field, or on-site intern assignments.

Clarify what is expected of the student with respect to deadlines, dress, quality of work, degree of independence, and confidentiality of certain information.

Discuss the specific projects or tasks on which the intern will work. Explain how these projects fit into the larger goals of the organization.

Determine the intern's work schedule. Make the necessary physical arrangements for work space.

▪ *Supervision of the Intern*

Ongoing supervision of the student intern is critical to the success of the internship! Students should be reminded that what they are doing is of importance and is to be measured on the basis of usefulness and quality as well as in terms of personal growth.

The following are additional suggestions for supervision:

Schedule a regular meeting time (preferably weekly) with the intern to go over questions, give assignments, evaluate work, and to look at how the internship might be improved.

Give the intern an opportunity to attend staff, committee, public or legislative meetings, when possible.

Explain to the intern how you make decisions, develop alternative solutions and arrive at your conclusions.

Identify the key individuals to whom the intern can turn for assistance with specific questions or tasks.

Evaluate the intern's performance with a mid-semester review and end-of-semester evaluation.

Internship Job Description Worksheet

At Loyola University Chicago, we recommend that internships engage students on their job sites for about 10 hours per week over the course of a typical (3.5 month) semester for a minimum of 100 hours on the job. In an academic internship, the students' placement functions as a primary "textbook" for their academic reflection, a place where they can observe real world examples of concepts previously studied only in the classroom and encounter new information to help them think critically about the material they have learned. In the context of the community organization where students are interning, their efforts provide additional staff support of ongoing programs or initiate, design, and execute new projects in response to agency-defined needs.

For each intern position, indicate the following (example below):

Job title:

Role of intern(s):

Special skills required/desired:

Students in this position will learn about:

Location where student will be working:

Days/hours available for student interns to work:

Number of positions available:

Position is (circle one): PAID UNPAID

Students can apply for this position by:

Any special requirements for applicants (e.g. special training, group orientation, criminal background check, TB test):

Direct supervisor:

- Phone:
- Email:

For more information about this position, students should contact:

- Phone:
- Email:

Academic Internship Learning Agreement

(Student is responsible for filling out and retrieving signatures. Once your final version is complete, make 3 copies. Retain 1 copy and provide copies to your faculty and site supervisor. Submit the original signed agreement to the Academic Internship Coordinator within the first 2 weeks of the start of the internship.)

Name: _____ Phone: _____ E-mail: _____

Starting Date: _____ Ending Date: _____ Hours per Week: _____

On-site Schedule (Day/s, Time/s): _____

LEARNING OBJECTIVES (see the course objectives in your syllabus; discuss with site supervisor also)
 What do you hope to learn about the organization, social issues, and/or your professional field as related to your course?

1. _____

2. _____

3. _____

Student Agreement: In my internship commitment to the organization named below, I agree to:

- a) Attend an orientation or training, and serve my scheduled hours, as agreed upon with my site supervisor
- b) Contact my site if I am unable to make my normal scheduled hours
- c) Act in a professional manner, serving as a member of Loyola University Chicago and the community
- d) Complete all required paperwork and assignments related to this academic internship
- e) Notify my site supervisor if there are any problems I am having at my site
- f) Keep track of my hours and complete the required number of on-site hours for the course (100+ hours)

Student Signature _____
Date

Site (organization/agency): _____

Site supervisor: _____ Title: _____

Phone: _____ E-mail: _____

Fax: _____ Best time to contact: _____

Job Description: (see attached)

Site Supervisor Agreement: As a community partner of Loyola University Chicago, I agree to:

- a) Work directly with the student and make explicit arrangements with the student concerning the expectations, hours, duties and overall goals
- b) Provide a good learning environment for the student presenting opportunities to contribute to the success of the organization
- c) Communicate periodically with the student about his or her performance
- d) Keep in contact with Loyola staff / faculty member and provide feedback on student performance
- e) Complete an evaluation of the student's performance and review with the student

Site Supervisor Signature _____
Date

Course: _____ Faculty Advisor/Instructor: _____

Faculty Agreement: As the faculty advisor/instructor for the course, I agree to:

- a) Provide guidance to help the student relate work experience to the student's major or academic program
- b) Provide reflection opportunities and assignments to allow the student critical reflection on community issues
- c) Communicate with the student regarding work on an on-going basis
- d) Keep in contact with Center for Experiential Learning staff to discuss any problems or issues

Faculty Signature _____
Date

Academic Internship Supervisor Evaluation

(Student/Intern Name)

(Student's Major)

(Internship Site)

(Supervisor's Title)

(Supervisor's Name)

Internship Period: FALL SPRING SUMMER

Year: 20

PURPOSE: This evaluation will assist in determining the student's grade. Your assessment of the student's learning experience, the attainment of goals, and the professional development achieved over the internship period is valued.

PROCEDURE: Please write in the appropriate number 1 through 5 corresponding to the student's performance in each of these areas:

1 = Unacceptable 2 = Below Average 3 = Average 4 = Above Average 5 =
 E x c e l l e n t

Basic Work Expectations

Arrives on time consistently. Informs supervisor and makes arrangements for absences. Reliably completes requested or assigned tasks on time. Completes required hours or days on site. Adheres to site norms about appearance, attire, conduct, language, etc.

Comments:

Basic Work
Expectations

Knowledge, Skills and Learning

Able to apply previously learned knowledge and skills to tasks at the site. Understands the goals and functions of the site. Receptive to learning when new information is offered. Actively seeks new information from staff or supervisor. Demonstrates an ability to learn, apply and understand new information. Understands concepts, theories and information.

Comments:

Knowledge,
Skills, Learning

Ethical Awareness and Conduct

Knowledgeable of ethical guidelines. Demonstrates awareness and sensitivity to ethical issues. Personal conduct is consistent with ethical standards. Consults with others about ethical issues if necessary.

Comments:

Ethical
Awareness &
Conduct

Interpersonal Relations

Appears comfortable interacting with clients/customers/staff. Initiates interactions and builds rapport. Communicates effectively and is sensitive and responsive to others' needs. Effectively conveys information and expresses own opinions.

Comments:

Interpersonal
Relations

Response to Supervision

Performs independently without excessive supervision. Actively seeks supervision when necessary. Receptive to feedback and implements suggestions from supervisor. Aware of and willing to further explore personal strengths and weaknesses.

Comments:

Response to Supervision

Work Productivity

Completes required work according to established expectations and schedule. Written and/or verbal reports are accurate, factual, and presented in a professional manner.

Comments:

Work Productivity

OVERALL

OVERALL

Would you recommend this intern for employment following this internship? YES NO

Comments:

Would you provide an internship opportunity to another Loyola University Chicago student?

YES NO MAYBE

ANY OTHER COMMENTS OR SUGGESTIONS:

Authorized By:

Date:

Thank you for your time and effort in supervising this intern and in completing this form.

Academic Calendar (2009-2010)

Updated 07/09/09

August 24	Monday	Fall Semester 2009 begins
September 2	Wednesday	Community Service and Job Opportunities Fair 1-4 PM, Gentile Center
September 7	Monday	Labor Day: No classes
September 8	Tuesday	Classes resume after Labor Day weekend
October 5-6	Monday & Tuesday	Fall Break: No classes
October 7	Wednesday	Classes resume after Fall Break
November 25-27	Wednesday-Friday	Thanksgiving Break: No classes
November 30	Monday	Classes resume after Thanksgiving Break
December 5	Saturday	Fall Semester classes end
December 7-15		Final Examinations
December 9	Wednesday	Undergraduate Study Day: No classes or examinations
January 18	Monday	Martin Luther King, Jr., Holiday: No classes
January 19	Tuesday	Spring Semester 2010 begins
March 8-12	Monday-Friday	Spring Break: No classes
March 15	Monday	Classes resume after Spring Break
April 1-5	Thursday-Monday	Easter Holiday: No classes Thursday evening through Monday afternoon. Offices closed Good Friday, April 2
May 1	Saturday	Spring Semester classes end
May 3-11		Final examinations
May 5	Wednesday	Undergraduate Study Day: No classes or examinations
May 13-15	Thursday-Saturday	Graduation Weekend