

YOU can be great here.



2022 Guide
for Employers and HR Professionals

 **dubuequeworks**
a workforce initiative

Funded by the City of Dubuque, Q Casino/Dubuque Racing Association, and the Dubuque County Board of Supervisors.



This guide was prepared by Greater Dubuque Development Corporation and provided on behalf of the Dubuque Works partners:

City of Dubuque
Clarke University
Community Foundation of Greater Dubuque
Department of Human Services
Dubuque Area Chamber of Commerce
Dubuque Area Labor Management Council
Dubuque Community School District
Dubuque Dream Center
East Central Intergovernmental Association
Emmaus Bible College
Fountain of Youth
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Hawkeye Area Community Action Program
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IowaWorks of Northeast Iowa
Loras College
Multicultural Family Center
Northeast Iowa Community College
Telegraph Herald
Travel Dubuque
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University of Dubuque
University of Wisconsin – Platteville
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Dubuque Works is funded by the City of Dubuque, Q Casino/Dubuque Racing Association, and the Dubuque County Board of Supervisors.



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Note: Information provided in this guide is intended to be an overview. Information is subject to change. For the most current and accurate information, please contact sources directly.

For more information, contact **Mandi Dolson**, Director of Workforce Recruitment & Retention, Greater Dubuque Development Corporation at mandid@greaterdubuque.org.

Connecting with Student Talent

YOU can be great here.

As we continue to find our rhythm in a post-pandemic world, we have sharpened our focus on creating innovative ways of engaging, recruiting, and creating workforce. This guide is a tool for employers to prioritize connections with colleges and high schools and effectively engage with students as they prepare to launch their career.

More than 27,000 students from all over the globe attend college in the Greater Dubuque region, and we want each of them to know that they can be great here—their career, life, accomplishments can all be great here.

While they are here engaging in our community, it is so important that we not only share this message, but demonstrate its truth. For employers, this includes being visible on campuses, supporting classroom learning, hosting internships and part-time opportunities, and providing competitive job offers before students leave our community. It also means building more equitable, diverse, and inclusive workplaces.

A survey of more than 400 area college students conducted in 2019 tells us that while 67 percent of students believe the Greater Dubuque region has job opportunities for them, many of them (59 percent) are still unsure what they will do after graduation. **Sixty-eight percent of these unsure students say that a job offer would persuade them to stay.** This shows that we still have work to do in communicating the value of a career in the Greater Dubuque area to our college students.

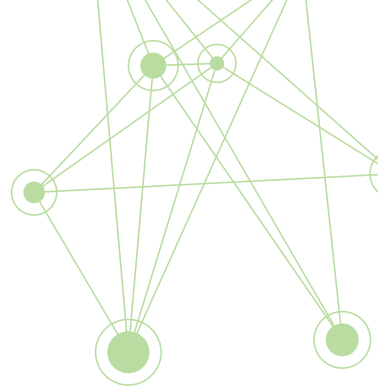
Use this guide as a tool to strengthen local college and high school relationships, build new recruitment practices, and ensure every student hears our message: **YOU can be great here.**



Mandi Dolson

Director of Workforce Recruitment & Retention

Greater Dubuque Development Corporation, a Dubuque Works Partner



68%

of regional college students who are unsure if they will remain in the Greater Dubuque area say they would most likely be persuaded by a job offer.



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Greater Dubuque Development Resources to Recruit, Retain, and Create Talent

AccessDubuqueJobs.com

AccessDubuqueJobs.com is the primary location to promote job and internship opportunities in the Greater Dubuque region to college students. Even better, Greater Dubuque Development aggressively markets the site in and outside of the region to reach individuals who want to live and work in the Greater Dubuque area.

As a collaborative partnership between Greater Dubuque Development, TH Media, and more than 190 employers, AccessDubuqueJobs.com is not just a website, it's a community-wide initiative to attract a talented workforce. As such, events and resources are completely free for AccessDubuqueJobs.com investors.



Lightcast Data Analytics Tools

Not sure if you're paying enough to land that college recruit? Greater Dubuque Development provides customized career and wage reports for area employers, including demographic and educational information through the Lightcast suite of data analytics tools. New in 2019, Lightcast Profile Analytics allows Greater Dubuque Development's Workforce Solutions team to provide managers and HR with prospect lists generated from a database of over 110 million aggregated professional online profiles and resumes to ensure you are reaching out to the best candidates!

Work That Works

Work That Works is an innovative solution to fill the growing workforce needs of area employers and connect students at institutions of higher learning to high-paying jobs that flex to class schedules. Opportunities include industries from retail to warehousing to manufacturing, with some jobs paying up to \$23 per hour.

Not an internship program, Work That Works seeks to connect employers with students looking for employment. This could, however, provide an additional avenue to recruit students into internship programs once they have determined their academic focus.

Events to Connect with Talent

- **AccessDubuqueJobs.com College Career and Professional Development Fair**

An annual career fair held in partnership with local colleges and universities in the Greater Dubuque area. In a twist on traditional college fairs, it also includes a networking session and professional development component for area college students and employers to maximize their experience.

- **Talent Dubuque: An Intern Engagement Program**

Open to summer interns of AccessDubuqueJobs.com investors and area college students, Talent Dubuque provides a series of events to connect to the community, local leaders, and each other, while experiencing the culture that makes the Greater Dubuque area unique.

- **Summer College Career Services Visit**

Career services professionals from more than 30 regional colleges and universities are invited to attend this annual event to network with employers, learn about the community, and discover how they can place students in internships and jobs locally. Employers can register to participate in networking events to build relationships with regional college staff right here in Dubuque.

"Our class of 2022 interns enjoyed the Talent Dubuque Intern Engagement Program. They benefited from each luncheon and returned to the office with insightful information from the program. Their favorite event was the outing at Four Mounds; not only did they bond with other interns in the area, but they further developed their relationships with our internal class of students. This was proven within their teamwork in the workplace. All the interns developed personally and professionally, and we look forward to our class of 2023 interns participating in this program!"

Lauren Minert
HR Manager
Kunkel & Associates, Inc.

Building an Internship Program

An effective, well-managed internship is the single best tool for attracting college talent and effectively reduces turnover by providing the opportunity to make more carefully considered hiring decisions based on experience.

See page 27 for examples of internship job descriptions.

6.1 out of 7
How HR professionals interviewed by Greater Dubuque Development ranked the quality of their student interns.

Ensure Organization Readiness

The internship program should be clearly communicated to all levels of staff, especially those who working with interns. Support from top administration is critical.

- Determine company's needs and resources for interns
- Determine company's goals for the internship and how it will provide a growth opportunity for the interns
- Determine compensation of interns' efforts
- Determine duration and best time of year to host interns
- Determine physical space and technology needs/equipment for interns
- Designate supervisorial and evaluation responsibilities for the internship program

Create a Job Description

The company should write a job description that is clear and easy for candidates to understand. Interns should be able to articulate the duties and responsibilities in advance. An effective job description includes the following:

- A brief organizational description
- Skills and qualifications required or preferred
- Duties and responsibilities, as well as information about potential projects
- Skills to be developed and any other benefits provided
- Less tangible benefits, such as networking opportunities or flexible scheduling
- Hours per week and expected work schedule and start/end dates of the internship
- Details about the application process and deadlines

Recruit Interns

- Post internships at no cost on the [AccessDubuqueJobs.com Internship Portal](https://AccessDubuqueJobs.com). Not an investor of AccessDubuqueJobs.com? Contact **Mandi Dolson**, Director of Workforce Recruitment & Retention, at mandid@greaterdubuque.org to post the internship. Current investors can post through their regular log-in and password.
- Post internships at local colleges; follow instructions provided on each college-specific page of this guide (pgs. 14-25).
- Participate in other recruitment/networking activities detailed on college-specific pages of this guide to connect with potential interns.

Review Application Materials

Hiring an intern should be similar to hiring an employee. Human resources professionals, recruiters, or hiring managers should review all applications to determine applicants who fit the criteria outlined. The following are examples of criteria used to determine if a candidate would be a good fit for an internship: Major/field of study, experience, accomplishments, college GPA, and relevant coursework.

Interview Candidates

Once the candidate pool has been narrowed down, the employer should schedule top candidates for an interview. The interview is a great time to ask questions about the student's courses, work experience, and interest in the field. This is also a good time to inquire about any requirements the students may have if they are registering their internship program for academic credit or to fulfill another requirement. Some commonly asked interview questions are:

- How did you become interested in this field of work?
- Why do you want to participate in this internship? What are you hoping to learn?
- How have your past experiences or classes helped prepare you for this internship?
- Does your internship require you to fulfill certain requirements, such as number of hours, a checklist of experiences, supervisory review, etc.?

Building an Internship Program, cont.

Selecting Interns

After the interviews are complete, it is time to select your interns. Some companies choose to conduct multiple interviews and have the candidates meet with different members of the team, although a single interview is often sufficient. Selecting an intern should be similar to hiring an employee within your company, including an extension of an offer with an acceptable time period for acceptance.

Onboarding Your New Intern

Effective intern onboarding is critical to the success of the intern. The onboarding process helps the intern understand the day-to-day expectations of the internship, ensures the intern receives the proper training, and helps the intern feel more comfortable in their new position. Some elements of a successful intern onboarding experience, include the following:

- Tour the office or worksite, including the intern's workspace and common areas.
- Introduce the intern to other staff members.
- Develop a schedule, as the intern may have to work around classes or another job.
- Inform the intern how and when feedback will be provided during the internship.
- Provide the intern with information concerning pay schedules (if applicable), procedures for calling in sick, and overall expectations for attire and behavior.
- If you have an orientation sheet or employee handbook for new employees, provide it to your interns.
- Teach the intern how to use the necessary office technology.
- Provide a stable workspace (do not expect the intern to move around the office and occupy temporary workspaces). Desk sharing between individuals on alternate days is often an acceptable practice for internships.

Remote Internships

The same as in-person internships, the primary purpose of remote internships is to provide a learning experience. Information for in-person internships above will help you develop the foundation for a remote internship. Other considerations:

- Allow for flexibility
- Set clear expectations for the intern as well as staff
- Prepare the interns at least a month or more prior to onboarding
- Invest time in your training for both interns and managers
- Develop a culture virtually, similar to your culture in the office
- Have set times for check-in meetings with your interns while maintaining regular communication across a designated communication tool
- Create learning objectives or a learning plan with the intern, this can help to keep the intern on track

Monitor Intern Progress

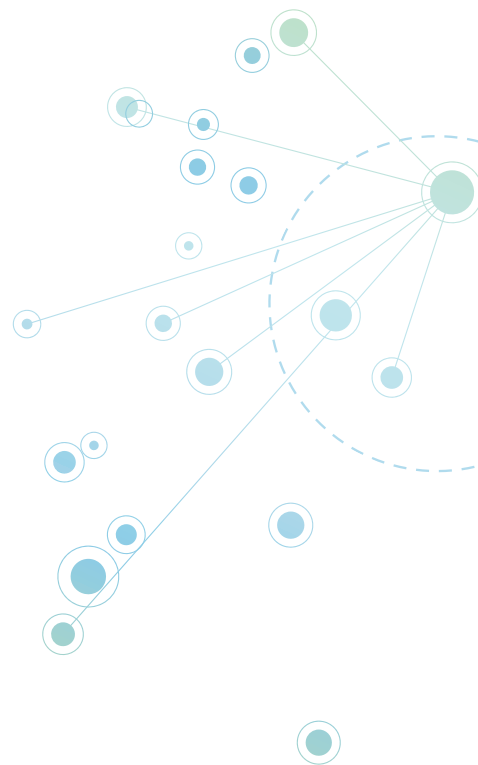
An internship is meant to assist students with career development through real work experience. To help students get the best internship experience, supervisors should consistently provide clear expectations and feedback. The supervisor should schedule a time to meet on regular basis to review projects and provide feedback.

Conduct Exit Interview and Follow-up

At the end of an internship, the employer should conduct an exit interview with the intern. The exit interview will help the employer and supervisor evaluate the effectiveness of the program, recognize best practices for future interns, and complete any final paperwork the intern may need if they are registering their internship with their college for credit.

59%

of regional college students are unsure if they will remain in the Greater Dubuque area after graduation. 63 percent of students of color indicate they are unsure.



Source:

Information for this section was referenced from The University of Iowa, Pomerantz Career Center. (n.d.). Creating an Internship: A Manual for Employers.

Available at <https://careers.uiowa.edu/employers/internships>

Other Types of Student Work Experiences

78%

of HR professionals interviewed by Greater Dubuque Development offer internships.

Employers interested in starting a Student Work Experience program can contact Greater Dubuque Development for help in getting connected to the right partners.

Mandi Dolson
Director of Workforce Recruitment
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Do internships not match your onboarding and recruitment model? There are other ways of building relationships with students beyond traditional internships that are worth exploring.

Cooperative Education or Co-op

Cooperative Education (Co-op) is one form of an experiential learning opportunity. Co-op is also a plan of education that actively combines classroom learning and on-the-job experience by alternating periods of study and work. The work period is spent in full-time employment with private industry or governmental agencies. The work assignment exposes the student to a variety of experiences and is closely related to the student's field of study and career goals. In our region, University of Wisconsin-Platteville offers Co-op programs for certain majors (*pg. 24*).

Field Experience

Fieldwork is typically an unpaid experience in which a student puts theories learned in the classroom to a practical application in the field through a supervised experience. Typically, this is completed through general observation or a research project that requires the student to partner with an employer or many employers to research a specific topic.

Externship

Externships are often used synonymously with job shadowing. Typically this experience is unpaid and lasts for a relatively short time period compared to an internship. Externships are often exploratory in nature for the student. The term externship is also used frequently to describe an experience in instructor or teacher participates in with an employer to gain real-world application for their subject matter.

Apprenticeship

Traditionally offered in the trades, apprenticeships offer a learn while you earn model that combines classroom education with on-the-job training. Apprenticeships are formal programs that are typically registered through the Department of Labor but can also include non-registered apprenticeships that mimic the model. Apprentices are paid and wages increase as the apprentice's experience and skills increase. Apprenticeships in non-trades disciplines are growing in popularity.

Service Learning

Service learning is an unpaid work experience where students volunteer on a regular basis with an organization to deepen their academic learning experience. The service experience is typically brought back to the classroom by the student to enhance the academic experience of the whole class. Service learning may be conducted through a course, a state program such as AmeriCorps, or volunteerism through student organizations. Non-profit entities typically host service learning projects.

Project-based Learning

This work experience typically partners a classroom, group of students, or individual student with a local company to provide hands-on, practical experience in completion of a project. This often involves solving a real-world problem or creating a product. Project-based learning is often co-supervised by the industry advisor (employer) and college faculty. It is a best practice for the industry partner to benefit from the work performed by students and serve as their "client."

Internship Considerations

Unpaid Internships

Unpaid internships are generally allowed under federal law, however, need to meet certain criteria. An internship should serve the intern's own educational benefits. On January 5, 2018, the U.S. Department of Labor (DOL), adopted new standards for determining whether the internship requires payment. There are now seven criteria to consider:

1. Both 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.
2. The internship provides training that would be like an educational environment, including the clinical and other hands-on training opportunities provided by educational institutions.
3. The intern's formal education program can be directly tied to the internship through integrated coursework or the receipt of academic credit.
4. The intern's academic commitments are accommodated by the internship by corresponding to the academic calendar.
5. The length of the internship is limited to the period in which the internship provides the intern with beneficial learning.
6. The intern's work should complement, rather than displace, the work of paid employees while providing significant educational benefits to the intern.
7. Both the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

The biggest change with the new questions is that there's no longer a tangible employer benefit focus. This previously could be an immediate disqualification for an unpaid intern classification since the six criteria determined by the DOL were part of an all-or-nothing test. An employer needed to be able to say "yes" to all six questions, otherwise, the employer was to classify the individual as an employee. The new seven criteria are now considered under a "primary beneficiary test" or balancing test. No single question will disqualify the worker from being classified as an unpaid intern, and the employer can instead consider all answers as a whole. The new test has been adopted by at least 5 federal appellate courts.

In general, it's important to be able to demonstrate that an unpaid intern is learning practical skills from their internship and that the internship does not go on too long, which could appear to take advantage of unpaid status.

It's recommended that this new test be applied to all new and any existing internship programs within an organization on a case-by-case basis. The new primary beneficiary test has not had drastic impact on current paid internship programs making them now eligible for an unpaid classification; however, it's still advised to apply the balancing test as necessary.

Please note that these guidelines apply to "for-profit" private sector internships or training programs. The DOL explains that unpaid internships in the public sector are generally permissible where people volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for nonprofit food banks. There are also exceptions for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic or humanitarian purposes to nonprofit organizations. Unpaid internships for public sector and nonprofit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.



27%

of college students surveyed completed an internship, practicum, or school-related work experience in the Greater Dubuque Area. 16 percent completed one outside of the region.

Internship Considerations



Paid Internships

Even if not required to, an employer may choose to pay an intern and is allowed to do so. However, those interns must be paid minimum wage under the same standards as an employee would be, so would become subject to the FLSA minimum wage and overtime standards. It's important to note that, short-term internships or training periods may qualify for a sub-minimum wage under certain circumstances, which vary by state. Federal law allows a lower youth minimum wage of \$4.25 for employees under 20 years of age, for a limited period of 90 calendar days, after they are first employed. The state of Iowa allows a similar youth minimum wage of \$4.25 per hour, also for employees under the age of 20 during their first 90 consecutive calendar days of employment.

Separately, an Iowa employer is allowed to pay an "initial employment wage" of \$6.35 per hour for the first 90 days. This exception is different from the youth minimum wages and federal "training wage" that allows certain employees to be paid less than minimum wage.

Because different employers are subject to different employer laws – dependent upon number of employees, states in which they operate, annual sales volume, etc., applicable laws should be reviewed prior to making an employment decision.

Generally, when federal and state law conflicts, the law more generous to the employee prevails.

For more information, visit:

State of Iowa: www.iowadivisionoflabor.gov

Federal: www.wagehour.dol.gov

"We have a great sense of pride in our intern program because it provides not only a summer experience for our interns, but it also has a lasting impact as these individuals grow professionally and personally through hands-on experience and training. Our recruiting efforts span across several campuses both locally and throughout the tri-states, and we believe our efforts allow us to identify candidates who not only want to be part of our intern program; they are able to realize the career opportunities that exist and the achievements that are possible by becoming part of our organization long term."

Julie Oeth

Vice President Human Resources
Cottingham & Butler

Hosting an International Student

F-1 Visas

F-1 visas are issued to international students who are attending an academic program at a United States college or university.

F-1 visa students may complete off-campus internships that are connected to their academic major. Curricular Practical Training (CPT), like student employment or Optional Practical Training (OPT), is particular to F-1 visas.

- International students may complete an off campus internship if it is required by their major, or if their major will allow them to receive credit.
- International students seeking internships can be paid for their internship, but CPT has to be applied for; this is essentially some paperwork on the student and university's end, employers do not have any responsibility regarding government or SEVIS paperwork, but do fill out a learning contract for the student.
- Students cannot complete more than 12 months of full-time, cumulative CPT or internship if they wish to complete OPT, which allows students to work one year upon graduation. A student can have more than one internship experience, but in order for OPT to not be affected, their CPT should be less than 12 months over the course of an academic program (4 years).

J-1 Visas

The J-1 visa allows international student to gain work experience in programs that promote culture exchange in the United States. Students on a J-1 visa are required to be sponsored by an accredited education or nonprofit institution.

- The J-1 visa is for students who need training that is not available to them in their home country and that training must be directly related to their academic program.
- Interns on a J-1 visa are not allowed to work in childcare, eldercare, or any position that involves work directly with medical patient care or patient contact
- Interns are not able to work in a position that involves more than 20% clerical work

For more information:

j1visa.state.gov/

studyinthestates.dhs.gov/stem-opt-hub

www.ice.gov/sevis/practical-training

Curricular Practical Training (CPT)

is defined as employment which is an integral part of an established curriculum, including: "alternate work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school."

Optional Practical Training (OPT)

is defined in the Federal Regulations as temporary employment directly related to a student's field of study.

66%

of college students indicated that "personal interest in the job" was one of the top factors influencing their career decision; 35 percent indicated salary was a top factor.



Iowa Student Internship Program

The Iowa Student Internship Program provides grants to small- and medium-sized companies in targeted industries to support internship programs with a goal of transitioning interns to full-time employment in Iowa upon graduation. The goal is to retain educated workers in Iowa.

Anna Lensing

Program Manager

Iowa Economic Development Authority

anna.lensing@iowaeda.org

515-348-6199

- Iowa employers may qualify for financial assistance on a matching basis for a portion of the wages paid to an intern during the designated internship period
- For every two dollars of wages earned by the student, one dollar paid by the employer is matched by one dollar from the Iowa Economic Development Authority (IEDA) and **up to \$3,100 per intern**
- Funds generated through any state source cannot be used as matching funds although federal funding is an eligible match
- A company is eligible for a **maximum of 3 internships per fiscal year** (July 1–June 30)
- Funds can only be used for reimbursement of wages during the designated internship period
- Funds spent prior to receiving an award will not be reimbursed
- Funds cannot be used to cash flow a business

ELIGIBILITY

To be eligible, the internship must be in a targeted industry—bioscience, advanced manufacturing, or information technology.

Employers eligible:

- Must have 500 or fewer employees, with a significant portion employed within the State of Iowa
- Must pay at least twice the minimum hourly wage (minimum \$14.50/hour)
- Must offer the internship(s) to students of Iowa community colleges, private colleges, regents universities or to students who graduated from an Iowa high school and attend a college or university outside of Iowa
- Must employ student(s) that are within one to two years of graduation (undergraduate or graduate student)
- Must offer either summer or semester internship(s)
- Summer internship must last a minimum of 8 weeks (averaging no less than 30 hours per week)
- Semester internship must last a minimum of 14 weeks (averaging no less than 10 hours per week)

Student(s)/intern(s) eligible:

- Must be employed at an Iowa location
- Must participate in a substantive experience in one or more of the following areas: research and development, engineering, process management and production, product experimentation and analysis, product development, market research, business planning or administration
- Must be a student at one of the Iowa community colleges, private colleges, Regent universities or a student who graduated from high school in Iowa but attends an institution of higher learning outside of Iowa
- Must be within 1 to 2 years of graduation (undergraduate or graduate student)
- Students that have recently graduated, and are no longer current students, are **ineligible** for this program

HOW TO APPLY

- Funding is awarded on a first come, first served basis (until funding is depleted).

For Applications and Deadlines:

www.iowaeconomicdevelopment.com/student

Iowa Student Internship Program, cont.

STEM Internship Program

- Maximum award to an employer in any one fiscal year shall not exceed \$50,000
- Funds disbursed on a reimbursement basis with a portion of wages paid to student
- Reimbursement calculated to result in an equal share of the cost being borne by the employer and the Iowa Economic Development Authority (IEDA)
- For every two dollars of wages earned by the student, one dollar paid by the business is matched by one dollar from the IEDA, up to \$5,000 per intern.

ELIGIBILITY

Employer that has or will apply during the same state fiscal year as the Iowa Student Internship Program (targeted industries) under 261 IAC chapter 104 is ineligible.

Employers eligible:

- Must be an Iowa-based business with significant employment presence in Iowa
- Must pay intern at least twice the minimum hourly wage (minimum \$14.50/hour)
- Must offer internship(s) to students of Iowa community colleges, private colleges, regents universities or to students who graduated from an Iowa high school and attend a college or university outside of Iowa
- Must employ student(s) who are within 1 to 2 years of graduation (undergraduate or graduate student)
- Must offer either summer or semester internships
- Summer internship must last a minimum of eight weeks (averaging no less than 30 hours per week)
- Semester internship must last a minimum of 14 weeks (averaging no less than 10 hours per week)

Student(s)/intern(s) eligible:

- Must be within 1 to 2 years of graduation (undergraduate or graduate student)
- Must be employed at an Iowa location
- Must be a student at one of the Iowa community colleges, private colleges, Regent universities or a student who graduated from high school in Iowa but attends an institution of higher learning outside of Iowa
- Must have a declared a major in a STEM field—STEM field includes all majors listed on the ACT-defined STEM majors and occupations by area list
- Must participate in a substantive experience in an area closely related to the student's STEM field
- Students that have recently graduated, and are no longer current students, are **ineligible** for this program

HOW TO APPLY

- Funding is awarded on a first come, first served basis (until funding is depleted)

For More Information and Application:

www.iowaeconomicdevelopment.com/stem

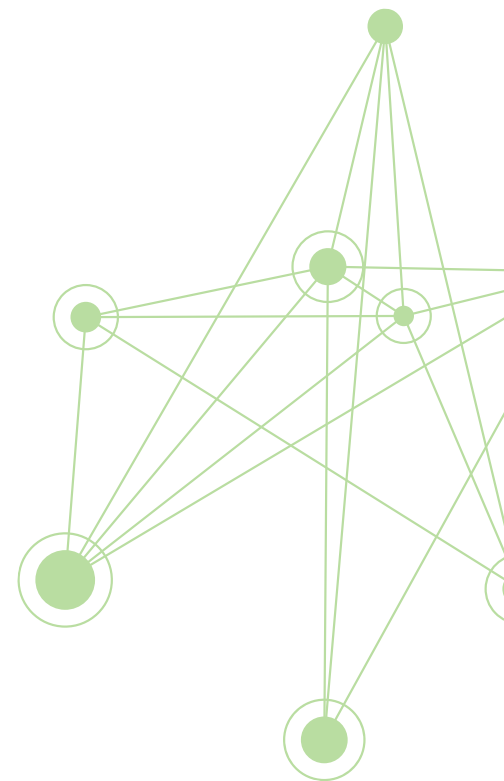
Export Internships

Through this program, employers are able to hire students as export interns to support a company's current or prospective international export efforts. Resources are available through the universities to assist employers in finding qualified interns, to support the student during their internship and to assist companies in exporting.

For More Information and Application:

ieda-csm.symplicity.com

The Science Technology Engineering and Mathematics (STEM) Internship program provides grants to Iowa companies for internship programs with a goal of transitioning interns to full-time employment in Iowa upon graduation. The goal is to retain educated workers in Iowa.



Clarke University

Compass helps students navigate their own personal and professional growth, leading toward success in the contemporary world. The student learning outcomes of Spirituality, Communication, Thinking, Knowledge, Global Awareness and Social Responsibility, and Professional Preparedness are grounded in a Catholic vision of education, particularly as we express it in the BVM Core Values of freedom, education, charity, and justice. The common good serves as an important unifying theme. The Compass outcomes integrate the liberal arts, essential academic and professional skills, experiential learning, and major courses of study in order to prepare students for whatever awaits them.

careerservices@clarke.edu

Becky Herrig, MOL, MA
Career Counselor
becky.herrig@clarke.edu
563-588-6321

TIMELINE FOR POSTING INTERNSHIPS

Deadlines for posting internships vary slightly, but if a student is completing the internship for credit, their registration deadline is generally mid-May for summer placements, mid-September for fall placements, and the end of January for spring placements. Students not completing an internship for credit have more flexibility.

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Post a job or internship: Contact the Career Services office to create a posting.

WHAT PROGRAMS REQUIRE INTERNSHIPS

Clarke University Career Services staff encourages students from all disciplines to participate in some form of experiential learning through the Clarke Compass.

The following programs have requirements for 1-3 credit internships/practicum: Accounting; Art; Biology; Business Administration; Communications; English; Environmental Studies; Graphic Design; History; Philosophy; Religious Studies; Social Work; Spanish; Sports Management. Computer Information Systems requires students to participate in a Systems Development Project. Athletic Training, Education and Nursing have their own experiential learning components.

Students in all other programs have the option to participate in an internship.

HOSTING AN INTERN

What are my responsibilities as an employer?

- Review the job description and internship responsibilities with the intern.
- Expect to have an initial training period as the intern learns his/her responsibilities.
- Introduce the intern to the organization and co-workers.
- Develop guidelines and expectations for supervision.
- Periodically provide feedback to let the student know how well they are doing.

If a student receives academic credit for the internship, an employer must also:

- Participate in establishing goals and objectives for the internship. Students are required to have two goals for each hour of credit earned (most students earn three credits, requiring six goals).
- Sign the student's Internship Contract verifying terms and goals of the internship.
- Complete a Mid-term and Final Evaluation of the student's work and review with the student before returning it to the student. These take about 15 minutes each.
- Employers are not responsible for assigning grades. Faculty sponsors assign grades after reviewing student materials and employer evaluations.

What is the length and hourly commitment of an internship?

- Internships vs. part-time employment: An internship for academic credit must be related to the student's major with responsibilities worthy of college credit.
- One academic credit for an internship position commonly requires a student to work 4 hours per week during a 15-week semester for each credit hour earned (60 hours worked for each credit).
- Usually full-time students work 4-12 hours each week, earning 1-3 internship credits in a 15-week semester. Summer internship placements allow students to work full time.
- A student may earn credit for multiple internships with the same organization; however, each internship must represent new learning opportunities as reflected in the Learning Objectives, established by the student, work site advisor, faculty advisor, and Career Services. This is often accomplished by the student accepting a new project or position.

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

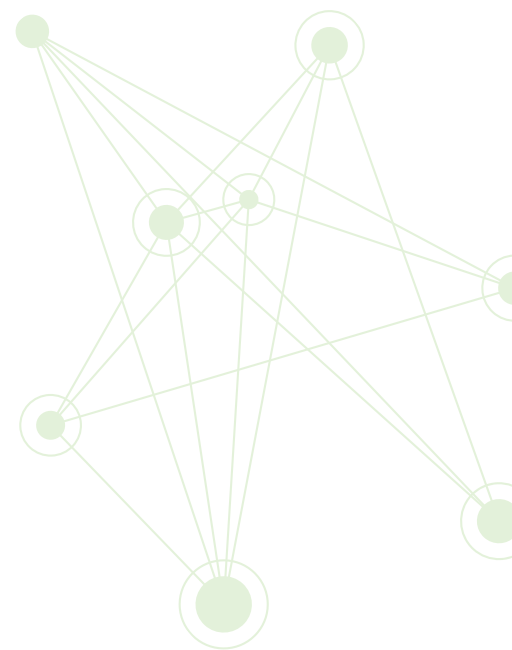
1 The Clarke Compass:
This unique program tracks a student's personal growth and community engagement throughout their years at Clarke University, building skills employers want: critical thinking & problem solving, professionalism & work ethic, teamwork, and oral & written communication.

2 On-campus Interviewing:
Recruiting visits are widely publicized across campus and employer literature is available to interested students. Resumes for each candidate are provided for the on-campus interview. It is recommended that a convenient date be selected at least four weeks prior to the recruiting visit to permit our staff to properly publicize the visit.

3 Job Shadowing:
Job shadowing connects students with area professionals in a career related to the student's major and career goals. Students learn about the job by shadowing an experienced professional for a morning or afternoon of a typical work day.

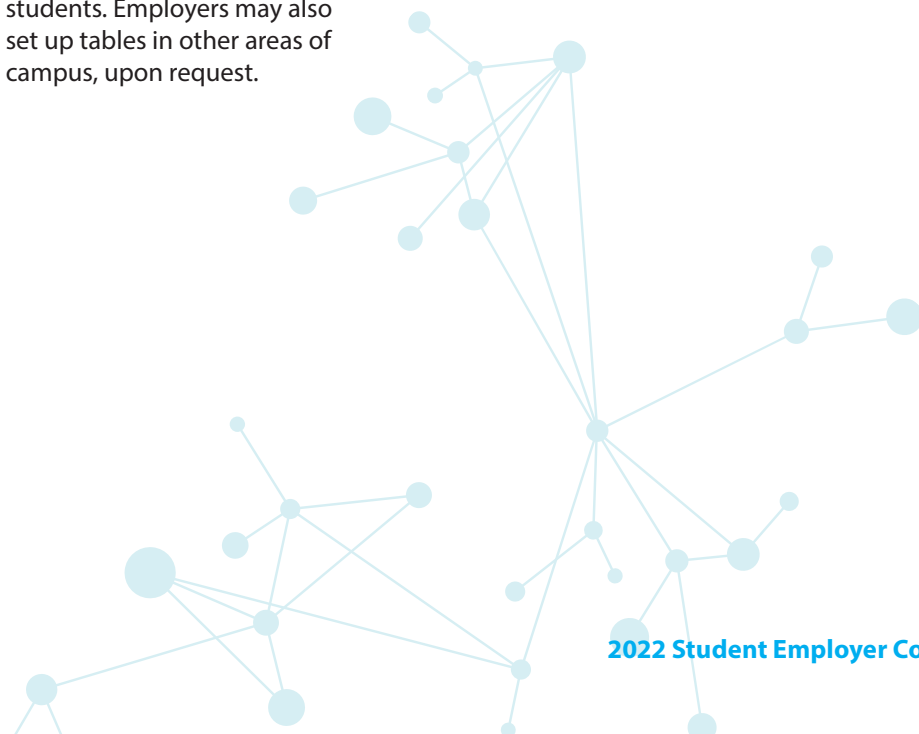
4 Informational Sessions:
Share information about your organization to a general audience or to a specific major-related club or class on campus.

5 Informational Table:
Employers have the opportunity to visit campus and participate in our Employer of The Week program. A table in our dining hall during the lunch hour provides high visibility and direct contact with a large number of students. Employers may also set up tables in other areas of campus, upon request.



67%

of regional college students agree or strongly agree that the Greater Dubuque region has job opportunities that relate to their education and training.



Emmaus Bible College

All of our students graduate with two majors, one in their professional field of study (Business Administration, Applied Mathematics, Computer Studies, Counseling Psychology, Educational Ministries, General Education, Health Sciences, Intercultural Studies, Music, and Teacher Education) as well as a major in Biblical Studies. Each student is dedicated to working hard for the glory of God. We consistently hear from the community how much employers enjoy having Emmaus Graduates working for them. We consistently hear they are hardworking, joyful, patient, kind, faithful, honest, dependable, and responsible. Please know that our graduates are fully equipped to both serve in their vocation and ministry.

Israel Chavez
Vice President and Dean for Student Life
ichavez@emmaus.edu
563-588-8000 x1122

Brooks Nesse
Associate Dean of Student Engagement
bnesse@emmaus.edu
563-588-8000 x1326

TIMELINE FOR POSTING INTERNSHIPS

Internships can be posted as they are made available. Students typically take internships in Fall and Spring semesters.

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Emmaus Bible College uses the College Central Network platform to inform current students and graduates of job and internship opportunities. Once approved for your free account, you'll be able to look at job seeker's portfolios and resumes as well post jobs and internships.

College Central Network for Emmaus

<https://www.collegecentralnetwork.com/emmaus>

WHAT PROGRAMS REQUIRE INTERNSHIPS

Emmaus Bible College has three programs that require internships, and one program that requires student teaching experience. The three programs that require internships are Business Administration, Educational Ministries (Both camp ministry and youth ministry), and Intercultural Studies. The teacher education program requires student teaching experience to graduate as well.

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1

Informational Table:

Employers can request to visit campus and set up a table outside the dining hall during lunch. This location has the most student traffic which allows for maximum student interaction.

2

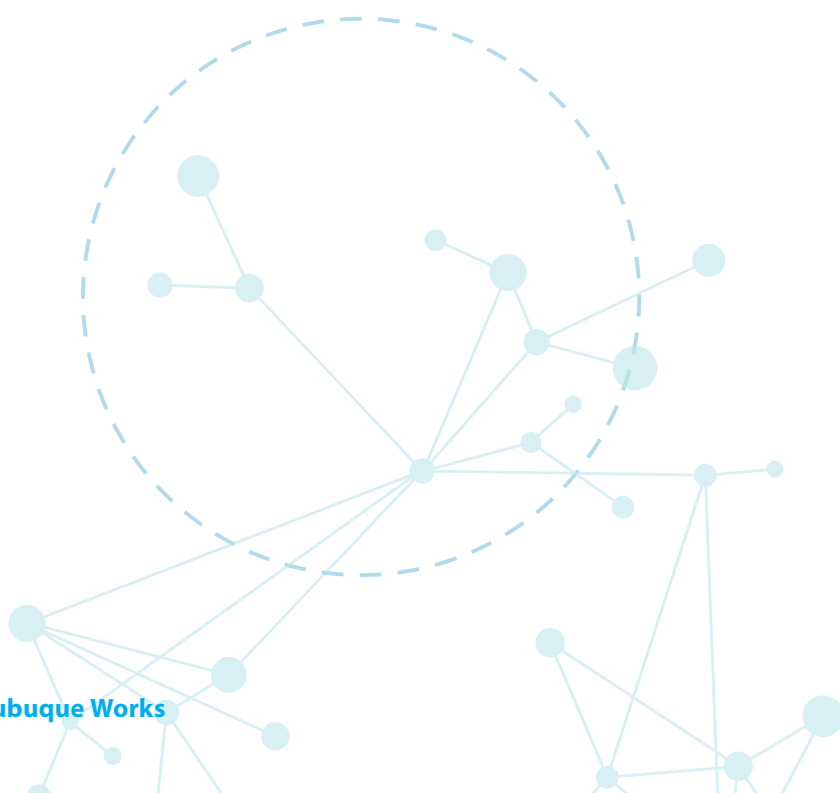
Job Shadowing:

Students are always looking for ways to gain a better understanding in their field of study outside of the classroom. The best way to engage with our students is by inviting them to your business for a "College Day".

3

On-campus Recruitment:

Request to visit campus to meet and recruit our students.



HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Employers can post jobs and internships by registering with College Central Network. It is helpful when employers note whether the internship is paid, unpaid, stipend, or negotiable. Employers should also note whether the employer requires students to take the internship for college credit, the dates/semester of the internship, and applicable majors for each job posting. Employers also have the option to search for resumes of high quality candidates.

College Central Network for Loras

www.collegecentral.com/loras/Employer.cfm

Employers are also encouraged to send job descriptions directly to Academic Internship Coordinator Jennifer Weber. In addition to posting positions online, employers can advertise positions in *The Lorian*, the campus newspaper. E-mail lorian@loras.edu for rates.

SERVING AS AN INTERNSHIP SUPERVISOR/MENTOR

Loras College is grateful to employers who take the time to share their expertise and help students connect the dots between their academic learning and their chosen professional career path.

General Internship Information

- Students may earn elective credit or credit within their major for approved internships
- Internships may be paid and be eligible for academic credit
- Each credit requires 50 hours of on-site work; credit options depend on student program and schedule
- Internships may be offered on a per-semester basis and may transition to additional semesters
- Hours for credit-bearing internships must be completed within the semester noted on the *Loras College Academic Internship Application*
- Internships must be experiences that contribute to or enhance the student's academic learning

A Site Supervisor's role involves:

- Providing a thorough position description
- Approving the student's Academic Internship Application sent through the Loras College career services portal - College Central Network
- Communicating with the student to develop learning objectives and outline expectations
- Connecting with the student's on-campus internship advisor to provide feedback on student progress
- Offering support to the student throughout the onboarding, learning, and exiting process
- Introducing students to industry strategies and programs, events, and networking opportunities

Loras College is very supportive of students engaging in internships. Graduating seniors from a broad range of academic disciplines report having participated in internships on their exit surveys.

Jennifer Weber

Academic Internship Coordinator

jennifer.weber@loras.edu

563-588-7155

Jeff Roberts

Career Services Coordinator

jeffrey.roberts@loras.edu

563-588-7025

Bobbi Martin

Office Manager

bobbi.martin@loras.edu

563-588-7922

Kelsey Callahan

Student Activities Coordinator

kelsey.callahan@loras.edu

TIMELINE FOR POSTING INTERNSHIPS

Fall Internships – Late Spring

Spring Internships – Early Fall

Summer Internships – Early Spring

Timeline is recommended however postings are accepted throughout the year.

Student interns are expected:

- to uphold and honor the reputation of the organization and of Loras College
- to contribute to the organization in ways that are meaningful to the employer and to their own learning
- to communicate with supervisors regarding their schedule, learning objectives, and progress
- to complete all coursework involved for any internship where credit is being earned

We welcome your questions and opportunities to create meaningful and mutually beneficial internship and employment partnerships.

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1

Conduct On-campus Interviews:

In addition to posting positions through the College Central Network and the Academic Internship Coordinator, employers are invited to utilize our services to schedule interviews on-campus, through Zoom or Teams, or by phone.

2

Present to Student Groups:

Student groups, clubs, and teams host speakers from employers to learn more about professions and the company. Contact the Student Activities Coordinator, to make arrangements.

3

Host an Information Table:

Set-up a table outside of the Duhawk Café to display company information and postings.

4

Career Services Events:

To participate in the fall Mock Interview, contact Jeff Roberts (pg. 17).

5

Partner with Faculty:

Present to classrooms; collaborate on a special project; conduct research; or offer a service learning experience.

6

Meet our Students:

Offer opportunities for students to job shadow. Host a company tour. Attend a campus event (athletic game, play, luncheon, program, etc.). Sponsor a campus program.



Northeast Iowa Community College

College Career Services
844-642-2338
www.nicc.edu/careerservices

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Employers can post jobs and provide detailed company information through Northeast Iowa Community College's (NICC) "Career Hub."

Information on Setting up an Employer Account
www.nicc.edu/careerhub

REQUIREMENTS FOR POSTING INTERNSHIPS

- Contact Career Services to discuss partnership opportunities. Requirements vary by program. Internships are typically paid, and last for one semester (some can extend for a longer periods of time). Unpaid experiences must follow Department of Labor guidelines for unpaid internships.
- Most internships or professional experiences are coordinated by faculty, but Career Services can assist with placement and making faculty and student connections.
- Most internships for credit require minimal paperwork. Students often write outcome objectives, reflective journals, and end-of-experience papers. Employers may have faculty or Career Services site visits and will likely be asked to complete mid-term and end-of-experience student intern evaluations.
- Students can complete internships for credit or non-credit. ALL unpaid experiences should be for credit.

WHICH PROGRAMS REQUIRE INTERNSHIPS/FIELD PLACEMENTS?

Most NICC programs require an internship or on-the-job training for credit. Program students that do not are also encouraged to secure an internship or gain related experience with a part-time or full-time job. Contact Career Services to see how we can best assist you with our technical program students and their skill sets.

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1 Services by Appointment:
Arrange to set up informational booths or on-campus interviews.

2 Shadowing Opportunities:
NICC encourages employers to host job shadows and offer mock interview opportunities.

3 Custom Assistance:
Contact Career Services to discuss internship opportunities or assistance in starting an internship program. NICC can also host small job fair events focused on specific majors. *Examples: Calmar Ag Job Fair or Peosta Business Mini-Job Fair.*

4 Attend Events:
Career Services holds events for employers in the Fall and Spring terms. These may include career fairs, mock interview days, class visits, and table set-up in the café. Contact Career Services for interest in participating and to see updated events.

CALMAR CAMPUS

Gena Gesing
Career Services Director
gesingg@nicc.edu
844-642-2338 x1452

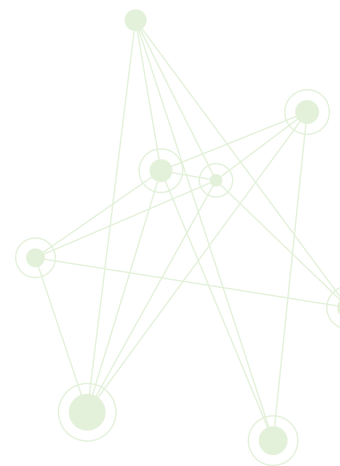
PEOSTA CAMPUS

Chris Entringer
Career Services/Enrollment Advisor
entringer@nicc.edu
844-642-2338 x2297

Joni Knopp
Enrollment Advisor
knoppj@nicc.edu
844-642-2338 x2216

TIMELINE FOR POSTING INTERNSHIPS

Fall Internships – March/April
Spring Internships – October/November
Summer Internships – October to March



Northeast Iowa Community College, cont.

College Career Services
844-642-2338
www.nicc.edu/careerservices

For more information on Opportunity Dubuque:

www.nicc.edu/opportunitydubuque

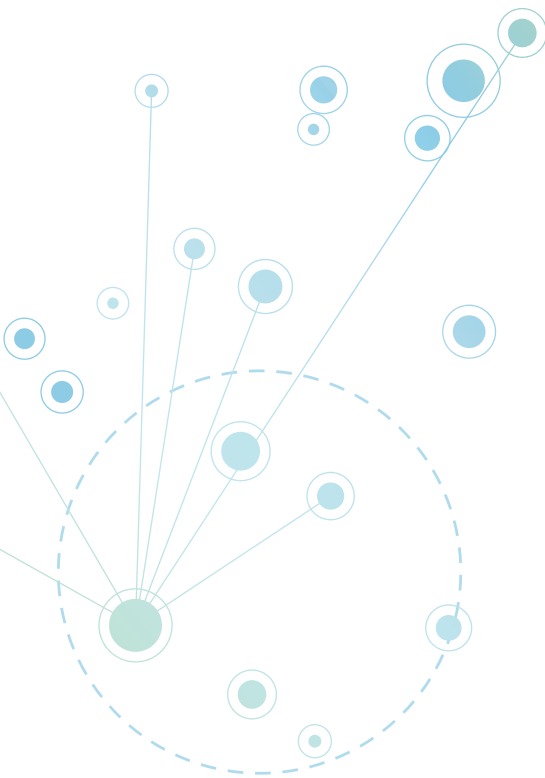
For Information on Connection with Grades 9-12 Students:

Gena Gesing

**Director of Career and
Intermediary Programs**

gesingg@nicc.edu

844-642-2338 x1452



**NICC's College and Career Connection
is a member of the Iowa Intermediary
Network.** Visit to learn more and follow
us on social media!

OPPORTUNITY DUBUQUE

Opportunity Dubuque is a nationally-recognized, collaborative job training effort developed in response to local employers' needs for a skilled workforce. Through this initiative, individuals complete industry-driven certifications to upgrade their skills or launch their careers. A win-win for students and employers, Opportunity Dubuque builds career pathways for students to enter the workforce and continue their education and training while filling employers' demand for talent in high-wage, high-demand careers. Tuition is often free for qualifying students to participate through state and local funding since they are ineligible for traditional college financial aid.

Available Programs:

- Building Construction
- Certified Nurse Aide (CNA)
- Child Care
- Computer Numerical Control (CNC) Operator
- Construction Equipment Operator
- Culinary Foundations
- Customer Service
- Emergency Medical Technician (EMT)
- Industrial Sewing
- Intro to Auto Mechanics
- Pharmacy Technician
- Phlebotomy Technician
- Semi-Truck Driving
- Welding (GMAW)

Benefits to Business Partners:

- Provide input on curriculum development and review to ensure it meets business standards.
- Attend career events to share job opportunities and skill sets needed to do the job.
- Assist with candidate interviews for entry into the career pathway certificate.
- First opportunity to meet the potential students.
- Attend and observe any of the classes or labs.
- Attend the graduation and be keynote speaker, if desired.
- First opportunity to interview the graduates and hire if it is an appropriate fit.

COLLEGE AND CAREER CONNECTION

College and Career Connection (CCC), formerly called Career Learning Link, is a program that exposes students to high-demand career areas and sets them on the pathway to career and educational success beyond high school. The program provides work-based learning opportunities for students in partnership with local businesses.

Benefits for Students and Educators:

- Students (and parents!) save time and money by knowing the career path to follow after high school.
- Career coaches work with students to find the right post-graduation plan.
- Opportunities for job shadows, internships, and career mentoring.

Benefits for Business Partners:

- Recruit future workforce by connecting with schools and individual students.
- Provide professional development to teachers regarding careers in your industry through workshops and externships.
- Serve as a career mentor to a student interested in your field of work.

Career Learning Link

www.nicc.edu/careerlearninglink/

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Post Jobs and Internships: Target specific programs and view resumes for the candidates that are matched to your positions. To post, email your posting to Career Services (*at right*).

Recruit Students and Alumni through Handshake: Post jobs on Handshake. This is the way to go if you want to reach students based on their program and technical skills!

Connect through Handshake:
joinhandshake.com

Many programs require internships, but any student is encouraged to take an internship regardless of whether an internship is required for graduation.

careerservices@swtc.edu
608-822-2333

Heather Fifrick
Career Services Manager
hffrick@swtc.edu
608-822-2414

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1 On-campus Interviews:
Interview students in a professional setting on our campus. We have interview rooms equipped with phones and computers.

2 Share your Expertise:
Share your company's objectives, history, values, hiring philosophy, and more with students during an information session, workshop, or panel discussion.

3 Develop a Recruitment Plan:
Work with our skilled staff to create a customized student recruitment strategy.

4 Mock Interviews:
Assist with mock interviews to engage with current students.

5 Host a Company Tour:
Familiarize students with your company by providing an on-site visit and a chance to see your business in action.

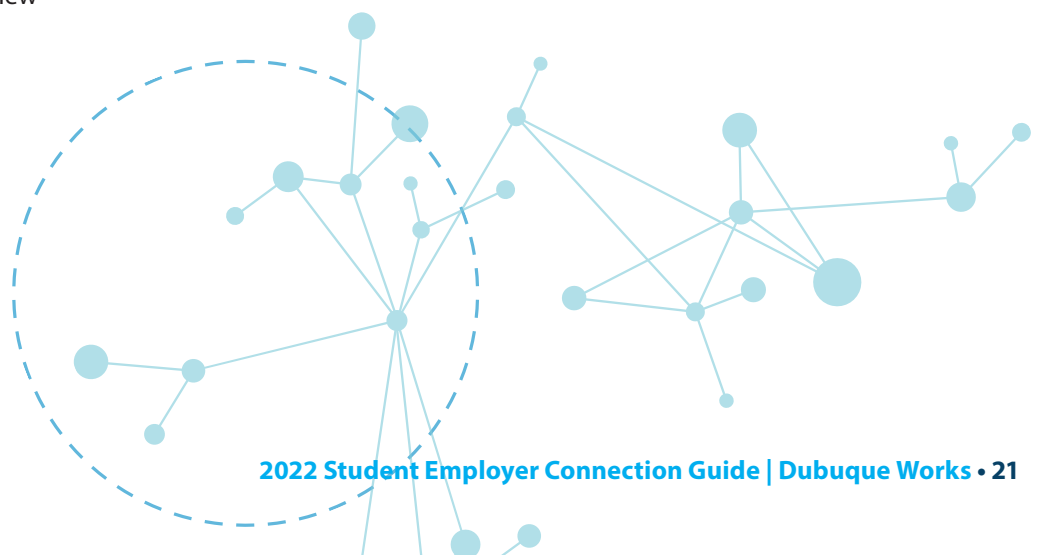
6 Partner with Student Groups:
Increase networking opportunities by developing relationships with student organization leaders.

7 Spring and Fall Job Fairs:
Southwest Tech hosts a job fair each spring and fall. Watch for new dates on our website.

TIMELINE FOR POSTING INTERNSHIPS

Fall Internships – late summer/early first semester
Spring Internships – first semester/early second semester
Summer Internships – second semester

29%
of 2019 college graduates
had an accepted job offer
when surveyed in April
2019. 24 percent had not
started their search yet!



University of Dubuque

Internships allow students to gain exposure to potential careers, discover possible career paths for specific majors, and narrow down “good-fit” career searches. Internships can be taken for credit in the student’s major or for elective credit – resulting in transcripts reflecting the experience.

career@dbq.edu
563-589-3167

Ellen Carr, M.B.A.
**Director of Vocation, Career Services
& Community Engagement**
ecarr@dbq.edu
563-589-3167

Marie Maguina Heller, M.Ed.
**Assistant Director of Vocation, Career
Services & Community Engagement**
mmaguinaheller@dbq.edu
563-589-3633

TIMELINE FOR POSTING INTERNSHIPS

Fall Internship – early to mid-spring semester

Spring Internship – late summer or early fall semester

Summer Internship – late fall or early spring semester

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Post a Job: Employers can post their available job and internship positions on Handshake. Set up a free employer account at joinhandshake.com.

Internship Requirements:

- Organization or company provides an internship and experience that is focused on student development and learning.
- Organization or company provides detailed position description with expectations, requirements, and responsibilities.
- Most students choose to complete a 3-credit internship, which is equivalent to 150 hours. They register for this as a course (*the internship begins and ends within a term—fall, spring, or summer*). Students can still complete a 1-2 credit internship (50-100 hours respectively), but 3 credits is the most common.
- Learning agreement must be signed between student, employer, and faculty intern instructor prior to start date to ensure relevance to student’s major.
- Compensation for students is highly encouraged, but not a requirement of internships we promote.

WHICH PROGRAMS REQUIRE INTERNSHIPS?

- Currently, the following majors require a 3-credit, 150-hour internship to be completed as a graduation requirement: Business Administration; Accounting; Marketing; Human Resources; Christian Studies; Communication; English (Writing Concentration); Criminal Justice; Sociology; Sport Marketing & Management; Exercise Science; Wellness & Exercise
- The following majors strongly encourage an internship completed as an elective: Aviation Management (*requires an internship or independent study research*); Computer Information Systems: Computer Information Technology; Fine and Performing Arts; Human Health Science; Psychology (*requires an internship or research*); Liberal Studies
- Other majors where internships or experiential learning are embedded: Nursing (preceptorship senior year); Education (student teaching)

“Dupaco has had the privilege of developing interns who when they started didn’t even know the potential opportunities in our industry and are now top performers. We embrace the opportunity of the inexperienced because then we can develop and train them to deliver the ‘Dupaco Difference.’ ”

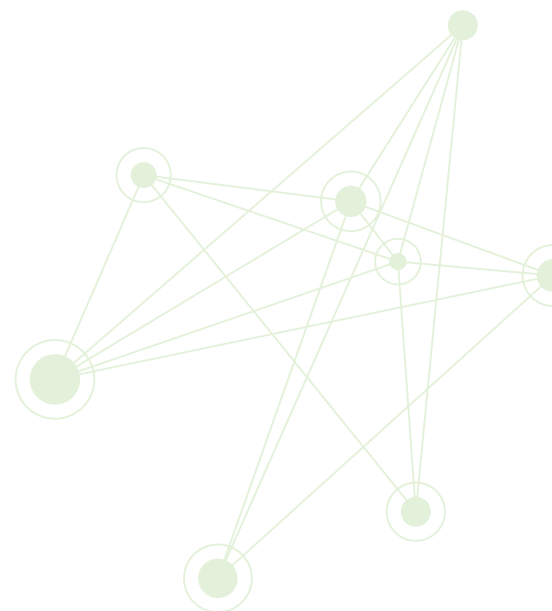
Lisa Bowers
Senior Vice President, Human Resources
Dupaco Community Credit Union

University of Dubuque, cont.

www.dbq.edu/CampusLife/StudentServicesResources/CareerServicesandCommunityService

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

- 1 Mock Interviews:**
Students engaged in the program are 3rd and 4th year undergraduate student, as well as graduate students. This program serves as a healthy means of networking for students within their field of interest.
- 2 Host an Employer Site Visit:**
Promote your organization and highlight employees while educating students about various career opportunities. Generally visits last between 1 to 1.5 hours.
- 3 On-Campus Informational Table:**
Employers interested in connecting with students on campus may want to consider setting up an informational booth. Similar in format to a career fair setting without the career fair, informational booths can be formal or informal.
- 4 Informational Interviews:**
An innovative program for 1st and 2nd year undergraduate students. Students interview the professional/retiree about their vocational journey within the Center for Advising & Vocation during assigned class time. Structured questions are provided to students in advance by Career Services to stimulate dialogue.
- 5 Guest Speaking Engagement:**
Employers are invited to share their career journey as a guest speaker in a classroom or identified event. This also serves as a networking opportunity for students.
- 6 Utilize Handshake:**
Use your free account for more than posting jobs—update your employer page to add branding and content to appeal to students. Send messages to drive engagement with candidates. Share events and info sessions with students!
- 7 Collaborate on a Volunteer Project:** Plan a service project to work alongside UD students, faculty, and staff. Invite participants to join you for Dubuque Days of Caring, offer a project during Spartans Make a Difference Day, or create another opportunity on a small or large scale. Share your passions and work together to make a greater impact.



Internships or co-ops are strongly encouraged for all students. They are also required by various degree programs, including business, communication technologies, industrial studies, and agribusiness, to name a few.

Trapper Mitchell
Director, Career and Professional Development Office
cpdo@uwplatt.edu
608-342-1183

TIMELINE FOR POSTING INTERNSHIPS

Summer Internship – Post the internship as soon as available and run continuous recruitment until position is filled.

INDUSTRY ENGAGEMENT OPPORTUNITIES

For additional opportunities, contact the Corporate Relations office. This team can help set up engagement opportunities such as class presentations, sponsorship opportunities, on-campus advertising, and more.

Corporate Relations Office
corporaterelations@uwplatt.edu
608-342-1970
www.uwplatt.edu/department/corporate-relations

HOW DO EMPLOYERS POST JOBS OR INTERNSHIPS?

Handshake: Handshake is an online resource that links students and alumni with over 7,500 active employers. At any one time, there are around 1,000 job, internship, or co-op positions posted. Employers must be connected with UW–Platteville on Handshake to participate in most recruitment activities.

EMPLOYERS USING HANDSHAKE CAN:

- Post position openings to connect with approximately 1,500 students and alumni actively seeking jobs, co-ops, and internships
- Register to attend Fall and Spring Career Fairs at UW–Platteville
- Schedule on-campus interviews or employer informational sessions
- Search student resumes to find potential applicants

Connect through Handshake:

uwplatt.joinhandshake.com

WHICH PROGRAMS REQUIRE INTERNSHIPS?

Business Administration; Agriculture, Industrial Studies, Criminal Justice, Sustainable and Renewable Energy, Education, Construction Management, Health and Human Performance. Other majors have options to complete internships or other experiential learning activities.

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1

On-campus Interview:

Interview candidates on campus for internship, co-op, or full-time positions to identify and screen qualified candidates on the same day and increase students' awareness of your company.

2

Information Sessions:

Informative presentations are an opportunity for students to learn more about a prospective employer, meet recruiters, and explore career options. Typically one hour in length.

3

Corporate Sponsorship:

Employers have more opportunities to reach top candidates and increase visibility on campus. For more information, contact the Corporate Relations office.

4

Present to Student Groups:

Share your knowledge and expertise in certain industries, fields or specialties with a group of students who are interested in learning more about a specific topic related to that area. For more information, contact the Corporate Relations office.

5

Annual Spring and Fall Career Fairs:

Employers register through Handshake, selecting the majors that best meet their recruitment needs.

Student Professional Organizations

www.uwplatt.edu/clubs-organizations

Dubuque Community School District

563-552-3000
www.dbqschools.org

VERTEX INITIATIVE: COLLEGE AND CAREER READINESS

VERTEX is an initiative of the Dubuque Community School District designed to help students discover where their interests and future possibilities intersect—all to help them reach the highest point of their individual journey to success. This program unites various offerings across the district while boosting the workforce pipeline with well-prepared, enthusiastic leaders of tomorrow.

Learn More About the Vertex Initiative:

www.dbqschools.org/district/curriculum/vertex-initiative

The school district's goal is that by 2023, 100% of graduates will have a college/career experience.

David Moeller
Educational Support Leader

dmoeller@dbqschools.org

563-552-3082

HOW CAN EMPLOYERS ENGAGE WITH STUDENTS?

1 Job Shadow:

An unpaid career exploration activity in which a student follows an employee at a business for a short period of time to learn about a job or industry.

2

Mentorship:

A formal, long-term supportive relationship between a student and an experienced individual with a similar career interest.

3

Service Learning:

A real-world project within a class setting provided by an employer that puts student skills into practical application.

4

Internship/Work Experience:

A career/job placement (paid or unpaid), usually involving academic credit.

WHICH PROGRAMS ALREADY FORMALLY CONNECT EMPLOYERS AND STUDENTS?

VERTEX brings together a variety of current programs that connect students with employers in real-world work experiences including:

- Work-Based Learning Program
- School-to-Work Program
- Summit Program
- Transition Alliance Program (TAP)
- Housing Education and Rehabilitation Training (HEART) Program
- Iowa Jobs for America's Graduates (iJAG) Program

The district also works closely with many partners to bolster career and college exploration including:

- Career Learning Link in partnership with Northeast Iowa Community College
- Tech WORKS in partnership with Dubuque Area Labor Management Council
- Greater Dubuque Development Corporation
- City of Dubuque
- Iowa Vocational Rehabilitation

WHY PARTNER WITH VERTEX?

Workforce Pipeline

The diverse workforce of tomorrow is sitting in area classrooms today! Partnerships through VERTEX helps connect students in a meaningful way while introducing your business to the area's future talent pool and keeping our bright minds in Dubuque.

Customized to Your Business

Through VERTEX, we'll help customize a solution that meets your organization's goals while providing great learning opportunities for students—and we'll be there to help every step of the way.

"One of the top concerns for area business expansion or retention is hiring a skilled workforce. One of the best ways for students to obtain these skills is through work-based learning preparation, which provides students with opportunities to explore and demonstrate their skills to the businesses, while learning what it will take to train and attain high-demand positions."

Wendy Mihm-Herold
Vice President,
Business & Community Solutions
Northeast Iowa Community College

Additional Higher Education Institution Resources

Augustana College

CORE (Careers, Opportunities, Research, Exploration) • 309-794-7339

Briar Cliff

Career Development • 712-279-5200

Buena Vista University

Mandi Mollring • Director, Career and Leadership Development • 712-749-2447 • mollringa@bvuvu.edu

Sami Kay • Assistant Director Career and Leadership Development • 712-749-2444 • kays@bvuvu.edu

Central College

Kristen McMains • Assistant Director for Career Development • 641-628-5271 • mcmainsk@central.edu

Jessica Klyn De Novelo • Associate Dean, Career Development and Civic Engagement • 641-628-7600 • klynj@central.edu

Coe College

Maya Danner • C3 Career Specialist • 319-399-8660 • mdanner@coe.edu

C3 (Creativity, Careers, Community) General • 319-399-8260 • o-career@coe.edu

Cornell College

Jason Napoli • Director of Employer Relations • 309-895-4458 • jnapoli@cornellcollege.edu

Jodi Schafer • Senior Director, Berry Career Institute • 319-895-4289 • jschafer@cornellcollege.edu

Andrea Lohf • Primary Handshake Contact, Associate Director, Operations • 319-895-4805 • alohf@cornellcollege.edu

Des Moines Area Community College

Career Center • 515-964-6463 • careers@dmacc.edu

Dordt University

Amy Westra • Director of Career Development • 712-722-6024 • cdc@dordt.edu

Drake University

Annette Watson • Assistant Director, Professional and Career Development Services • 515-271-4715 • annette.watson@drake.edu

Eastern Iowa Community College

Wayne Cole • Career Services Advisor/Student Success Specialist • 653-441-4021 • wcole@eicc.edu

Graceland University

Main Phone Number • 866-472-2352

Grand View University

Haley Peeler • Director of the Career Center • 515-263-2888 • hpeeler@grandview.edu

Grinnell College

Stephanie Christel • Recruitment & Program Coordinator • 641-269-4895 • recruit@grinnell.edu

Hawkeye Community College

Career Services Center • 319-296-4297 • careerservices@hawkeyecollege.edu

Highland Community College

Anthony Musso, MSW • Career Services Coordinator • 815-599-3597 • anthony.musso@highland.edu

Iowa State University

Undergraduate Career Services • 515-294-2542 • bcs@iastate.edu

Iowa Wesleyan University

Career Development Department • 319-385-6340

Kirkwood Community College

Career Services • 319-398-5540 • careerservices@kirkwood.edu

Luther College

Career Center • 563-387-1025 • career@luther.edu

Morningside University

Stacie Hays • Associate Vice President of Professional Career & Employer Engagement • hays@morningside.edu

Mount Mercy University

Kalindi Garvin • Director of Career Services • 319-363-1323 x1620 • kgarvin@mtmercy.edu

Northwestern College

Sarah Pemberton • Administrative Coordinator • sarah.pemberton@nwciowa.edu

Kendall Stanislav • Director of Experiential Education • kendall.stanislav@nwciowa.edu

St. Ambrose University

Lindsay Adolfs • Executive Director, Academic and Career Planning • 563-333-6340 • AdolfsLindsay@sau.edu

St. Luke's College

Student Success Center • 712-279-3758

Simpson College

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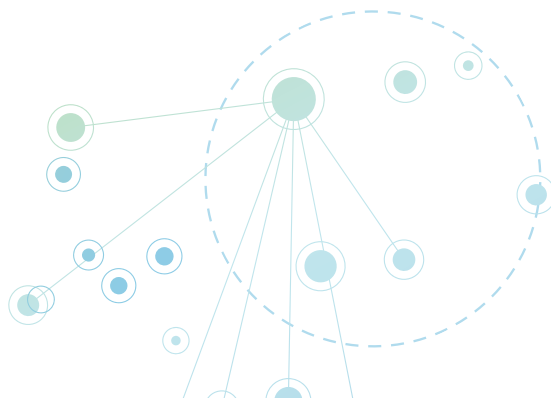
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Appendix 1

Job Description Example #1

Job Title: Accounting Assistant – Internship

No. of Openings: 3

Internship Available: Fall 2022

Paid/Unpaid: Paid

Hours per week: 20

Majors: Accounting, Finance, Business

ABC Company is looking for an Accounting Assistant Intern for the Fall 2022 semester. This position will handle a wide range of duties for the Accounting and Finance departments.

Duties and Responsibilities:

- Assist with financial reports
- Post journal entries
- Assist with accounts receivable, payable, and reconciliation
- Help with audits
- Manage the monthly tracking of inventory

Requirements:

Applicants should be Accounting, Finance, or Business majors. Applicants should be proficient in Microsoft Office. Attention to detail, ability to multi-task and excellent communication skills are required for this position.

Job Description Example #2

XYZ Company is currently looking to fill a Marketing Intern position for the next academic year. XYZ Company is a non-profit organization that helps low income residents in Dubuque County. We are looking to fill a Marketing Intern position within our organization.

Responsibilities:

- Update social media presence, including Facebook, Twitter, and other social media platforms
- Assist in planning and writing the monthly newsletter
- Design fliers and other marketing material
- Attend monthly marketing meetings, prepare agenda, and take meeting minutes
- Collaborate with staff and volunteers on innovative ideas for marketing and communication

Qualifications:

- Strong understanding of social media
- Completed or working toward a college degree in Marketing, Communications, or Public Relations
- Proficient in Microsoft Office program.
- Experience working in Adobe InDesign and Photoshop highly desired

Start Date: Position open until filled, requires 6-12 month commitment.

Hours: 10-15 during Fall & Spring, 40 during summer. Hours can be flexible around school schedule.

Compensation: This is an unpaid internship.



Greater Dubuque
DEVELOPMENT CORP.

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