

Educator Breakout Session: Responding to Co-op/Internship Needs during COVID-19

Tuesday, April 14, 2:00pm



Agenda

1. Welcome and Introductions
2. Overview of Agenda
3. Responding with Solutions
 - A. Virtual Engagement Platforms and Events
 - B. Future World of Work – Projects, Gig Work, etc.
 - C. Supporting Hands on Learning
 - D. Alternative options for credit bearing internships/co-ops
4. Comments/Questions



How are you feeling right now?



Virtual Engagement and Events

1. Employer Engagement Options
2. Virtual Career Fairs
3. Student Engagement
 - A. Platforms for meetings
 - B. Workshops or Content



Future World of Work

A. Gig Economy

B. Project Based Work

1. Examples of Projects

2. How Institutions can help Employers with identifying projects



Remote projects alleviating the challenges

Complete campus recruiting efforts

- Engage students not through on-site events, but through virtual platforms like Brazen
- Interview on steroids

Prepare should summer internship programs be canceled/refined

- Prepare for remote programs
- Insurance to engage those not able to participate (travel)

Immediate needs of both current employees and students

- Projects that arise
- Comfort with remote work



Project-Based Opportunities

Employers who have already canceled their internship or co-op programs for the near future can still engage with universities by identifying projects students can do short term.



Project-Based Opportunities

Short-term: ranging from 20-40 hours in duration, due in a few days to a few weeks

Paid: fixed fee or hourly (typically \$15-20/hour)

Professional: assignments like those given to interns or new hires

Comprehensive: used in all industries across all departments (sales, marketing, HR, finance, etc.) and can take place year-round

Valued: provides busy professionals with additional resources



Breaking Work Apart

- Up to 80% of a student's internship or co-op experience can be transitioned online
- A position is no more than a series of tasks and projects
- Students can become mentors for technology and understanding the virtual environment.



Sales:

- Lead Generation
- Prospect Research
- CRM Cleansing

Human Resources:

- Job Description Review
- Candidate Sourcing
- Evaluating Competitive Best Practices

IT:

- Data Analysis
- UX Review
- Technical Documentation / Guides

Operations:

- Demand Forecasting
- Production Planning
- Inventory Control

Marketing:

- Content Creation
- Social Media Content Calendar
- Market Research

Finance:

- Financial Analysis
- Financial Modeling
- AR Reconciliation

Remote tasks: Mechanical – O’net Online

Importance	Category	Task
87	Core	Read and interpret blueprints, technical drawings, schematics, or computer-generated reports.
74	Core	Develop or test models of alternate designs or processing methods to assess feasibility, sustainability, operating condition effects, potential new applications, or necessity of modification.
73	Core	Recommend design modifications to eliminate machine or system malfunctions.
73	Core	Assist drafters in developing the structural design of products, using drafting tools or computer-assisted drafting equipment or software.
66	Core	Design test control apparatus or equipment or develop procedures for testing products.
66	Core	Provide feedback to design engineers on customer problems or needs.
66	Core	Research and analyze customer design proposals, specifications, manuals, or other data to evaluate the feasibility, cost, or maintenance requirements of designs or applications.
65	Core	Estimate costs or submit bids for engineering, construction, or extraction projects.
69	Supplemental	Evaluate mechanical designs or prototypes for energy performance or environmental impact.
66	Supplemental	Design integrated mechanical or alternative systems, such as mechanical cooling systems with natural ventilation systems, to improve energy efficiency.
65	Supplemental	Write performance requirements for product development or engineering projects.
64	Supplemental	Calculate energy losses for buildings, using equipment such as computers, combustion analyzers, or pressure gauges.

Project-Based Opportunities

- Students complete 40-80 hour projects for a company
- Connections for future hiring are established
- Brand Recognition is still created through projects that can be done remotely
- Cost savings through 1099 work



Project Based Opportunities

What's the structure?

- Overview of Hosting Organization
- Summary of the Remote Work Project
- Goals of the Project
- Approaching the Project
- Final Presentation



Remote work Project: [Insert Org Name]

Overview of Hosting Organization

[Provide a short one to two paragraph explanation of the organization, their vision, what they do, where they operate, and an overview of their history]

Summary of the Remote Work Project

[Insert a 5-6 sentence explaining the project that is to be completed by the student teams.]

Context Information

[Provide information about what planning has taken place so far, what has been tried in the past, and any similar or connected programs that students would need to take into account related to this challenge.]

Goals of the Project

We want the University of Cincinnati students to think creatively about how [insert 2-3 sentences that further explain the project in different words].

Once the [insert challenge] has been finalized, the roll out effectiveness will depend on:

- [Insert list of challenges and opportunities the client has identified here]

[Insert challenge] is a major undertaking that must be done strategically and incrementally with keen attention to an organization's current norms, practices, and expectations. Students need to assess and understand these parameters so that they can propose ideas that fit [client org]'s unique needs and align with the project end goals.

Approaching the Project

There are countless ways that an organization can [insert challenge]. Every organization is different, so that means each strategy must be customized to those cultural differences.

In an effort to concentrate efforts, the student team will focus on and develop ideas in the following topical areas:

- [Insert list of potential work products or topics to focus on to make sure students address all of the client's needs]

Students must outline the business case and cost considerations for each idea and the work. The following must be outlined:

- What is the idea "pitch" (2-3 mins) and how does it meet the organization's needs and/or challenges?
- What is the business case for the idea and what are the potential impacts if it was implemented?
- Who would need to be involved (internally and/or externally) and what would the basic logistics be?
- What are the cost considerations for the idea (staff time, dollars, software/hardware equipment, savings, etc.)



Remote Co-op/Intern Form

In response to the COVID-19 outbreak, students may request to complete their co-op/internship working from their permanent address. Student may also be asked to work remotely by their EMPLOYER.

Start Date: _____

End Date: _____ (If not known, NA)

The student agrees to be available during the assigned business hours for communication through such online and digital methods agreed upon by your manager/supervisor. Students agree to respond within minutes/hours. Student initiated schedule changes must be with advanced approval by the manager.

Students must complete complete agreed upon projects and job responsibilities outlined by their supervisor/manager.

In an effort to concentrate efforts, the student will focus on:

- [Insert list of potential work products or topics to focus on to make sure all tasks are complete]

Students will complete identified Remote Work Curriculum to ensure professionalism and productivity are now affected. Please see your designated Canvas Course.

Work hours, overtime compensation, and approval of vacation will conform to EMPLOYER policies and procedures and to the terms otherwise agreed upon by the employee and the supervisor.

Supervisor's Signature & Date: _____

Student's Signature & Date: _____

Co-op Advisor Signature & Date: _____



Educators: Supporting Hands on Learning

- Power of Registered Apprenticeships
 - Support & Developing the Local Workforce
 - Growing Registered Apprenticeships
- Maintaining & Expanding Internships
 - Student & Faculty Connectivity
 - Internship Development
 - Company Engagement



Educators: Alternative Programs

1. Co-op Substitutions
2. Alternative Courses/Certification Ideas



Questions & Answers



Planning Committee

- Rich Robles, University of Cincinnati
- Kalen DeCant, University of Toledo
- Jonathan Gordon, Lubrizol Corporation
- Aaron Burdette, University of Cincinnati
- Carlina Figueroa, Sinclair Community College
- Stephanie Schindewolf, University of Akron
- Chad Bridgman, Sinclair Community College
- Angie Gorny, University of Toledo
- John Magill, Ohio Department of Higher Education
- Corey Dixon, Ohio Department of Higher Education

For more information: www.ohioco-op.com



Friendly Reminder

You can respond to uncertainty by doing nothing, or creating something innovative.

