

Hire Hollins:

Employer Internship Guide

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For more than 45 years, Hollins has offered students the opportunity to engage in internships during academic semesters, January Term, or summer. In a rapidly changing economy and competitive marketplace, gaining work experience through internships is more important than ever. Hollins defines an internship as a learning opportunity in which a student gains supervised, practical experience with a business, nonprofit, or other organization. Students should have flexibility to explore and to discover, to ask pertinent questions, and to solve interesting problems. In addition, internships provide students with specific skills, introduce them to the rigors of the workplace, give them insights into a field, and allow them to measure their own abilities against the demands of a given profession.

What Constitutes an Internship:

- Supervised work experience with intentional learning outcomes and goals.
- An environment where students can ask questions about the work, field, or career paths.
- Educationally enriching projects with outlined responsibilities, mentoring, quality training, supervision and evaluation.
- 75 percent of assignments should involve autonomous projects and progressively increased levels of responsibility so students can show initiative and creative problem-solving. Clerical work should be kept to a minimum.

What an Internship is Not:

- An unsupervised job with tasks unrelated to career experience and growth.

What Employers Gain:

- Motivated and well-rounded liberal arts students.
- High quality work.
- Fresh perspectives on organizational systems.
- A talent pipeline of potential future employees.
- Increased visibility of your company, nonprofit organization, or agency on our campus.

Sample Reviews from Recent Hollins Internship Sponsors:

- **Hollins students have a far superior work ethic than many other interns**
- **They execute large tasks with little supervision and are well prepared for the professional world**
- **They are exceptional, brilliant, hardworking interns who dedicate time and effort to our work**
- **They are hardworking, thoughtful, independent, and complete projects quickly and thoroughly**
- **Hollins students show a great balance of writing, communication and organizational skills**
- **They were very self-motivated and looked for ways to learn outside the assigned projects**
- **Hollins students seem poised and mature beyond their years**
- **They are open to new ideas and participate in diverse activities**
- **They are exceptionally smart, interested, and driven**

Hollins University Internship Program

The nature of internships may vary. Most will require that the student serve as an assistant to a person in the organization, work on a special project for the organization, or some combination of the two.

Internship responsibilities and expectations must be discussed in advance by the student, their faculty sponsor, and the on-site internship supervisor. All parties must agree upon the intern's specific goals, duties, and responsibilities and document them for the student's internship registration.

Internships in which students perform only routine tasks such as filing and photocopying are unacceptable. As stated on the previous page, an internship for academic credit is a genuine learning opportunity.

Although not preferred, students are able to complete remote internships. Employers can refer to **Best Practices for Employers Hosting Remote Internships** in this guide for more information.

INTERNSHIP REQUIREMENTS:

- Semester internships can be completed over the entire semester and, depending on the credits sought, involve either 70 total hours (2 credits) or 140 total hours (4 credits).
- A **January Short Term internship** must be a fulltime internship for **4 academic credits**, a minimum of 35 hours per week for four weeks.
- A student may not intern for academic credit with any organization where they have been employed before, unless the internship supervisor verifies that the intern's duties will be substantially different.
- All internships have an academic or reflective component which must be submitted to the faculty sponsor at the end of the internship.
- Internship supervisors must submit an evaluation of the student at the close of the internship; this is required in order for the student to receive credit and/or a grade.

Hollins works with established organizations to coordinate internship opportunities. The University prefers organizations with a minimum of two employees so that students may learn about organizational dynamics and be adequately supervised.



Sarah Himes '22 and **Pragya Khanal '21** interned with the Lawyers' Committee for Civil Rights Under Law in Washington, DC. Their internships were sponsored by an alumna, Suzy Mink '74.

To Internship Sponsors

Center for Career Development and Life Design, Hollins University

Thank you for considering hosting a Hollins University student for an internship at your organization. As you will see from employer reviews in the enclosed Employer Internship Guide, Hollins students bring exemplary dedication, spark and smarts. In turn, your internship enables their career exploration.

Consider the following advantages of hosting a Hollins intern:

- A full-time 4CR internship is 140 hours (or 35 per week in the case of J-term) - a good chunk of time to complete a project that may have been stuck on the back burner in your organization.
- This unpaid internship is for academic credit/educational benefit and thus in compliance with labor laws (however, if your organization's policy dictates that an internship must be paid, we are happy to comply).
- Hollins undergraduates are diverse women: this program enables our students to gain entrance into fields in which they may be underrepresented, while your organization benefits from fresh perspectives.
- January and semester internships may serve as talent pipelines to summer and fulltime hiring.

In today's competitive job market, students who lack work experience are at a disadvantage. Today's students have higher economic need, are ethnically diverse and increasingly, the first in their families to go to college. Building a strong resume is essential to the upward mobility that has always been the American Dream. You can attract more students to your internship and support a more inclusive workplace with these strategies:

1. Provide context for your internship description, i.e. describe your mission and how your organization is situated within a wider landscape of industries, as well as where the intern would fit into the organization (applicants may inadvertently rule out fitting opportunities if they lack prior exposure to your field).
2. Itemize clearly the intern's duties or responsibilities, and any opportunities for professional development (e.g. assigned mentor, lecture/workshop series or other training, networking opportunities, etc.)
3. Limit required criteria to skills or content expertise without which the intern could not function in the role; everything else should be listed as preferred, which will widen your applicant pool.
4. Describe characteristics/skills sought rather than the pathways or credentials by which they are achieved, e.g. "knowledge of federal systems" rather than "political science major." Liberal arts students are well-rounded; many have experience or expertise outside of their declared majors. In addition, this program aims to expose students (particularly those who have not declared a major yet) to potential fields of interest. A focus on skills rather than credentials allows applicants to better recognize a good fit.
5. Include a statement about welcoming diverse identities and backgrounds – this should help you build more creative, interdisciplinary, problem-solving teams.

Because organizational needs vary greatly, Hollins maintains a flexible attitude toward internships as long as interns, supervisors, and faculty sponsors agree upon the intern's specific goals, duties, and responsibilities. After all parties have reviewed supervision, duties, and expectations, students must work with employers and faculty sponsors to submit details of their internship for registration. At the end of the internship, please complete an evaluation for the intern as thoroughly as possible, as your feedback is important to the student's growth and the student cannot receive credit without it. If you are so inclined, you might also write a letter of recommendation for the student while the experience is fresh in your mind.

Hollins is grateful for your time and interest in being an internship sponsor, and confident it will be a mutually beneficial experience.

REMOTE INTERNSHIP GUIDE FOR EMPLOYERS

Remote internships are internships that are done online or remotely anytime of the year. Remote interns work with an organization and report to a supervisor. They are in regular contact with their supervisor and team via virtual methods such as video calls, phone calls, emails, and instant messenger. Internships completed remotely should follow the same guidelines completed in-person. Please refer to the Employer Internship Guide for how Hollins defines an internship.

Remote internships can provide students with a safe, work-based learning experience that is grounded in an authentic task or project for a firm or organization. Depending on the nature of the project, students can also develop skills – either technical, interpersonal, or intrapersonal – by successfully completing one or more professional assignments on behalf of an organization. Additionally, a remote internship can provide students experience with engaging in online project management and communications, which are common modes of project- and task-performance in many organizations.

BEST PRACTICES FOR EMPLOYERS HOSTING REMOTE INTERNSHIPS

1. Create and deliver a well-balanced experience for your intern that includes the opportunity for the intern to:
 - Learn about your organization
 - Focus on professional development
 - Engage in meaningful projects and work that will help to develop their overall ability to become a valuable team member in the future
2. Allocate enough time before the start of the internship to:
 - Select and test the right software for managing work
 - Staff training to use the new software/system (if students are expected to use new software or information technology, it should be provided free-of-charge)
 - Develop a work plan for the intern, training materials, activities and tools that the intern will need to be successful in the role
 - Clearly define expectations for both the intern and the supervisor/mentor. These need to be agreed upon before the start of the internship. Goals and expectations should be evaluated /updated on a regular basis
3. It is essential that all tasks and projects are carefully prepared and planned in order for the remote intern to be able to manage the work effectively by themselves. The creation of a written work plan that covers the entirety of the experience is suggested.
4. Because the intern will not have the opportunity to have the everyday interactions of the workplace, the materials, instructions and task descriptions need to be well prepared and available online so that they have access to that information when it is needed.
5. As the supervisor, it is suggested that you engage the rest of your team in the delivery of the remote internship experience. By doing this the intern will have the opportunity to interact with several individuals throughout the course of the experience. Team members need to be committed and available to engage with remote interns on a daily basis (and sometimes multiple times a day).

Adapted from “What to do about internships in light of the COVID-19 pandemic?” by The Center for Research on College-Workforce Transition, UW-Madison, 2020 (http://ccwt.wceruw.org/documents/CCWT_report_COVID-19%20Internships.pdf). In the public domain.

ORGANIZATION AND INTERSHIP DESCRIPTION

Employers, please provide a brief description covering the information below. See below for sample.

- Your organization, its mission and how it fits into a wider industry landscape
- Departments offering internships
- Description of intern's responsibilities (separate descriptions for each internship if duties differ)
- Work schedule and any other requirements
- Preferred qualifications (intern characteristics, skills, prior experience)
- Potential for intern to gain NACE 8 and other competencies
- Recommended: statement supporting diverse, inclusive workplace

INTERSHIP DESCRIPTION SAMPLE

NYC Writes is a nonprofit dedicated to supporting high school students with their writing skills, and to helping teachers inspire their students to write. Recent studies have shown that communication skills, particularly proficiency in writing, are essential to upward mobility. We partner with school systems in the greater New York metropolitan area as well as with teachers nationally to advance the skills development of youth from socioeconomically disadvantaged backgrounds. Internships are available with programming, development, and communications.

Educational Programming Internship:

Though writing is at the heart of what we do, this is not a writing-based position. Working closely with the Programs Director and On-Site Programs Manager, Educational Programming Interns support all aspects of on-site and off-site programs, publishing projects, and resource and curriculum development, including writing-based STEM integration. In addition, interns may work one-on-one in a mentorship capacity, in small groups, or through large group instruction when working with students, depending on needs at the time of the internship. Candidates should have some prior experience in a professional workplace and the interests and skills described below. We foster a diverse and inclusive workplace; candidates must be comfortable working with diverse populations.

Preferred Qualifications:

- Interest in writing, the arts, education, nonprofits, youth development, or arts education.
- Experience working with children in either a formal or informal setting (teaching, summer camp, workshops, tutoring, mentoring, and babysitting).
- Strong written and verbal communication skills.
- Facility with Microsoft Office Suite
- Though not required, Spanish language skills are a HUGE plus

This internship will strengthen the following NACE 8 competencies in particular: communication, teamwork, leadership, intercultural fluency and use of digital technologies.

CAREER READINESS: *Competencies for a Career-Ready Workforce*

The National Association of Colleges and Employers (NACE) launched its Career Readiness Initiative in 2015 to address a fundamental need for new college graduates and the professionals who serve their career development needs and recruit them into the workforce: a shared understanding of what is needed to launch and develop a successful career, a common vocabulary by which to discuss needs and expectations, and a basic set of competencies upon which a successful career is launched. Learn more at naceweb.org/career-readiness-competencies.

CAREER & SELF-DEVELOPMENT

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

COMMUNICATION

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

CRITICAL THINKING

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

EQUITY & INCLUSION

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

LEADERSHIP

Recognize and capitalize on personal and team strengths to achieve organizational goals.

PROFESSIONALISM

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

TEAMWORK

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

TECHNOLOGY

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

WHAT IS CAREER READINESS?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

HOLLINS UNIVERSITY INTERNSHIP EVALUATION FORM

Below is a sample evaluation that highlights the capacities and skills most commonly sought by employers (NACE 8). On the intern's first day, supervisors are encouraged to review those criteria with the student. Take note of any that don't apply in your situation, as well as those not listed yet important to the work your organization does. In the intern's final week, complete the evaluation and go over it with the student with an eye to offering constructive feedback. Students will also complete a self-evaluation.

NOTE: Evaluations will be requested automatically through Handshake prior to the end of the internship.

Term of Internship: ____ Summer ____ Fall ____ January Term ____ Spring Duration (list dates): _____

Brief summary of intern's responsibilities: _____

How well did the intern perform? (On a scale of 1 to 5, with 3 being acceptable and 5 denoting exceptional work)

		Poor			Exceptional		
Creativity	(designing, developing, thinking "out of the box")	1	2	3	4	5	N/A
Critical Thinking/Prob. Solving	(finds alternative solutions, demonstrates resourcefulness)	1	2	3	4	5	N/A
Equity & Inclusion	(relates to people of diverse backgrounds, respects differences)	1	2	3	4	5	N/A
Oral Communication	(expresses ideas articulately, listens well)	1	2	3	4	5	N/A
Written Communication	(organizes and expresses ideas clearly and correctly)	1	2	3	4	5	N/A
Interpersonal Skills	(friendly, helpful, provides good customer service)	1	2	3	4	5	N/A
Leadership	(takes initiative, works independently, contributes new ideas)	1	2	3	4	5	N/A
Teamwork	(collaborative, works well with others)	1	2	3	4	5	N/A
Technology	(digital, machines, hand tools, etc.)	1	2	3	4	5	N/A
Professionalism	(overall approach to job and work)	1	2	3	4	5	N/A
Adaptability/Flexibility	(willing to take on different assignments/hours)	1	2	3	4	5	N/A
Attitude	(willing to learn, accepts constructive feedback)	1	2	3	4	5	N/A
Dependability	(punctuality, attendance, reliability, takes responsibility)	1	2	3	4	5	N/A
Integrity	(ethical, honest, trustworthy, maintains confidentiality)	1	2	3	4	5	N/A
Organizational Skills	(keeps information and work environment in order)	1	2	3	4	5	N/A
Time Management/Productivity	(uses time well, completes tasks by deadlines and efficiently)	1	2	3	4	5	N/A

Are there any other performance criteria not mentioned above that were important to this internship? If so, please specify and evaluate the intern on those capacities: _____

Hollins would also welcome any overall and/or specific comments on the intern's job performance and skills gained: _____

Would you consider supervising another intern from Hollins? ☐ Yes ☐ No If no, please briefly explain why not: _____

If you have hosted interns from multiple institutions, do you feel Hollins students are distinctive in any way? If so, please explain: _____

Have you offered the student further employment as a result of this internship? ☐ Yes ☐ No If yes, please explain: _____



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