

Hire Hollins:

Employer Internship Guide

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 in the Internship Agreement Form.

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.

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.



Penelope Stricklin '20, a chemistry major with biochemistry concentration and biology minor, interned with Rockefeller University in New York, New York. Penelope's internship was sponsored by an alumna, Mary Beth Hatten '71.



TO: Internship Sponsors

FROM: Karen Cardozo, Executive Director of Career Development

Thank you for considering hosting a Hollins University student for an internship at your organization. As you can see from employer reviews in the enclosed **Employer Internship Guide**, Hollins students bring exemplary dedication, spark and smarts to any organization. In turn, your internship expands their skills and enables their career exploration. If hosting an intern seems more trouble than it's worth, consider the following:

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

Hosting interns infuses new energy into your organization and can be life changing for them. In today's competitive job market, students who lack such experience are at a disadvantage. In keeping with national trends, our students have higher economic need, are ethnically diverse and increasingly are 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. Write an **internship description** that provides context, i.e. explain how the position fits into the larger organization and its mission as well as how your organization is situated within a wider landscape of industries (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." Our liberal arts students are well-rounded; many have work experience or content expertise outside of their stated majors. In addition, the goal of this program is 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 self-identify a possible fit.
5. Explicitly include a **statement about welcoming diverse identities and backgrounds** to develop 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, please complete and return the **Employer Internship Agreement Form**. At the conclusion of the internship, please complete your **Intern Evaluation Form** as thoroughly as possible as your feedback is important to the intern's growth (see attached information on NACE 8 competencies). Please also return the evaluation by deadline; the student cannot receive credit without it. If time allows, and if you are so inclined, you might also consider writing a letter of recommendation for the student while the experience is fresh in your mind.

Feel free to be in touch if you have any questions or would like my support in developing an internship description. Hollins is grateful for your time and interest in being an internship sponsor, and confident it will be a mutually beneficial experience. Thank you and I look forward to our continuing partnership!

HOLLINS UNIVERSITY SEMESTER INTERNSHIP AGREEMENT FORM

This is your Internship Agreement form. Without it, you will not be allowed to register your internship for academic credit. Your faculty sponsor and academic advisor must complete and sign this form. *If you are an international student with an F-1 visa, check here to acknowledge that you must obtain a signature from International Programs.*

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

Did a Hollins alumna/us refer/host this internship? Yes No

If so, please provide name _____ Class year _____

PART 1: COMPLETED BY STUDENT

Student's name _____ Class year _____ Major _____

Email _____ Phone _____ Student ID number _____

We encourage you to share news of your internship and network whenever you can, however, check below if:

- you do not want Hollins University to use your internship information for public relations purposes.
- you do not want your address released to alumnae in the region.

INTERNSHIP RESIDENCE: I will live on campus I will live with an alumna Other

Name of alumna (if applicable) _____ Alumna class year _____

Your off campus address _____ Phone _____

STUDENT AGREEMENT:

I realize that I am representing Hollins University throughout the duration of my internship and in all related activities before, during and after its completion. I will conduct myself responsibly and in accordance with the University's values. I also understand that this is a learning opportunity and will complete the work required by my supervisor and faculty sponsor to the best of my ability.

STUDENT SIGNATURE _____ Date _____

PART 2: MUST BE COMPLETED BY INTERNSHIP SUPERVISOR

Please attach **employer internship description** to this form.

Name and title of internship supervisor _____

Name of organization _____

Email _____ Phone Number _____

Duties and responsibilities of the intern (Please use back of form or attach if necessary). _____

INTERNSHIP SUPERVISOR'S SIGNATURE _____ Date _____

PART 3: COMPLETED BY STUDENT, FACULTY SPONSOR, AND ACADEMIC ADVISOR

Name of faculty sponsor _____ Date _____

Description of work required by faculty sponsor to reflect on knowledge gained from internships (use back if necessary)

Credits _____ (140 contact hours per term = 4 credits. 70 contact hours per term = 2 credits)

Grade mode (check one) Letter Pass/Fail

FACULTY SPONSOR AGREEMENT: I have received and reviewed the internship agreement form and discussed its requirements with the student. In serving as the faculty sponsor for this internship, I will require and evaluate an academic component to ensure that the student has an opportunity to reflect upon their experience and acquired learning.

FACULTY SPONSOR'S SIGNATURE _____ Department _____

ACADEMIC ADVISOR'S SIGNATURE _____ Department _____

INTERNATIONAL PROGRAM'S SIGNATURE _____

(required for F1 international students)

CAREER CENTER APPROVAL o Internship Waiver signed _____

For registrar use only: Subject _____ Number _____ Section _____ CRN _____



HOLLINS UNIVERSITY JANUARY INTERNSHIP AGREEMENT FORM

This is your Internship Agreement form. Without it, you will not be allowed to register your internship for academic credit. Your faculty sponsor and academic advisor must complete and sign this form. *If you are an international student with an F-1 visa, check here to acknowledge that you must obtain a signature from International Programs.*

DURATION OF INTERNSHIP: January 7, 2019 - February 1, 2019

Did a Hollins alumna/us refer/host this internship? Yes No

If so, please provide name _____ Class year _____

PART 1: COMPLETED BY STUDENT

Student's name _____ Class year _____ Major _____

Email _____ Phone _____ Student ID number _____

We encourage you to share news of your internship and network whenever you can, however, check below if:

- you do not want Hollins University to use your internship information for public relations purposes.
- you do not want your address released to alumnae in the region.

INTERNSHIP RESIDENCE: I will live on campus I will live with an alumna Other

Name of alumna (if applicable) _____ Alumna class year _____

Your off campus address _____ Phone _____

STUDENT AGREEMENT:

I realize that I am representing Hollins University throughout the duration of my internship and in all related activities before, during and after its completion. I will conduct myself in accordance with the University's values. I will complete the work required by my supervisor and faculty sponsor to the best of my ability.

STUDENT SIGNATURE _____ **Date** _____

PART 2: MUST BE COMPLETED BY INTERNSHIP SUPERVISOR

Please attach **employer internship description** to this form.

Name and title of internship supervisor _____

Name of organization _____

Email _____ Phone Number _____

Duties and responsibilities of the intern (Please use back of form or attach if necessary). _____

INTERNSHIP SUPERVISOR'S SIGNATURE _____ **Date** _____

PART 3: COMPLETED BY STUDENT, FACULTY SPONSOR, AND ACADEMIC ADVISOR

Name of faculty sponsor _____ **Date** _____

Description of work required by faculty sponsor to reflect on knowledge gained from internships (use back if necessary)

Students are to complete 140 contact hours at their January internship for a total of four credits. Grades for January term will be listed as pass/fail.

FACULTY SPONSOR AGREEMENT: I have received and reviewed the internship agreement form and discussed its requirements with the student. In serving as the faculty sponsor for this internship, I will require and evaluate an academic component to ensure that the student has an opportunity to reflect upon their experience and acquired learning.

FACULTY SPONSOR'S SIGNATURE _____ **Department** _____

ACADEMIC ADVISOR'S SIGNATURE _____ **Department** _____

INTERNATIONAL PROGRAM'S SIGNATURE _____

(required for F1 international students)

CAREER CENTER APPROVAL o Internship Waiver signed _____

For registrar use only: Subject _____ Number _____ Section _____ CRN _____



EMPLOYER INTERNSHIP DETAILS & DESCRIPTION

Internship Period: ___ Summer ___ Fall ___ January Term ___ Spring Year _____

Duration of internship (list dates): _____

Did a Hollins alumna/us refer/host this internship? Yes No

If so, name: _____ Class year _____

EMPLOYER CONTACT INFORMATION

Name and title of internship supervisor(s): _____

Name of organization: _____

Type of business or organization: _____ Nonprofit or for-profit: _____

Address (include city, state, and zip code): _____

Email: _____ Website: _____

Phone Number: _____ Fax: _____

INTERNSHIP DESCRIPTION

See reverse side and refer to enclosed letter from Executive Director Karen Cardozo for tips on writing a description that will capture the largest and most fitting pool.

Departments offering internships _____

Number of internships offered _____ Work schedule _____

SELECTION & ONBOARDING PROCESS

Tell us what application materials you require for the internship(s):

Resume Cover Letter References Writing sample/portfolio Remote Interview by SKYPE/phone

Please let us know if there are other elements required for your onboarding process:

Background check Health or drug screening Other, please specify: _____

INTERN EVALUATION PROCESS

Prior to the start of the internship you'll receive an Evaluation Form that highlights the capacities and skills most commonly sought by employers (see attached information on NACE 8 competencies). 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, or 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. *Students cannot receive academic credit without these forms, so please return them by the deadline.*

Please return this completed form and your internship description to the Hollins University Career Center by emailing careercenter@hollins.edu, mailing to **7916 Williamson Road, Box 9628, Roanoke, VA 24020**, or faxing to **540-362-6096**.

ORGANIZATION AND INTERNSHIP DESCRIPTION

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

INTERNSHIP 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.

INTRODUCING “THE NACE 8”

The National Association of Colleges and Employers (NACE), through a task force of college career services and HR/staffing professionals, has identified seven competencies associated with career readiness, and an eighth, career management, which emphasizes individual growth over time.

- 1. Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- 2. Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- 3. Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse classes cultures, race, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- 4. Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- 5. Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- 6. Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- 7. Global/Intercultural Fluency:** Value, respect, and learn from diverse classes cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
- 8. Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

This common vocabulary and framework is helpful on campus when advising college students, while employers can utilize this information in hiring and supervising.

For more information: <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

HOLLINS UNIVERSITY INTERNSHIP EVALUATION FORM

Academic credit cannot be given until this form is submitted. The student and on-site supervisor should complete this form. **Please return to Hollins University Career Center by emailing careercenter@hollins.edu, mailing to the attention of the Career Center at 7916 Williamson Road, Roanoke, VA 24020, or faxing to 540-362-6096.**

STUDENT must fill out top part of this form before giving to supervisor to complete.

Student's name _____ Class year _____

Hollins faculty sponsor _____ Department _____

Did a Hollins alumna/us refer/host this internship? Yes No

If so, name: _____ Class year _____

SUPERVISOR please complete this section. Please make this evaluation as thorough and complete as time will allow. This form elicits a summary of the intern's performance but a personal statement will be welcomed. Feel free to use the reverse side of this form. Please print clearly.

Name/Title _____

Name of organization _____

Type of business/organization _____

Address (include city, state, and zip code) _____

Phone _____ Fax _____ Email _____

Signature _____

May this form be shared with the intern? Yes No (This information will be shared with the faculty sponsor.)

May this information be used for public relations purposes? Yes No

Intern's duties and responsibilities: _____

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

	Poor			Exceptional		
Followed directions	1	2	3	4	5	NA
Paid attention to details	1	2	3	4	5	NA
Organizational, time and project management skills	1	2	3	4	5	NA
Demonstrated critical thinking/problem solving	1	2	3	4	5	NA
Showed competency with and/or capacity to adopt technologies	1	2	3	4	5	NA
Approached work creatively; showed initiative and/or leadership	1	2	3	4	5	NA
Professional conduct, ethical behavior and diligent work habits	1	2	3	4	5	NA
Communicated effectively in writing	1	2	3	4	5	NA
Articulated ideas effectively in oral communication	1	2	3	4	5	NA
Worked/collaborated effectively with others	1	2	3	4	5	NA
Openness and respect for diversity/cultural differences	1	2	3	4	5	NA

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, are Hollins students distinctive in any way? If so, please explain: _____

Thank you for making this internship possible.

