

A photograph of two young women in an office environment. The woman on the left has long, curly red hair and is wearing a green top and a colorful patterned scarf. She is leaning over a laptop. The woman on the right has long, straight brown hair and is wearing a white blouse with a ruffled collar. She is smiling and looking at the laptop. The background is a plain white wall with a circular light fixture.

SIGNATURE INTERNSHIPS GUIDE FOR EMPLOYERS

To Signature Internship Sponsors

From Christine Harriger, Director of Career Development

Thank you for considering hosting a Hollins University student next January through our competitive Signature internship program. 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 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, please complete and return the Employer Internship Agreement Form with necessary signatures. At the end of the internship, please complete your Intern Evaluation Form as thoroughly as possible, as your feedback is important to the student's growth. Please also return the evaluation by deadline; 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.

Please review the attached timeline for more information about the process and 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!

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 excel at grasping a responsibility quickly and executing the work fully and well**
- **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 student exemplify professionalism, poise, positive attitude, and eternal curiosity**
- **They are open to new ideas and participate in diverse activities**
- **Hollins students are sharp inquisitive, and generally a joy to work with**
- **Hollins students are distinctive in their dedication - they tackle responsibilities quickly, thoroughly and with little guidance. Very independent but fantastically able to work in a team.**

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.

HOLLINS UNIVERSITY SIGNATURE INTERNSHIP PROGRAM

The 2020 January Term runs from **Monday, January 6, 2020 through Friday, January 31, 2020.**

This program is competitive: students may apply to two participating organizations and employers choose their top candidate(s). Please confirm your commitment by completing the Employer Description form [HERE](#).

As part of the intern selection process, we will ask you to rank your top 2-3 preferred candidates and let us know as soon as possible who did not make your shortlist so we may redirect them to other opportunities. Please do not convey your final selections directly to any student. Informing students on a rolling basis has caused some anxiety in the past when some know the status of their application and some do not. Similar to the Admissions acceptance process, we will let everyone know on one date.

We must secure employer decisions and student acceptances prior to the early November registration deadline by which students would have to choose an alternative option if not selected for a J-Term internship.

IMPORTANT DATES AT A GLANCE

June 14 - Confirm your participation by providing employer details and an internship description form. Complete the form here to provide this information.

October 14-18 - Employers will receive student applications from the Career Center. You will receive a form with instructions and information about timely and efficient ways to conduct remote interviews if desired. The Career Center will support interview scheduling as needed.

November 4 – Deadline for employers to provide the Hollins Career Center with ranked student selections.

November 6-8 – Career Center will notify students of internship matches.

November 15 through Friday, December 7 – Before the semester ends, we will connect employers and students and provide brief orientation/instructions/directions for the intern's first day/week.

Early January - The Career Center will send reminders about evaluations and other aspects of the program prior to the intern starting the week of January 7th.

January 6, 2020 through January 31, 2020 – Duration of internship program.

February 7 – Internship evaluation forms are due.

Prior to the start of the internship you'll receive Evaluation Forms that highlight 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.

Students cannot receive academic credit without these Evaluation forms, so please return them by the deadline.

April 2020 – Confirm for next January!

THANK YOU FOR PARTNERING WITH HOLLINS UNIVERSITY IN PREPARING STUDENTS FOR THE FUTURE!



HOLLINS UNIVERSITY SIGNATURE INTERNSHIP DETAILS & DESCRIPTION

Internship Period: **January Term**

Duration of internship: **January 6, 2020 - January 31, 2020**

Please complete this form and submit internship description to Amber Becke at beckeae@hollins.edu to confirm your participation in January 2020 Signature Internship Program. Click [here](#) to submit this information online.

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 Director, Christine Harriger for tips on writing a description that will capture the largest and most fitting pool.

Departments offering internships _____

Number of internships offered _____ Work schedule _____

Duties and responsibilities of the intern: _____

SELECTION & ONBOARDING PROCESS

The Career Center will forward candidate applications including:

- Resume
- Cover Letter
- References

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

- Writing sample or portfolio Remote Interview by SKYPE/phone Background check
 Health or drug screening Other, please specify: _____

Please check this box to confirm that you can review and rank candidates by **Wednesday, November 4, 2019**.

INTERN EVALUATION PROCESS

Prior to the start of the internship you'll receive Evaluation Forms that highlight 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, and add 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.*

ORGANIZATION AND INTERNSHIP DESCRIPTION

Please provide a brief description covering the information below. See below for sample and form.

- Your organization, its mission and how it fits into a wider industry landscape
- Departments offering internships
- Description of intern's duties and responsibilities (separate descriptions for each if duties differ)
- Work schedule and any other requirements
- Preferred qualifications (intern characteristics, skills, majors, prior experience)
- Potential for intern to gain NACE 8 and other competencies (see next page)
- 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, 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 cultures, races, 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 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 Center for Career Development and Life Design 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.**

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

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. This form elicits a numerical summary of the intern's performance but a prose statement on the reverse side of this form is welcomed. 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

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

PERSONS TO CONTACT *with internship questions or concerns*

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