



Working with Interns

A Guide for Undergraduate Internship Supervisors in the College of the Liberal Arts

This guide will help you understand the internship program in the College of the Liberal Arts, how to supervise undergraduate internships, and why those internships can benefit both you and your students. It offers guidance, tips, and resources for developing your own internship projects and working with undergraduate interns.

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Introduction

Each semester, dozens of undergraduate students at Penn State work as interns in the College of the Liberal Arts. These students may work directly with a professor, alongside graduate students, as part of a larger organization (such as the Center for American Literary Studies), or with a department. They perform research, plan events, draft documents, and edit manuscripts. Through this work, they not only contribute to the departments and organizations they work for, but also develop project-specific expertise, professional skills, and personal contacts.

Despite the impressive numbers of undergraduate interns in the College of the Liberal Arts, there is space for many more. Professors and other potential supervisors are often hesitant to work with interns, limiting the number of undergraduates who can have the useful professional experience of working closely with faculty on “real” projects. And even of those faculty who do work with interns, few are confident in their abilities to plan and execute internships that are mutually beneficial to faculty and student.

This booklet provides guidance and suggestions on how to plan, facilitate, and evaluate undergraduate internships. While the guide should be useful to anyone working or wishing to work directly with interns (graduate students, administrators, etc.) its suggestions are aimed specifically at professors and instructors. Professors and instructors directly supervise many of the internships in the College of the Liberal Arts, and working closely with faculty is one of the greatest benefits interns themselves experience through an internship. Reading through this booklet should help interested faculty members plan and organize their first internships and should offer experienced internship supervisors tips and suggestions.

Methods and Sources

The recommendations in this booklet were assembled as part of a 2008-2009 Teaching Support Grant from the Schreyer Institute for Teaching Excellence. The ideas and suggestions come from two main sources: a series of interviews with former interns, supervisors, and administrative contacts; and my own experiences supervising interns.

This guide incorporates material from dozens of interviews I conducted. I asked former interns throughout the Liberal Arts what projects they worked on, what they learned, and how those skills helped them (or failed to help them) in other classes and in their careers. These reflections gave insight into the perceived benefits of internships from the point of view of the interns themselves. In addition, I interviewed many faculty members who have supervised internships, asking particularly for feedback on the types of projects that they found most useful. Those ideas are categorized and described in the “Developing Projects for Interns” section. And finally, I met with administrative contacts in a variety of departments and in the Liberal Arts to discuss the types of internship projects and procedures in place throughout the college.

The guide is also based on my own experiences supervising and working alongside undergraduate interns. From 2007 until 2009 I spent a significant amount of time creating projects and organizing workflow for a series of undergraduate interns. The interns, supervising faculty member, and I worked closely together, and I was able to participate in a variety of internship projects, each geared to the individual intern’s interests and the faculty member’s current projects. This experience piqued my interest in internships and made me aware of the need for a guide such as this.

For general information on experiential learning, I consulted the following sources, which I also recommend to readers wanting to learn more pedagogical and theoretical background about internships:

Brewer, J. & Winston, M. D. (2001). Program evaluation for internship/residency programs in academic and research libraries. *College & Research Libraries*, 62(4), 307-315.

Kendall, J. C. (1986). *Strengthening experiential education within your institution*. Raleigh, NC: National Society for Experiential Learning.

Savage, G. J. (1997). Doing unto others through technical communication internship programs. *Journal of Technical Writing and Communication*, 27(4), 401-415.

Sweitzer, H. F. (2004). *The successful internship: Transformation and empowerment in experiential learning*. Belmont, CA: Brooks/Cole.

What Is an Internship?

“Internships” mean different things in different contexts. For many departments (e.g., Business, Political Science) internships are typically paid or unpaid positions *outside of the university*. The purpose of these external internships is to offer undergraduates direct experience in their future professional field, and often, external internships are a first step towards applying for a job with the organization providing the internship.

In other departments (e.g., English, Comparative Literature), students can participate in internships *within the university*. Such internships are supervised by professors, instructors, or administrators, and students may receive course credit. Departments whose students complete internal internships can also offer external internship opportunities, of course—a student in Communication Arts and Sciences, for example, may work as a public relations intern for a local company or as an intern for a faculty project related to the student’s interests. And departments whose students do external internships can also offer internal internship opportunities.

Internships within the university have the some of the same goals as external internships: they offer interns experience with the types of skills they’ll need professionally. However, internships within the university may not directly lead into a future job the way many external internships do. **Rather, internal internships provide students with a learning experience that brings together educational goals, professional skills, and a personal working relationship with the internship supervisor.** Students completing internships may gain insight into the types of work they’re interested in pursuing and may learn skills that will support them as they apply for jobs. As such, internships are a valuable addition to the resources already in place to help College of the Liberal Arts students determine and then successfully follow their chosen professional paths. This guide will help supervisors who want to develop and facilitate internship opportunities within their department or academic organization.

An internship is different from an independent study or a research assistantship. Independent study students design a course and, with supervision from faculty, work through their course material. In contrast, interns do not design their own internship projects, but rather work on projects designed by internship supervisors and often work alongside the supervisors themselves. Internship supervisors work more closely with interns than independent study supervisors do with their students. Additionally, the content of an independent study is similar to that of any course (students have readings, write papers, give responses) while the content of an internship may be focused on a wider variety of topics. Internships may include such reading, writing, and research tasks, but their goals are professional as well as educative.

Internships also differ from research assistantships. Research assistant positions may be designed differently in different departments, but all emphasize research, often primary research in a lab setting. Again, while interns may perform research as part of their internship,

the focus on a broader range of professional skills makes a research-only internship unlikely. Interns would not merely perform research in isolation, but might perform it as part of a larger project they're working on. Additionally, research assistants (particularly those in labs) may or may not work closely with supervising faculty and graduate students, whereas for internships, the relationship between intern and supervisor is central.

What Are the Benefits of an Internship?

The internship program in the College of the Liberal Arts at Penn State has direct benefits both for undergraduate interns and for the faculty who supervise internships.

Benefits for Interns

Overall, internships offer a valuable combination of academic and professional experience that goes beyond working for a supervisor outside of the university. The benefits for interns include:

- **Specific cognitive and practical skills.** Interns should learn a variety of skills, both cognitive and practical, that will vary depending on the specific projects they work on. For example, an intern helping to organize a conference may learn cognitive skills that allow her to discern which submitted proposals are making thoughtful contributions to a field, and she may simultaneously learn the practical skills of scheduling conference sessions and communicating with participants.
- **General professional skills.** In addition to learning these specific skills, interns have the opportunity to work hands-on as part of large scale projects that more closely resemble workplace projects than academic assignments, for example, planning and organizing meetings and publicity materials for campus organizations. Consequently, they develop general skills such as communication abilities, organizational techniques, and work habits that will transfer to the workplace.
- **Professional relationships with supervisors.** Equally important are the relationships that can be formed between an intern and his or her supervisor. A study of College of the Liberal Arts students in 2009 showed that 30 percent of graduating seniors do not know at least two professors or instructors well enough to ask for a letter of recommendation. This disconnect between faculty and students can be seen as an inevitable side effect of teaching and learning at a large university, but it doesn't have to be. Students who work as interns have a unique opportunity to work closely alongside faculty members, forming professional relationships that offer interns informal professional advice, references, and feedback on their strengths and skills.

Benefits for Faculty

Faculty members who supervise internships also benefit significantly from the process:

- **Assistance with projects.** Faculty supervisors benefit from the capable and intelligent assistance that interns provide on a variety of projects. While supervisors need to put work into organizing and planning internships that benefit students, well-planned internships will ultimately save the supervisor time, and supervisors gain valuable experience in how to delegate work.
- **Student input on projects.** Interns can also offer indirect assistance, helping faculty members see projects from a student's point of view, for instance. Supervisors frequently comment on how helpful this point of view can be, particularly for projects involving course design and events that cater to undergraduate students.
- **Closer relationships with students.** And finally, just as interns benefit from professional relationships with their supervisors, so do supervisors benefit from relationships with their interns. Gaining insight into the concerns and challenges for undergraduate students, particularly in their own department, helps faculty reconnect with the students they teach and work with.

Internships may also benefit the department or college that offers them. As internships help students advance professionally, the reputation of the department will improve simultaneously.

Planning an Internship

Some departments offer a great deal of assistance in the process of finding interns, and some highly structure the expected learning outcomes for each project. But for the majority of College of the Liberal Arts internship supervisors, finding interns and considering learning outcomes must be done individually for each internship.

Finding and Matching Interns

Finding qualified and interested students to work as interns can be a challenge. Many students are unaware of individual internship opportunities, or even of the overall possibility of interning in the College of the Liberal Arts. There are a number of ways, both on the department level and on the level of individual supervisors, to facilitate finding and matching students with potential internship supervisors.

- **Contact students you already know.** Many supervisors invite students they already know to work as interns. Often, these students have taken an upper-level class with the supervisor and performed well. By inviting students you're familiar with, you can be aware in advance of the intern's professional aspirations or interests. For example, a student who hopes to go into publishing would benefit from an internship where he'd be working with editors on different levels for a book project. Similarly, when you already know a student you may already be familiar with her skill set and level. For example, a student who excelled in a high-level public relations course would probably be well qualified to design and produce material advertising a conference.

If you haven't taught upper-level classes where you would meet students who would be likely candidates for internships, it may be fruitful to ask other instructors if there are students they'd recommend who have particular professional goals or skill sets that are well-matched to the internship you have in mind.

- **Announce opportunities in a newsletter or on a listserv.** If you don't know an individual student who might fill an internship position, consider "advertising" the position on a department or college-wide newsletter or listserv. Many department publications have a space to announce internships and other work opportunities at the start of each semester. Consider whether to announce the position to other departments as well—particularly in the College of the Liberal Arts, many interns work in departments other than that of their major.

If you find internship candidates via a general announcement, remember to consider whether they are a good match for the project you have in mind. Neither the student

nor the supervisor will be served by an internship where the supervisor's goals for the project don't match the intern's skill set and professional goals.

- **Designate a contact person.** A number of departments have a specific administrator or faculty member who facilitates internship matching. Interested students and potential supervisors contact this individual, who maintains a running list of possible interns and possible supervisors. The contact person can identify when a specific intern's goals and skills match those required for a given project.

This is a remarkably good method of finding and matching interns, but it obviously requires departmental support and resources devoted to facilitating internships, which are not a priority in many departments. In addition, having a designated contact person requires a robust internship program in the department to work well—there must be enough interns and projects to create good matches.

Considering Expected Learning Outcomes

As you look for interns to work with, you should simultaneously consider the expected learning outcomes for the internship. Most internships have a range of learning outcomes, shaped both by the intern's professional goals and current skill level and by the details of the project being worked on. While planning your internship, consider the outcomes that you and the intern desire on at least three levels: knowledge, skills, and attitudes.

- **Knowledge.** What information should the intern learn about the project or area of study? What should the intern learn about the department? (How) Will that knowledge affect the intern's coursework and professional goals? What specialized knowledge will the intern need to become expert in to complete the project well? Will the intern need to analyze and evaluate information? How do you plan to teach such cognitive skills?
- **Skills.** What specific skills should the intern learn during the course of the internship? What skills that the intern already has will be sharpened or strengthened by the internship? What general organizational/workplace skills will the intern need to be competent in? How do you plan to offer instruction and feedback on both specific and general skills?
- **Attitudes.** What attitudes toward work should the intern learn (e.g., professionalism in communication, reliability, follow-up, promptness, etc.)? How should interns interact with their supervisors, peers, and graduate student colleagues? Will interns take an active role in reflecting on and evaluating their own progress? How will you and the intern communicate your expectations about attitudes?

Developing Projects for Interns

When considering an internship, most potential supervisors wonder what work they could assign to interns. Supervisors don't want to give interns menial tasks like making copies and licking envelopes, but they also hesitate to entrust interns with complex and important tasks like conducting primary research. Such concerns are valid: an intern would not learn much if all she did was make copies, and an intern probably isn't qualified to help you draft your next book.

But between these extremes, most academic jobs contain dozens of tasks that can easily be broken down into discrete parts requiring specific, teachable skills. More importantly, learning and practicing these skills offers interns valuable experience in various professional fields. Interns in the College of the Liberal Arts assemble research sources, organize meetings and conferences, edit videos, correspond with group members, proofread manuscripts using the *Chicago Manual of Style* or other style guides, summarize research findings, advertise events, create teaching materials, and design Web pages, among dozens of other tasks.

Obviously an individual intern's suitability for these tasks depends in part on his training and interests, but there is a great deal of flexibility when it comes to what an intern can be asked to do that will both contribute to the intern's education and/or professionalization and assist the supervisor's own projects. **Remember, the process of developing projects for interns should be informed by the intern's existing skills and professional interests, the supervisor's needs, and the desired learning outcomes.**

The following sections describe a few of the common types of projects supervisors in the College of the Liberal Arts may have interns assist with, either in the supervisor's own academic work or as part of the supervisor's connection to an organization or event. As you develop projects for internships, keep in mind that many of the most successful projects stretch across multiple semesters, asking one intern to build on the previous intern's progress and take up where they left off. Also keep in mind that, according to the Faculty Senate, the only University-wide policy specifically for internship work is that an intern should do around 40 hours of work to earn one credit. Other guidelines and policies may exist on a department level; you should consult these as you develop projects.

Research

While internships shouldn't be conflated with research assistantships, working on large research projects can be a meaningful part of an internship—and since most supervisors at Penn State have research agendas, there are many opportunities for interns to perform meaningful research alongside their supervisors.

Internships that incorporate research projects are best for interns who hope to go to graduate school or otherwise remain in academics. For such students, developing research skills past the level that they've attained through coursework will help prepare them for graduate level work—and will help them decide whether they want to pursue an academic career in the first place.

Primary research. It would be irresponsible, to yourself and to your intern, to expect an undergraduate to conduct the bulk of your primary research. However, there are ways that interns can support primary research work in libraries, on the Web, or in archives, gaining different experience and skills depending on the type of project. For example, for historical or archival projects, interns may locate and transcribe primary sources. Often this involves working closely with librarians as well as internship supervisors—an added benefit for students considering careers as librarians or archivists. For projects involving interviews or surveys, interns can be involved at a variety of technical and conceptual levels. They may help develop interview questions, be a part of the IRB process, film and conduct interviews, and assist supervisors in assembling data from interviews.

Working alongside supervisors through this process, interns will learn the relationship between a research question and the primary sources, as well as the variety of technical skills involved in assembling and sorting through primary research.

Secondary research. In early phases of secondary research, interns may be instructed to locate and abstract useful sources through library databases and the Internet. Locating such sources is something that most undergraduates are familiar with at a basic level, but they lack the expertise required for high-level work. Those higher-level research skills, which are highly useful to students hoping for a career in academics, can easily be taught through close work with a supervisor throughout a semester's internship. In addition, creating an annotated bibliography that abstracts the sources that the intern found trains the intern in purposeful reading and abstract-writing while providing a very useful document for the supervisor.

In any situation where interns help conduct research, close communication and constant feedback between the supervisor and intern is absolutely essential. Through this communication, the intern will learn to recognize which sources and topics are respected in the field and useful for the supervisor's project—again, skills that will translate directly into graduate school and academic work.

Teaching

Interns may also play an important role in a supervisor's teaching, helping to develop courses, select readings, and even offering a lecture or review session for students. Such work would be particularly suitable to interns who hope to teach (at any level). The work done by interns on teaching projects could be quite similar to a teaching assistantship, but it would offer the interns the chance to work closely with the supervisor to see how decisions about classes are

made. Supervisors working with interns on teaching projects should be prepared to accept feedback from the interns, even as they teach technical skills—interns will offer a valuable student perspective on ideas.

Editing and Publishing

Many undergraduates hope to work in publishing or journalism as writers, reporters, development editors, copyeditors, proofreaders, or designers. For students with such career goals, work on publishing projects is perfect, as it offers direct instruction in skills as well as an insider's view of what separates the various (and complex) jobs that go into publishing a book or other text. One student, reflecting on her internships on a textbook editing project, wrote that they “confirmed my belief that publishing is the industry for me” but taught her that she “would make a better developmental editor than I would a copyeditor.” Ideally, all students should come away from internships with similar insight into possible professional paths.

Academic manuscripts. Nearly all faculty members find themselves in the position of editing an academic manuscript at some point in their careers—they must revise and copyedit the work, check citations and quotes, and closely proofread. Interns, particularly those who've taken a class in editing, could benefit from being a part of this work while providing a useful service to their supervising faculty. Interns may do the first reading of a work, marking corrections or problems as they find them, and the supervisor will then be able to go through the document more quickly. On a project like this, interns would learn editing marks, how to use resources like the *Chicago Manual of Style* and individual publishers' stylesheets, and even how to correspond with various members of an editorial staff (e.g., which “level” of editor to contact about specific questions). An added benefit, of course, is that the intern will become deeply familiar with the supervising faculty's own work.

Textbooks and support material. Similarly, interns may work on the editing and development of textbooks and supporting teaching materials. As with editing academic manuscripts, such projects give interns direct experience and useful practice in the phases of editing. In addition, for both textbooks and support materials, students may assist in updating editions and creating teacher resources. For example, they could help locate readings to update a new edition of a writing textbook or draft answer keys and suggested responses to assignments within the book. Again, in projects such as these students have well-defined goals and learning outcomes and a clear connection to a possible professional field.

Academic journals. Many internship supervisors edit academic journals and employ interns as part of the journal's editorial staff. Interns may communicate with potential authors; organize and keep track of submissions, reviews, revisions, and articles in the pipeline; edit or check individual articles; and design individual journal issues. While faculty members and reviewers will ultimately need to decide what material is appropriate to publish in the journal, interns can be an important part of that process as well. Some journals in the College of the Liberal Arts

instruct interns in how to select reviewers for a given article, meaning that the intern is the first person to read a submission and to distribute it to appropriate reviewers.

These editorial projects all have in common a dual benefit for interns: they provide practice in various parts of the publishing process while also allowing interns to deal with subject matter that is likely of academic interest to them. The main drawback of assigning editing projects to interns is the variability of the process. An academic journal may have a reliable publication schedule and assume an average number of submissions each semester, but textbook and manuscript publishing often don't adhere to the semester schedule and may not have predictable calendars for revisions and editing. Supervisors for such projects must incorporate a degree of flexibility, possibly working with interns on a project basis rather than a semester basis, and communicating in advance with their publishers about when they will need to submit materials and when they will receive materials for editing.

Organizing Events

Many interns in the College of the Liberal Arts help their supervising faculty members organize events ranging from meetings and presentations to conferences and reading series. Such projects are well-defined (with a clear list of things to do and a guaranteed end date) and usually offer interns a wide range of work experience.

For a large conference, interns may help faculty members evaluate and categorize submissions and select presentations to be accepted. (This provides similar subject-area expertise as performing secondary research or working on editing an academic journal.) Interns may also schedule sessions, performing the complicated task of assuring that each presenter has the required space and technology and that related sessions do not overlap.

For smaller conferences, presentations, or series of presentations, interns may work with administrators at the university to schedule appropriate facilities, invite and correspond with individual presenters, design and distribute event materials, and facilitate discussions.

Publicizing Events and Organizations

Interns may also work to publicize events by designing and distributing posters and flyers, sending emails, composing announcements, and developing other publicity strategies. Interns can be particularly capable at devising ways to advertise events to an undergraduate audience. For example, when the Center for American Literary Studies decided that it wanted to specifically encourage undergraduates to participate in its community reading series, it consulted its interns for advice and feedback on how to approach undergraduate students. The interns designed and ran an undergraduate publicity campaign using media more likely to reach undergrads (e.g., Facebook and the Center's Website) than the traditional posters and flyers.

In addition, in the course of publicizing events interns may learn and develop their skills at individual writing/design genres that will serve them well in the workplace: press releases, email announcements, brochures, and posters. If interns are working with a specific group or organization that hosts a number of events, they may create a newsletter for that group, establishing a design framework that can be reused as well as writing individual articles and announcements.

Developing Websites

Interns often help design and/or maintain Websites for classes and organizations. Many interns have basic Web design experience—it would not be unreasonable to expect them to design and publish a small site during the course of a semester. But even students without direct experience designing for the Web can work on Website projects. College of the Liberal Arts interns have done evaluative studies of Websites, researching what information and functionality users expect to find on a site and how the site should meet those needs. Assembled into a formal report, such evaluative projects closely mimic projects that many students will eventually tackle in the workplace. Interns have designed and written content for Websites that have then been programmed and completed by other interns or separate Web designers.

Reflective Work

Internship supervisors frequently assign reflective work to students, hoping to make explicit the skills and experiences that interns have gained through their internship projects. Such projects vary widely—interns may be asked to submit brief reflective papers to their supervisor throughout the semester, to compose a long narrative of the work they did at the end of the semester, or to draft job application materials that include reference to the work that they did as an intern. In addition to these written materials (or instead of them), interns and supervisors may regularly meet to discuss the work the interns have been doing and how that work relates to what they've learned in classes and what they hope to do after graduation.

This reflective work is unique from the other projects in that it doesn't directly assist the supervisor's own projects, but it is an important part of any internship.

Working with an Intern

Once a project is in place and an appropriate intern has been found, the supervisor and intern must communicate clearly about goals and expectations and arrange a plan for meeting regularly throughout the semester. Supervisors should also plan to give feedback to their interns and provide ways for their interns to give them feedback, too.

Communicating about Expectations

For an internship to be successful, the intern and supervisor should be clear from the beginning about:

- the amount and type of work required,
- the specific projects to be completed,
- any firm due dates, and
- the frequency of communication and feedback expected.

To make these expectations explicit, many departments require supervisors and interns to fill out forms outlining the plans for a given internship. These forms have the additional benefit of providing a record (for interns, supervisors, and departments) of exactly what was done in a given semester's internships. They can also help interns recall and speak intelligently about what they accomplished in their internship—in a job interview, for example.

For an example of such a form, see Additional Resources at the end of this booklet.

Directly Supervising Work

Interns and supervisors should meet frequently to “check in.” This is particularly important when interns are learning new skills—if an intern is learning how to write abstracts of research sources, for example, the supervisor should explain the process and then offer detailed feedback on the intern's earliest attempts. This exchange of feedback and advice is essential to the professional relationship developed in successful internships—and it's also essential in order for the projects interns work on to be of near-professional quality.

Many supervising faculty members find themselves working alongside graduate students as well as undergraduate interns on the same project. An academic journal, for example, may employ a graduate student as an editorial assistant alongside undergraduate interns. The working relationship between graduate students and undergraduate interns is important and can be useful for the same reasons that the relationship between the supervisor and the interns is important. Interns may gain useful career advice from graduate students (most of whom were recently undergraduates, themselves). In addition, graduate students may be able to more closely supervise and direct an intern's work than the supervising faculty member is able

to. Constant feedback, from graduate students and supervisors, will help interns fit their work to the project and assure good results.

Getting Feedback from Interns

From the beginning of the internship process, input from the interns themselves is essential. An intern must let his or her supervisor know about his or her skills, professional goals, and levels of interest in various possible projects. Another important, and often-neglected, way in which interns should communicate to their supervisors is by providing feedback after the internship is over. Interns themselves are in a unique position to evaluate the usefulness of an internship project, whether the supervisor was asking too much (or not enough), and how the supervisor could organize future internships differently. This is a particularly important step for internship projects that stretch beyond one semester.

For sheets that can be used to facilitate this feedback, see Additional Resources at the end of this booklet.

Offering Feedback to Interns

In order for an intern to develop skills and successfully complete projects, the supervisor must offer frequent feedback on the intern's work. Often, such feedback occurs verbally, in the series of meetings between intern and supervisor. But written feedback on an intern's overall performance may also help supervisors communicate more clearly with their interns. Using a form such as the one in this booklet can help remind supervisors of the expected learning outcomes for the internship and evaluate whether the intern is progressing well.

For forms that supervisors can use to offer feedback to interns, see Additional Resources at the end of this booklet.

Mentoring Interns

As the professional relationship between intern and supervisor grows and develops, the intern may turn to the supervisor for professional advice and mentoring. While supervisors certainly shouldn't replace academic advisors or Career Services as the primary places students turn to for advice, having a personal connection with a faculty member is enormously beneficial to students.

The following suggestions will help you mentor your undergraduate interns:

- Talk to the intern, early and often, about career goals.
- Listen to the intern.
- At the end of an internship, discuss how the experience may have informed the intern's career goals and how the experience could be described in a job letter or interview.
- Be supportive.
- Be available to answer questions from interns, during and after the internship itself.
- Consider whether you would be willing to write job recommendation letters for a specific intern.

Additional Resources

The following pages contain forms that can be used

- to communicate and set expectations for an internship,
- for interns to offer feedback to supervisors, and
- for supervisors to offer feedback to interns.

For more information on LA 495 and other information about internship resources in the Liberal Arts, go to <http://www.la.psu.edu/CLA-Internships/Homepage.shtml> or contact Undergraduate Enrichment Programs Coordinator Ashley Tarbet:

Ashley Tarbet
102 Sparks Building
867-2317
aet143@psu.edu

Internship Planning Sheet

Student name: _____ Email: _____

Major: _____ Semester standing: _____

Supervisor name: _____

Supervisor email: _____

Supervisor phone: _____

Semester/ Year of internship: _____

Course number of internship: _____ Number of credits: _____

Estimated time commitment: _____ hours/week
(usually around 40 hours of work throughout the semester for 1 credit)

The following sections should be discussed by the intern and supervisor. Record answers here.

1. What are the learning objectives for this internship?

2. What work is the intern expected to complete during this internship?

3. How frequently will the intern and the supervisor meet? How often will the intern submit work and receive feedback?

4. How will the intern's performance be evaluated?

Student signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Both intern and supervisor should retain a copy of this sheet for their records.

Supervisor's Evaluation of Internship

This form should be **filled out by the supervisor** at the end of the internship. It may also be used as a mid-semester evaluation.

Student name: _____

Supervisor name: _____

Semester of internship: _____

Briefly describe the main activities you assigned to the intern:

1. How did you see the intern's skills improve throughout the course of the internship? Describe project-specific skills as well as general skills (like communication).

2. Please rank the intern's:

	Low	Somewhat Low	Average	Somewhat High	High
Ability to complete tasks on time					
Ability to respond to suggestions and feedback					
Level of professionalism					

3. Do you feel that the intern adequately fulfilled the expectations for the internship? If not, explain.