# CONNECTED ACADEMICS

Preparing Doctoral Students of Language and Literature for a Variety of Careers

# Internship Program

**PROCEDURAL GUIDE**

**ARIZONA STATE UNIVERSITY**
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# ASU Connected Academics Internship Program
# Procedural Guidelines

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**1.0  Purpose**
These guidelines describe the policies and procedures for the Connected Academics (CA) Internship Program.

**2.0  Applicability**
The policies and procedures outlined in these procedural guidelines apply to:
- PhD students in the humanities completing a CA internship
- Partners sponsoring CA PhD interns
- CA Internship Program administrators

**3.0  Background**
The Connected Academics Internship Program for doctoral students grew out of the Department of English Internship Program, which offers a wide range of supervised internships to students in various humanities fields.

Internships provide real-world context for students to explore professional opportunities and expand their critical reading, thinking, research, and communication skills in a professional setting. The Internship Program aims to supplement students' classroom education and training with workplace experiences to better prepare students for careers in a globalized economy. In addition to assisting students in exploring career opportunities and gaining practical knowledge of a professional workplace, both the CA and the English Internship Programs help students to grow as professionals through a strong model of mentorship and professional career development.

Students work in a variety of internship contexts (depending on their interests and skills) to enhance their experiences as humanists. Areas or fields may include journalism, marketing, public relations, communications, film and media, health and medicine, law, sports, government and politics, technical and professional editing and writing, education, and business administration. Appropriate campus units, public agencies, nonprofit organizations, private corporations, and other applicable partners in various local, national, and international locations may offer internships.

***3.1  Internship Defined***
An internship is a learning experience with educational or career-minded goals set by the student. To be approved, an internship must consist of two components: (a) the content component, which refers to the technical aspects of the internship and that are mutually set by the student and the partner, and (b) the performance component, which refers to the activities required of the student. **The details of the internship must be proposed in written format prior to the start of the internship**. The student and the partner are responsible for refining the proposal based on feedback from the CA Internship Program administrators.

An internship arrangement is created between the university and partners with whom PhD students can explore career opportunities, gain practical knowledge of the

workplace, and enhance their skills in such areas as writing, editing, teaching, research, document production, mass media, administration, communications, marketing, assessment and evaluation, and more.

PhD students in the humanities have skills that are broadly applicable to a range of possible career options. As such, student interns might choose varying internships; thus, the criteria for setting up an internship may differ, based on whether the student chooses a path for writing, editing, researching, teaching, or a host of other fields that require solid communication skills.

Through the CA Internship Program, students have options to participate in two different types of internships, although both **include** professional development support:

- **Model 1** - Unpaid professional work experiences. Upon successful completion of **45 hours** of internship work, a professional development allowance will be awarded.
- **Model 2** - Paid professional work experiences. **Note**: while a professional development allowance will not be awarded, successful completion of **45 hours** of internship work is still required.

A CA internship typically involves the student working for an agency, organization, or office that will benefit from the presence and contribution of the student. The agency provides supervision and training toward the stated goal as documented in the proposal. While some internship agencies pay the student interns for their employment (as in Model 2 above), many students participate in an internship simply for the value of an experience in the career field they may wish to consider after graduation (as in Model 1 above).

### 3.2  *Application Requirements for Internships*
To apply for an internship, students need to locate and negotiate an appropriate experience; they then propose a set of specific learning goals and outcomes for the internship. Students develop learning objectives for their work experience, and together with the sponsoring partners, document the work that will be performed. These are helpful steps to follow:
1. Student and partner complete and submit an internship application in advance of the actual internship work.
2. Student details the specific learning objectives and outcomes in a 1-page statement (attached to the application).
3. Student and partner provide a signed (by both parties) job description written by the onsite internship mentor that fully describes the required duties, work hours and schedule, work payment agreement, and any other relevant work information (attached to the application).
4. If requested by the CA Internship Program administrators, partner submits a signed ASU Affiliation Agreement to the Director of Internships in the Department

of English (see contacts on page 11).

5. Student submits package of application materials to the CA Internship Program administrators for approval.

### 3.3 Internship Completion

A student must complete a prescribed number of work hours in the internship (i.e., 45 hours in total), regardless of the model type of the internship (paid vs. unpaid). When the contracted number of hours are complete, and the final self-reflection report is posted (see section 4.6 for details), the internship is complete. As the final output, interns will create a digital portfolio that reflects the internship experience and showcases their professional growth.

If a student must withdraw from an internship for any reason, s/he must obtain permission from the CA Internship Program administrators before withdrawing from the internship site. Should a student leave the internship site without permission, the internship will be considered incomplete.

If an intern does not finish the internship hours because of workplace circumstances beyond his or her control, or because the initial internship plan extended the working time beyond the end of the semester, the student should meet with one of the CA Internship Program administrators to discuss completion options.

When the internship hours are complete, the intern will then meet with one of the CA Internship Program administrators for a final conference. After reviewing the onsite internship mentor's evaluation and the intern's final self-reflection report, the administrator will determine whether the internship has been successfully completed.

When worksites are within a 50-mile radius of the university, the CA Internship Program administrators may choose to visit to ensure that the CA interns are working in suitable environments. This site visit will be an opportunity for the onsite internship mentor, the CA Internship Program administrators, and the student to discuss the student's stated learning objectives and, outcomes, and the progress towards those goals.

During the timeframe of the internship, the onsite internship mentor will be asked to submit two evaluations of the intern to the CA Internship Program administrators (one mid internship evaluation and one final evaluation). The onsite mentor may use his or her company forms to complete these evaluations.

## 4.0 Policy

### 4.1 General

Internships enhance students' academic experience and can be used to earn academic credit. While PhD students may participate in internship opportunities without earning academic credit, the Department of English can offer interested students 1 credit hour in

ENG 784 for every 50 hours worked in an internship. Interested students should contact the Director of Internships in the Department of English or the Student Services Support Coordinator in the School of International Letters and Cultures to learn more about academic credit work.

Internships provide students with opportunities to build their resumes and other professional portfolios, explore a variety of career opportunities, and apply classroom knowledge in the workplace.

Partners benefit by gaining assistance with professional work-related tasks, and capable onsite internship supervisors take on mentoring roles to advise and guide the interns in their work.

### 4.2  Student Eligibility
Students who desire an internship with the CA Internship Program must be PhD students in the humanities in good standing. Students must contact the CA Internship Program administrators for application materials and guidelines and submit the package of materials (as described in section 3.2) by the deadline specified in the internship job description. Internship approvals will be based on the needs of the students and the package of materials submitted by each student. Incomplete or late application materials will not be considered.

### 4.3  Kinds of Internship Work
The CA Internship Program recognizes the broad skill set that PhD students in the humanities possess. The internship experience should provide work that is meaningful to humanities training. While the CA Internship Program administrators may direct students toward specific opportunities, potential interns are urged to seek out possibilities on their own, which are in line with their own interests and career goals.

### 4.4  Internship Criteria
Internships are designed to extend learning opportunities beyond the classroom. Internships allow students to gain hands-on experience in professional work environments related to their academic and career interests. In order to meet the minimum standards for an internship, the following criteria are set for internship partners:

*Breadth and Depth of the Experience* - The internship needs to provide the student with a broad overview of an industry and/or organization. In addition, the student should be able to gain a clear understanding of what options in a career field are available to him or her after graduation.

In addition, the student should have the opportunity to engage in professional projects and activities that will give a more in-depth experience in specific areas of the organization or career field. Although support, clerical, and low-level administrative work

is part of most professional daily routines and can be a part of the internship position, this type of work should be kept to a minimum. Instead, the focus of the internship should be on the student learning about the business and industry and developing new skills and knowledge. Partners should offer interns the opportunity to apply their versatile and unique set of humanist skills in a meaningful professional environment.

*Opportunity to Apply Humanities Training* - An internship should provide the student with hands-on experience and a good sense of what a professional position in the industry or career field would be like. In most cases, the student should be able to relate the internship experience to the knowledge that s/he has gained through PhD humanities training.

*Opportunity to Observe Professionals in Action* - To gain a clear picture of the daily activities of a professional at work, interns should be encouraged to participate in staff meetings, attend presentations, etc. Additionally, interns should have the ability to speak and interact with professionals inside, as well as outside of the department about their respective jobs and career paths.

*Opportunity to Develop Specific Skills* - PhD students in the humanities undertake an internship possessing strong written and oral communication skills; however, every place of business focuses on these skills in different ways. Interns should be encouraged to continue sharpening their communication skills in the following areas:
- research
- writing
- technical applications appropriate to the field
- verbal negotiations and presentations
- cross-cultural awareness and emotional intelligence

*Supervision and Processing Time* - Students need time to understand the work requirements and to be given opportunities to ask questions and receive guidance. Feedback is a critical part of the learning process. An onsite internship mentor should be directly assigned to the intern to provide guidance throughout the internship experience. The onsite internship mentor must be able to meet with the student in person (or through technology) on a regular basis to ensure the student understands assignments and is receiving constructive feedback about work performance.

*Safe Work Environment* - The internship site shall be responsible for providing the intern with a safe work environment.

*Non-Discrimination and Sexual Harassment* - In an effort to provide students with a safe and comfortable educational experience in their internship experience, we require internship sites to uphold the following standards:

All sites sponsoring internship employment must meet ASU's Equal Opportunity in

Employment Policy, which prohibits discrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability or veteran status.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. All internship sites must protect student interns against Sexual Harassment, which includes: unwanted and unsolicited sexual advances, requests for sexual favors, and other deliberate or repeated communication of a sexual nature, whether spoken, written, physical or pictorial.

An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, the Internship Program Administrators are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

ASU Counseling Services, https://eoss.asu.edu/counseling, is available if students, faculty, or staff wish discuss any concerns confidentially and privately.

### 4.5  Finding Internship Opportunities
Students who wish to participate in an internship opportunity should contact the CA Internship Program administrators for ideas and suggestions. Although the student is responsible for locating his or her own internship, the CA Internship Program administrators are also aware of opportunities with businesses, nonprofit organizations, and state and federal government offices in a variety of local, national, and international contexts. The CA Internship Program administrators have final responsibility for approval of student internship applications.

### 4.6  Documentation and Reporting of Internship Work
The documentation and reporting of internship work will involve the student, the CA Internship Program administrators, the onsite internship mentor, and the students assigned CA Faculty Mentor or dissertation advisor. Interns will meet with a CA Internship Administrator once a month to review their internship progress.
- Interns will meet regularly with their onsite internship mentors to discuss their internship progress, and twice during the internship (mid-term and at the end) mentors will evaluate interns in written format to provide constructive feedback.
- Interns will meet with their assigned CA Faculty Mentors or dissertation advisor once during their internship experience to discuss their professional work progress. CA Faculty Mentors were assigned to students in their program offer

letters, but if a student is unsure who his/her assigned mentor is, s/he can verify with the Department Program Manager.
- o Interns will benefit from these meetings as it will help them think critically about the work they have been performing and how to relate the professional experience to their future career pathways.
- o Faculty mentors will benefit from these meetings as they learn about work that students are engaged with and interested in beyond traditional research and/or academic careers.
● Interns will create an internship digital portfolio, using the Graduate College Internship portfolio template.
- o In the portfolio, interns will evaluate and reflect on the internship experience.
- o The portfolio will include a brief introduction about the intern, summary of the internship and related responsibilities, the intern's mid-term and final reflection, goals, CV and/or resume, and contact information.
  - ▪ The format should be blog-like (3 - 5 paragraphs per section, broken up with images) and offer an aesthetically appealing way for an audience to engage with the intern experience.
  - ▪ It is highly encouraged that the internship portfolio includes visual images and/or other media that reflect the intern's experiences and interests.
- o The portfolio may include any other relevant information that the intern wishes to include.
● The intern agrees to make the portfolio "public" to at minimum the ASU community, but preferably also to a wider public audience.

## 5.0  Responsibilities

### 5.1  Students
Students completing a CA Internship Program experience will:
- ● Comply with all policies and procedures of ASU and the CA Internship Program.
- ● Find internship opportunities that complement their academic studies, that offer career development, or that allow for work-related experiences that broaden student perspectives.
- ● Submit internship application materials as a student in good standing.
- ● Make every effort to complete the internship requirements during the specified time by working conscientiously under the direction of the onsite internship mentor.
- ● Comply with rules of confidentiality and decorum of the internship workplace.
- ● Initiate and coordinate the scheduling of meetings with the CA Internship administrators, the onsite internship mentor, and the CA Faculty Mentor or dissertation advisor.
- ● Report serious problems (including physical, safety, and personnel) to both the onsite internship mentor and the CA Internship Program administrators.

- Evaluate their own progress toward meeting their stated learning objectives and outcomes.
- Produce a digital portfolio that thoroughly reflects the internship experience to serve as a platform from which the they can engage with academic and professional communities at large.

### 5.2  Onsite Internship Mentors
Onsite internship mentors will agree to:
- Mentor interns toward achieving their stated learning objectives and outcomes.
- Provide meaningful work activities that enhance intern skills and knowledge.
- Set up a system of regular meetings with the intern to offer guidance and feedback.
- Assess intern performance during the internship period once at mid-internship and once at the end as a final exit evaluation of overall performance.
- Discuss the internship with the CA Internship Program administrators as needed.

### 5.3  CA Faculty Mentors or Dissertation Advisors
Faculty Mentors or dissertation advisors will agree to:
- Meet with the intern once during the internship
- Engage in meaningful conversation about the relativity of the internship activity
- Offer advice to the student about professional development and short- and long-term goals

### 5.4  CA Internship Administrators
The CA Internship Program administrators will:
- Review and approve all internship requests.
- Provide all interns with an orientation of the CA Internship process, requirements, and responsibilities.
- Engage interns in discussions to build a support network during the internship experience.
- Establish and evaluate internship program guidelines.
- Interact with onsite internship mentors and students to assess internship performance, determine appropriate internship opportunities for students, and communicate internship policies to internship workplaces.
- Make available the CA Internship Digital Portfolio template and offer support in the technology as needed.

## 6.0  Procedures

The first task for students wishing to participate in the internship program is to develop a set of potential learning objectives and outcomes. Once the student has a clearer idea of what an internship might provide students can use the following step-by-step guide:

### 6.1  Identify Internship Opportunities

- Seek out internship opportunities
  - o Research places of interest
  - o Reach out to inquire about the possibilities
- Consult with CA Internship Program administrators or faculty
  - o Review CA Internship Program and department email announcements and the Connected Academics @ ASU Facebook group for posted internship opportunities
- Use internship search databases to explore possibilities
  - o ASU Handshake: https://eoss.asu.edu/cs/handshake
  - o Internet-based databases: Internships.com, Indeed.com Idealist.org, USAjobs.gov, US Department of State, Versatile PhD, etc.
- International students should review U.S. laws and regulations as they relate to international student work on and off campus
  - o https://www.gooverseas.com/blog/complete-guide-to-internships-in-united-states-for-international-students
  - o https://eoss.asu.edu/cs/students/international

## 6.2  Meet with the Workplace Organization
- Interview for the position
- Outline desired learning objectives and outcomes with the employer
- Ensure that the employer is aware of the CA Internship Program and ASU partner policies

## 6.3  Make an Appointment with CA Internship Program Administrator
- Apply for the CA Internship and discuss the internship work offer
- Complete all application materials, and if needed include the ASU Affiliation Agreement for the partner; the Agreement needs to be submitted to CA Internship Program administrators or the Director of Internships in the Department of English
- Review the application materials and receive approval for the work offer
- Sign and submit a finalized CA Internship contract
- Request access to the internship portfolio template

## 6.4  Establish a System of Regular Meetings
- Meet with CA Internship administrators once a month and at the end of the internship to discuss work progress and performance; identify the portfolio requirements
- Meet with the onsite internship mentor as agreed upon to receive guidance and feedback on work progress and discuss mid- and final performance evaluations
- Meet with assigned CA Faculty Mentor or dissertation advisor to discuss career and professional pathways at least once during the internship

## 7.0  Important Contact Information

For concerns and/or questions about internship opportunities, application materials, guidelines, and onsite work issues, please contact the CA Internship Program administrators:

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| Ruby Macksoud, Director of Internships, Department of English <br>         ruby.macksoud@asu.edu          480.965.7659 |
| Tyler Feezell, Connected Academics Fellow 2017-2018 <br>       tfeezell@asu.edu |
| Shannon Lujan, Program Manager, Academic Affairs, Graduate College <br>       shannon.lujan@asu.edu         480.965.1523 |

For concerns and/or questions about how to connect with assigned CA Faculty Mentors and CA activities in general, please contact the humanities graduate programs administrators:

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| Sheila Luna, Graduate Programs Manager, Department of English <br>       sheila.luna@asu.edu         480.965.3194 |
| Avanna Peeples, Student Services Support Coordinator, SILC <br>       apeeples@asu.edu         480.965.2715 |