In the Fall of 2014, Dean Konan convened a task force on internships comprised of faculty and staff from the College of Social Sciences (CSS). The primary charge to the task force was to make meaningful internship opportunities more accessible to students, allowing them to integrate theory with practice while increasing their capacity for personal and civic responsibility. (See Appendix A).

Introduction and Background
The task force included:
   Penny-Bee Kapilialoha Bovard, Undergraduate Advisor in Women’s Studies
   Mahesh Cleveland, Student Ambassador
   Tim Halliday, Economics
   Barbara Joyce, Undergraduate Advisor in Sociology
   Louise Kubo, CSS Office of Student Engagement
   Kai Noa Lilly, CSS Office of Student Engagement
   Dawn Nishida, CSS advisor
   Dick Pratt, Public Administration
   Anne Marie Smoke, Matsunaga Institute for Peace and Conflict Resolution
   Maya Soetoro-Ng, Matsunaga Institute for Peace and Conflict Resolution
   Cassandra Tengan, School of Communications
   Bill Wood, Sociology

The task force began meeting in October 2014. One of the first tasks was to research internship models in other units at UHM as well as other colleges and universities. Representatives from the Shidler College of Business (Rick Varley), School of Social Work (Aimee Sutherlin), and TIM School met with the task force. We also met with Lisa Shirota and Harry Partika to ensure coordination and compatibility with the College’s communications and technology resources. Subcommittees also met separately to develop forms, guidelines, and website content.

The National Survey of Student Engagement (NSSE) has selected internships as one of the six measured high-impact practices. “Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated “high –impact”...participation in these practices can be life-changing” (Kuh 2008). According to the 2013 NSSE on high-impact practices, 53% of students at universities with very high research activity have participated in an internship during their undergraduate career. The CSS undergraduate survey indicated that only 22% of students responding participated in an internship; however, 76% are interested in doing so and learning more about them. Clearly, there is a great opportunity here to create a more meaningful academic experience for our students while preparing them for their post-academic lives.
The task force determined that achieving this would be best accomplished through a federalist model in which the Office of Student Engagement would provide basic support and infrastructure while departments would retain the flexibility to tailor programs based on discipline-specific priorities. Additionally, the following resources would be made available: a toolkit with sample guidelines and forms that would be provided to departments; a website with information for prospective employers, faculty, and students; and a searchable database easily accessible to students, faculty, and staff and would facilitate management and tracking of internship opportunities.

The task force has concluded that to achieve this goal, it is vital to create a culture of internships within the CSS which reflects a Hawaiian place of learning and fosters a global culture of collaboration, cooperation, and compassion. Establishing a culture that promotes internships depends largely on articulating and disseminating the value of the internship experience to students and faculty. As noted by Richard M. Freeland (2009), “There is a revolution underway in liberal education; a movement toward creating experiential learning opportunities that will connect student learning more strongly with the lives students will actually live after college.” Students have found these experiences to be some of the most memorable of their academic careers. In spring 2015, students who had participated in an internship over the last five years were asked via their hawaii.edu email address to respond to a survey. Out of 565 attempted contacts, only 7 responded. The low response rate to the survey further emphasizes the need for maintaining current and valid contact information post-graduation. However, those who did respond reported that their internship experience had a direct impact on their future academic and career opportunities as shown in the following comments:

- Provided excellent career insight.
- The learning that takes place in an internship environment far exceeds anything you might learn in the classroom, in terms of directly applicable knowledge toward your career after college.
- The skills that I learned interning...opened up a lot of opportunities for me. I was able to use my skills in further jobs such as political campaigning and doing communications work at the State Capitol. Having the internship on my resume also contributed to many scholarships I received such as study abroad opportunities to Taiwan and State Department Scholarships to China.
- My internship provided me with valuable organizational, research, and people skills necessary in any and every career path.
- Working in the "real world" helped me develop contextual understanding of the theories I studied in class. How the criminal justice system actually works is very different than how it is described in textbooks. Understanding both reality and theory has made me feel much more confident about my ability to tackle higher professional goals.
My internship opened up new opportunities for me and confirmed my interest in government and led to me getting a job with the state.

A liberal arts education provides an excellent foundation for skills that are highly valued in today’s workplace including critical thinking, problem-solving, civic knowledge, and ethical reasoning. Through the internship experience, students are able to recognize and appreciate the value of what they’ve learned by using it in real world settings.

Culture of Internships
The task force has identified elements which help foster a culture of internships:

• Creating student demand
• Integrating opportunities into the curriculum
• Minimizing barriers to entry for departments
• Providing flexible options including paid/unpaid, part-time, summer, and international experiences
• Increasing awareness of opportunities among students, faculty, and employers to increase the quality and quantity of applicants
• Developing long-term relationships with employers

Communication
Creating student demand will require an effective communication plan that not only makes it easy for students to find internship opportunities but also assists them in planning ahead to accommodate an internship and clearly articulates the long-term value of the internship. Over 80% of students responding to the CSS undergraduate survey report that career preparation is a high priority.

Communication will take place on multiple platforms through ACCESS¹ (Advising, Civic and Community Engagement in the Social Sciences) and other campus student services offices, and via various events.

• Web sites including Office of Student Engagement, CSS home page, CSS ACCESS, department pages
• Facebook: SLAM, CSS, former interns
• Print media including brochures, posters, flyers, handbills
• Students will be informed about internships when doing academic planning with an advisor
• CSS College Fair
• CSS/department/campus career fairs
• Community College fairs
• Manoa Experience
• Information tables in campus center/libraries

¹ ACCESS, located in Dean Hall, is where students can receive information and assistance.
• Workshops hosted by the Office of Student Engagement in conjunction with offices such as SECE and Financial Aid on resume writing, job interviews, etc.
• Student (former interns/CSS Ambassadors) presentations to classes, ACE.

Website
An information-dense website is central to the Internship Program in the CSS HUB. The website will provide guidance for employers, students, and departments, and will include the following:

Information for employers
• Benefits to Employers
• Types of Internships
  o Paid v. Unpaid and DOL regulations for unpaid interns
  o Full-time v. part-time
• How to write a job description for an intern
• Guidelines: Expectations and Responsibilities of Employers
• How to use the website to recruit interns
• Forms
• FAQs

Information for Students
• Benefits to students
• Different types of internships
• Guidelines: Expectations and responsibilities of interns
• What students need to do to prepare for an internship
  o 10 Things Employers Want Students to Learn in College
  o Resume writing
  o Interviewing skills
• Academic requirements and student learning objectives
• How to use the website to apply for internships
• Forms
• FAQs

Information for Departments
• Benefits to departments of establishing and maintaining an internship program
• Guidelines: Responsibilities of departments and internship mentors
• Generic forms that can be used by departments
• FAQs

Students, Departments, and College Interface
With increased focus on graduation rates, it is important that the internship experience “count.” While some departments have a specific CRN for internship credit, others have relied on variable credit directed reading courses. We propose
developing a SOCS course with a focus designation for internships available to students in any major in CSS.

Internships are supported in varying degrees by departments in CSS. At the undergraduate and graduate levels, a few departments include internships or practica as a major requirement and two departments are planning on adding it as a requirement. Others have indicated strong student demand for an expanded internship program. The following flowchart illustrate the primary steps in establishing a new internship with an agency or employer.

Additionally, the Task Force has drafted the following sample guidelines and forms to assist departments in developing internships for their students. These documents are included as Appendices B, C, D, E, and F.

- General internship information for employers, students, and faculty
- Internship contract
- Liability waiver
- Supervisor’s (Employer) evaluation of intern
- Student’s evaluation of internship

Because the Manoa Institutional Learning Objectives adopted by the Manoa Faculty Senate in 2012, includes many skills used in an internship—written and oral communication, working cooperatively and collaboratively, ethical behaviors and
judgments, social justice, cultural awareness, and civic participation in...communities—incorporating an internship experience into the curriculum can be an asset in terms of assessment and accreditation. This must be supported by a broader and more robust range of available experiences. As a hallmark of Social Sciences, a vigorous internship program will benefit departments and the College as a whole by attracting more majors (and the consequent increase in funding).

While many CSS students participate in the Manoa Political Internship program, the full-time commitment for a semester may be difficult for many students to fit into their academic and personal lives. More part-time internships and opportunities during the summer session are necessary to make internships work for students. Some of these opportunities may be available to all CSS students, while departments may determine that others are specific to their majors only.

A critical requirement is an online, searchable database that can be accessed by students, employers, faculty, and staff. A transitional database is currently available that will allow faculty or employers to designate certain internships as applicable to a specific major, allow students to search by major or keyword, and automatically send out notifications to departments and advisors. However, a database that allows employers to input information directly will require an annual paid subscription for third-party software. The database will be managed and maintained by the Office of Student Engagement.

A physical space to serve as “internship central” is essential to serve as a place for students, employers, organizations, and internship counselors to gather. ACCESS will offer a shared, one-stop, centralized space for students seeking practicum efforts as well community organizations and individuals seeking interns. A number of useful internship/practicum resources will include bulletin boards (both online and physical) featuring internship and professional development opportunities, regular communication about upcoming events and mixer opportunities, and advice for finding and succeeding in internships. There will be a place for written literature or brochures with relevant information, a computer to search for organizational information and opportunities, as well as very general advising services available for students to troubleshoot their internship journey.

ACCESS will feature hosted events around such topics as interview techniques, professionalism, various industries‘ needs/opportunities, research, think tank and action tank opportunities, or trainings on professional conflict resolution practices in the workplace. ACCESS will also host mixers where former interns can meet with professional leaders and current, or potential interns to share experiences and ideas through Q&A and social mingling.

Resume building workshops might include information and guidance for transitioning out of internships into the paid workforce, empowering young women in the workforce, or various disciplines in Social Sciences and what a post-grad career in Social Sciences might look like or require.
Conversations with faculty from Ethnic Studies, Anthropology, and Sociology support the findings of the CSS undergraduate survey indicating significant demand for more internship opportunities. In a study of internships on voluntary graduate students and community partnerships, “community partners reported a true benefit to their organizations. Meanwhile, students reported high levels of skill and knowledge acquisition. Additionally, the majority of the participating students maintained a relationship with their sites after the conclusion of their official internship” (Jensen, Wedlock, and Phipps, 2011). Not surprisingly, “Undergraduate social science majors who participate in internship programs overwhelmingly rate themselves as significantly more fulfilled, active, worthwhile, and as possessing a more broadened outlook on life than students who have not taken part in internships” (Rosmann, 1978).

Going forward
Implementation of the Task Force recommendations will be phased in according to available resources and the completed student academic services reorganization. The following is organized by activities that are currently being performed, that will be implemented in the short-term beginning Fall 2015, and long-term future plans.

Current Activities
These activities are ongoing through the Office of Student Engagement, academic advisors, and department advisors.

Communication
• Internship web site redesign/expansion
• Online database
• Facebook: SLAM, CSS, former interns
• Print media: posters, flyers, handbills
• Academic planning with an advisor
• CSS College fair
• CSS/department/campus career fairs
• Manoa Experience
• Student (former interns/CSS Ambassadors) presentations to classes, ACE.

Database
Transitional online database available to all CSS students/faculty

Short-term Fall 2015
Communication – in addition to the ongoing activities currently taking place
• Develop brochure
• Incorporate internships into all advising sessions and departmental new student orientation
• Attend Community College fairs
• Host information tables in Campus Center/libraries
• Host workshops in conjunction with offices such as SECE and Financial Aid on resume writing, job interviews, etc.

Database
• All current internship opportunities for CSS available online.

Opportunities
• Expand part-time and summer internship opportunities
• Submit Form 1 for SOCS course with Focus designation
• Assist new departmental initiatives

**Long-term Future Plans**
The implementation of these plans would require additional resources including an annual subscription (approximately $3,000/year) to a professional database service that employers could access and to which students could upload files such as resumes and applications. As the number of internship opportunities grow, additional staff such as a graduate assistant would be required to allow staff and faculty to adequately vet new opportunities and maintain ongoing relationships with employers.

• Online database accessible to employers
• International opportunities through Study Abroad and independently
• Create and maintain database of participants and alumni

These efforts will support the creation of a robust culture of internships which will grow to be a hallmark in the College of Social Sciences. It will provide students with memorable and meaningful undergraduate experiences and allow them to “engage in service and feel useful,” “develop leadership skills,” and “connect with people and network for future jobs”.2

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2 comments from MIPS interns
MEMORANDUM

TO: Penny-Bee Bovard, Women's Studies
Tim Halliday, Economics
Dick Pratt, Public Administration
Robert Moran, Student
Dawn Nishida, CASSAS
Anne Smoke, Matsunaga Institute for Peace
Maya Soetoro-Ng, Matsunaga Institute for Peace
Cassandra Tengan, Communications
Bill Wood, Chair, Sociology

FROM: Denise Eby Konan
Dean

SUBJECT: Serving on the Task Force on Internships

October 2, 2014

Thank you for agreeing to serve on the Task Force on Internships. The charge to the Task Force is to make meaningful internship opportunities more accessible to students. By actively engaging in the community, internships allow students to integrate theory with practice while expanding their capacity for personal and civic responsibility. The CSS undergraduate survey showed strong demand for more internships and information about them.

The Task Force efforts will then focus on two key areas: 1) expanding available internship opportunities, and 2) developing a system by which students can easily access information about available internships.

Expanding opportunities

- Survey all departments to determine existing partners, major requirements, student learning outcomes and available course listings
- Develop contact list of potential new partners
- Create template for internship agreements
- Develop new courses as needed
- Create database

Communication

- Develop integrated system which incorporates a dedicated web page, email, social media, and personal contact with students within the advising process.
- Develop mission statement which clearly communicates to students, faculty, and parents the value of internships in terms of the student's academic, professional, and civic lives.
While the internship experience is seen as more critical within some fields than others, internships help prepare all students for their lives beyond the classroom. Making internships a hallmark of the College of Social Sciences will enhance the value of our students' undergraduate experience.
General Internship Information

Overview
The purpose of the internship program is to provide students with the opportunity to apply classroom knowledge and skills in a professional setting. The program will allow interns the ability to work under the supervision of a mentor in their intended field. Please share this information with your supervisor to ensure you have a meaningful internship experience.

Responsibilities
It is the responsibility of the Employers/Supervisors to ensure that they are following the U.S. Department of Labor requirements regarding laws for internships and union contracts. Employers/Supervisors must make sure that the intern has a meaningful learning experience, performing relevant entry-level work, and must provide a clean and adequate work environment.

It is the responsibility of the intern to select the internship and ensure that they are getting the most out of the internship experience. Interns must make sure they show up to their internship in appropriate dress and represent the University in a manner that is acceptable and expected by their major.

Credits
Students in an internship program may receive credits for internship (each department may differ on how many can be counted toward the degree). If you are using this internship course toward your major, college, gen ed, or graduation requirements, you are required to take it for a letter grade unless the course is mandatory cr/nc.

It is up to you, the student, to notify your internship instructor if you are terminated from the internship or if your supervisor is not providing you with a meaningful internship experience. Internship instructors cannot find a suitable replacement in time for you to make up your work hours unless you notify them immediately of a change in your internship status. Students enrolled in an internship are required to complete a minimum of 50 hours of work per credit (150 hours for three course credits). That comes out to approximately 10 hours per week for a three-credit course.

Students are not allowed to use their current employment situations to fulfill their internship credit requirements, unless they make arrangements with their supervisors to do additional work that meets the standards for internships.

A copy of this information sheet can be provided for you to give to your employer. Please ask your major department or the Office of Student Engagement for an additional copy.
APPENDIX C

Internship Contract

Student's Name: 
Address: 

City: State: Zip Code: 

Email Address: Phone: ( )

Organization’s Name: 
Address: 

City: State: Zip Code: 

Supervisor: 
Title: Phone: ( )

Days/Times per week on the job: 

Duties: 
________________________________________________________________________________________ 
________________________________________________________________________________________ 
________________________________________________________________________________________ 
________________________________________________________________________________________ 

I understand that I will be expected to abide by the rules and regulations of the organization where I am interning. If I fail to act in a professional manner at any time during the internship, I understand that I may be terminated immediately and receive no credit for the experience.

Signature ___________________________ Date ___________________________ 
Student

Signature ___________________________ Date ___________________________ 
Supervisor

Signature ___________________________ Date ___________________________ 
Internship Advisor
APPENDIX D

 Liability Waiver

University of Hawaiʻi at Mānoa Assumption of Risk and Release

I, the undersigned, in full recognition and appreciation of the normal dangers and hazards inherent in participating in off-campus assignments to which I may be exposed during my enrollment and participation in __________ (class name and number), __________ Semester 20____, functions during an internship at ___________________________ or any independent research or activities undertaken as an adjunct thereto; and further, I do for myself, my heirs, executors, and administrators hereby defend, hold harmless, indemnify, and release, and forever discharge the University of Hawaiʻi, and its officers, agents and employees from and against any and all claims, demands, and actions, or causes of action, on account of damage to personal property, or personal injury, or death which may result from my participation, and which result from causes beyond the control of, and without the fault or negligence of the University, its officers, agents or employees, during the period of my participation as foresaid.

IN WITNESS WHEREOF, I have caused this release to be executed this _______ day of __________________, 20____.

Signature

________________________________________
Student

Print Name

________________________________________
Student

Signature

________________________________________
Internship Advisor

Date

________________________________________
Supervisor’s Evaluation of Intern

Intern’s Name:
Dates of Internship
From: To:

In order to validate and ensure that university credit is given to your intern, please complete this form during the final week of the internship. Mail or fax to the address listed in the header.

Please evaluate the intern by checking the appropriate boxes.

A/5 = Excellent  C/3 = Average  F/1 = Not Acceptable
B/4 = Above Average  D/2 = Below Average  NA = Not Applicable

(Grade or number can be interchangeable depending on whether or not internship course is A-F or C/NC.)

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19. Relative to the tasks assigned, what were the intern’s strengths?
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20. Relative to the tasks assigned, what were the intern’s weaknesses?
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21. Other comments:
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Supervisor
(Print name)

Title

Phone

Organization

Signature

Date
# Student’s Evaluation of Internship

**Intern's Name:**  
Company/Organization:  

**Internship Supervisor:**  

**Dates of Internship**  
From:  
To:  

**Days/Hours Worked:**  
Total Hours Worked:  

### Evaluation Questions

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>1.</td>
<td>I was assigned work that allowed me to use skills and theories that I learned in my classes.</td>
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<td>2.</td>
<td>I can see that my work is of value.</td>
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<td>3.</td>
<td>The office that I worked with cared about my educational growth.</td>
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<td>4.</td>
<td>I was treated with respect by the people I worked with.</td>
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<td>5.</td>
<td>I would recommend this internship experience to others.</td>
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<td>6.</td>
<td>This experience will help my future academic and or professional career.</td>
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7. List all duties and responsibilities:  

8. Provide general comments about the internship:
9. Briefly describe supervision, guidance and direction on the job:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

10. Briefly describe the amount and type of work assigned:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

11. Rate the quality of the work environment: (scale 1-10, 10 being highest)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

12. Describe general attitudes expressed by the professionals toward you and/or the UHM internship program:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

13. What was the most enjoyable aspect of your internship experience?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

14. What was the least enjoyable aspect of your internship experience?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Optional Question:
15. How has your major course of study prepared you (or not prepared you) for performing meaningful tasks during your internship:
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