Spring 2023 Syllabus: Semester in the City (SITC) Internship

(INCO 505I for UNH/University of Record students; 8-credit course; Dr. Fiona Wilson, faculty of record)

Instructors

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Overview

All Social Innovation Fellows will spend approximately 30 hours per week for 14 weeks interning at a nonprofit, a government agency, or a social enterprise. The College for Social Innovation will make the best possible mutual match for each Fellow and host organization based on applications and other collected information, with prioritization of issue alignment, skill/knowledge alignment, and connection to the student's field of study. Additionally, the Semester in the City program is designed such that the internship experience outlined here is intimately intertwined with students' other coursework and reflection. Coursework connected to the internship experience is focused on the CFSI core skill domains (pictured here) and the competencies and learning outcomes outlined on subsequent pages.
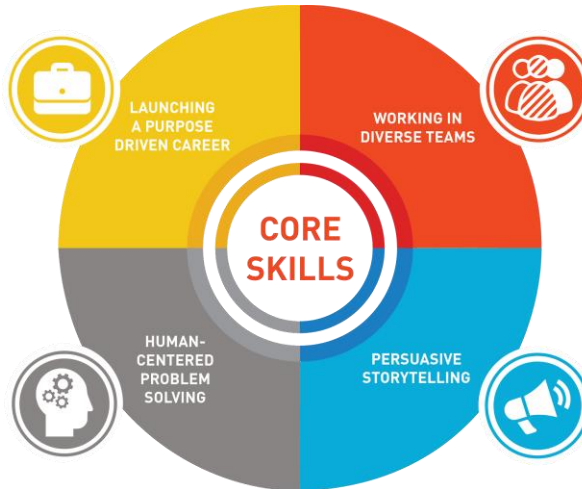
Fellows will receive eight (8) college credit hours (or the equivalent) in exchange for the successful completion of the internship component of the SITC program. Mentors will provide evaluative information (guided by relevant rubrics) that will assist the College for Social Innovation in assigning a letter grade for the eight credits (or equivalent) based on the quality of student work and contribution to the organization during this professional learning assignment.

Program Level Competencies

Based on the College for Social Innovation (CFSI) Core Skill Domains, the cumulative SITC experience will focus on developing the following competencies:

Domain	Category	Competencies: *As a result of their SITC experience, Fellows will...*
Human Centered Problem Solving	Attitudes	Develop, explore, and nurture a **solutions mindset;** including building a sense of **civic identity** and a recognition of their individual and collective roles and responsibilities in becoming **effective problem solvers.**
	Skills	Apply **design thinking** as a set of principles and a series of tools for identifying and understanding **complex social and ecological problems,** and designing and developing **innovative solutions** and measuring impact.
	Knowledge	Develop an understanding of the complex nature of social systems and to **think critically and creatively** about the roles and responsibilities of self and community in identifying and addressing **persistent, and pervasive social and environmental challenges.**
Persuasive Storytelling	Attitudes	**Express openness and interest** in diverse people and perspectives and to acknowledge the limitations of **singular narratives.**
	Skills	Develop, construct, and share **stories that motivate and persuade** audiences to act and to listen, empathize, reflect, and **learn from the stories of others.**
	Knowledge	Discover the ways in which **storytelling**, supported by **data and details,** facilitates the exchange of knowledge, builds connections, and how it can **promote change**.
Launching a Purpose Driven Career	Attitudes	Develop **confidence** as young professionals contributing to social change, and a **desire** to pursue a sustainable career in social impact.
	Skills	Translate evidence-based indicators of **professional readiness** into practical skills for success in the social sector.
	Knowledge	Develop an awareness of the importance of building and leveraging robust **networks**, establishing a professional **brand**, and making connections between individual **values** and a professional **purpose**.
Working in Diverse Teams	Attitudes	**Take responsibility** for considering, analyzing, and reflecting on the ways in which our individual values, mindsets, and beliefs impact self, others, and community to **demonstrate a commitment** to equity and inclusion.
	Skills	Balance **inquiry and advocacy** and translate systemic knowledge into self-awareness and behaviors that enable one to **contribute and collaborate** effectively in intersectional workspaces.
	Knowledge	Learn from and about **diverse identities and experiences**, identify one's position in a group, and recognize the ways in which **power, oppression, and privilege influence** organizations, and communities.

Course Learning Outcomes

By completing the SITC internship, Fellows will be able to:

1. Demonstrate an understanding of, and confidence in, one's emerging professional identity by building and maintaining professional networks, overcoming challenges and roadblocks with effort, and being resourceful in getting things done.
2. Practice effective professional communication skills by giving and receiving feedback, balancing inquiry and advocacy and tailoring written and oral communication to meet the needs of stakeholders.
3. Demonstrate professional readiness by developing and communicating realistic goals, creating actionable plans to achieve them, independently managing projects, and managing time and resources to produce professional-level work.
4. Seek connection and engage intentionally across differences, while recognizing and critically reflecting upon one's own cultural biases and examining how power and privilege show up in the host organization and what contributes to an inclusive work environment.
5. Work collaboratively on a team, appreciate other workstyles, know how to absorb and embody the culture and norms of an organization and community. Ask open-ended questions for the purpose of understanding self, others, and emergent issues.

What You Can Expect - Internship Task Categories

In order to ensure a high-quality experience for all SITC Fellows, we ask that Mentors keep the following guidelines in mind when delegating work to Fellows.

% Time	Type of Work	Approx Weekly	Approx Total
At least 10%	Professional Development and Observation	~3 hrs / week	~40 hrs total
At least 40%	Special Project	~12 hrs / week	~160 hrs total
Up to 50%	General Tasks	~15 hrs / week	~200 hrs total
100%	Total	~30 hrs / week	~400 hrs total

Professional Development and Observation

Fellows and Mentors should ensure that at least 10% of the Fellow's time is spent shadowing/observing the Mentor and other organizational leaders, and/or participating in other professional development activities

The spirit of the professional development and observation component is twofold:

- First, to provide Fellows the opportunity to learn from and be inspired by social sector leaders in action. Fellows can learn a great deal through observation about a range of best practices, as well as the variety of roles and functions within the social sector.
- Second, to ensure that the Fellow has opportunities for integration with the staff team beyond the Mentor, and can see how their work fits within the context of the broader organization.

Fellows should be afforded the opportunity to do as many of the following as possible during their 14 weeks at a host organization:

- Observe one or more board meetings
- Attend department and/or all-staff meetings
- Attend conferences, workshops or trainings
- Shadow Mentor and/or other staff at site visits, donor meetings, client meetings or similar events
- Attend events hosted by the organization (e.g. fundraising events, community meetings)
- Attend networking lunches with staff (other than the Mentor)

Special Projects

Special Project Criteria
Fellows must spend at least 40% of their time on a Special Project that meets the following criteria:

- Project meets a real need for the organization -- not just "make work"
- Fellow takes the lead in planning and implementation
- Fellow has an opportunity for real responsibility, real success, and real failure
- Produces a product/deliverable that can be evaluated by both the Mentor and a member of the CFSI internships team to assist with cross-cohort grade parity

Special Project Categories
The following is a list of Special Projects that have been successful in the past, particularly when Fellows have worked closely with Mentors to create a focus and scope for the project that meets both the Fellows' learning needs and the needs of the organization.

Project Category	Description	Examples
Direct Service	Fellow manages a portion of the organization's direct service delivery, particularly when existing systems are in place to support college age students or young adults in these roles.	Creating a series of workshops for an after school program and producing an implementation guide with lesson plans and a program evaluation.
Event Planning	Fellow designs, organizes, and leads their own special event (not a regular or annual event).	(1) Putting on the first Resource Fair for program constituents, then creating an outcomes report and memo about how to replicate. (2) Creating a volunteer appreciation and networking event, then creating a resource guide about how to replicate with timelines, templates, and lessons learned from the first implementation.

Report or Analysis	Fellow does a research or analysis project and produces a report/presentation.	(1) Researching and writing an issue-specific handbook or white paper for the host organization. (2) Analyze program data & produce/deliver a presentation to staff about recommended revisions.
Social Media	Fellow develops and implements a social media strategy for the semester (must include significant opportunity for design and planning, not just executing existing plans).	Creating a strategy to launch a new Snapchat channel and beta-testing implementation, then creating a resource guide for continued utilization with the sample content, posting timelines, and best practices for that platform.
Strategic Project	Fellow develops and implements a particular strategy that is self-contained, but supports the broader goals of the organization.	(1) Launching a new Spanish language newsletter to increase outreach to Latinx communities for the organization (2) Creating and implementing a strategy to recruit 25 new volunteers from Boston University for a day of service, then reporting on outcomes in brief write up.
Other	Fellow engages in a project that does not fit into another category.	These projects are submitted by the host organization as part of the application and selection process, and pre-approved by CFSI program staff.

Special Project Proposal
In the first few weeks of the program, the Mentor and Fellow will work together to finalize a Special Project Proposal and Work Plan. Beginning with the project(s) proposed by the host organization in their application, the Mentor and Fellow will **discuss** and **revise** to come to a **mutual agreement** about a scope for the project that satisfies the learning objectives of the Fellow, meets the needs of the organization, and that satisfies the SITC criteria outlined above

Each Fellow will produce and submit a detailed **Special Project Proposal and Work Plan** using the templates provided by CFSI. Once approved by the Mentor and CFSI team, the project proposal will guide the Fellows' Special Project related work for the remainder of the semester. This is a required assignment and while the mentor should approve the work products prior to submission, the Fellow is ultimately responsible for developing the proposal.

Notes on Special Projects
With the approval of the Internships Team, the following are permissible:
- 2-3 smaller projects that each, individually, meet the criteria for special projects.
- A special project different from those submitted in the host application that is of interest to both the Fellow and host organization.

General Tasks

Fellows can spend up to 50% of their time working on general capacity-building tasks. General tasks include any that provide a learning opportunity for the Fellow, while broadly contributing to the functioning of the organization. Unlike the Special Projects, during this allotted time Fellows are welcome to serve in an assistive capacity to other staff members in the organization. General Tasks can be primarily direct/constituent focused (tutoring young people, growing food), administrative (entering data, helping with a mailing, posting on social media, helping with outreach and communications, helping the team plan and design any program components, etc.), or a mix of the two.

Feedback and Evaluation

Supervision and Ongoing Feedback

The following are baseline expectations for all Mentor/Fellow pairs as outlined in the CFSI Internship Memorandum of Understanding (MOU). Beyond this, Mentors are encouraged to provide mentorship and supervision in whatever way they feel most comfortable/successful. Fellows are responsible for their own learning and success, and should proactively communicate beyond these expectations with both their Mentor and CFSI staff members as needed.

Weekly Meetings

Although meetings may occur more frequently, Mentors must schedule a weekly formal meeting of at least 30 minutes to provide guidance, help with troubleshooting and assess progress towards goals. For internships that include any elements of remote work, we also strongly recommend additional meetings as needed to manage remote workflow (e.g., start of day centering meetings or end of day progress reports).

Bi-Weekly Updates

Both Fellows and Mentors will be responsible for submitting a brief update to CFSI (via a web form) on alternating weeks (see schedule below). These are reviewed by CFSI Internships staff to enable monitoring, quality assurance, and support across placements.

Site Visit

Between the 5th and 10th week of the program, CFSI Internships staff will complete a site visit. These may be virtual or in-person. These are scheduled in advance, and are meant as a check-in point among Fellows, Mentors and CFSI internships staff. Site visits are not a formal evaluation of the Fellow, host site, or Mentor.

Ongoing Support

Each Mentor/Fellow pair should utilize CFSI Internships staff, who will provide support as needed, particularly around troubleshooting, work-planning, and performance issues, as well as mediating any communication challenges.

Formal Evaluation

Fellows earn eight college credits (or the equivalent) for their work at host sites and other internship related course work. The following guidelines assist the CFSI faculty with assigning appropriate letter grades for work completed through combined evaluation by Mentors and CFSI faculty members. This combined method contributes to grading parity across placements.

Midterm Assessment

Mentors and Fellows will have a **formal midterm performance evaluation** meeting during Program Weeks **7 or 8** (see schedule below). In the spirit of best practices for workplace performance evaluation, together, they will assess performance to date and agree on revised goals, work-plan revisions, and other course corrections as needed. Mentors will submit a progress grade utilizing the **SITC Internship Evaluation Rubric** and meeting reflections to CFSI at this point. CFSI Internships staff will follow-up with Fellows who are not meeting performance expectations. Midterm Assessment grades are for monitoring purposes only and will not be factored into the final grade for the class.

Final Assessments

At the end of the semester, the Mentor will complete a final assessment using the SITC Internship Evaluation Rubric. The Mentor will conduct a closing meeting with the Fellow to review the rubric and grade assigned, as well as provide final feedback. The final assessment rubric and grade recommendation will then be submitted to CFSI Internships staff to be factored into the final letter grade for the internship component. Additionally, Mentors will use the Special Project Rubric and submit a final Special Project grade that will be averaged with the grade assessed by CFSI faculty.

CFSI Grade Scale

Individual assignments will have rubrics and grade scales as outlined below. These assignments will combine for an overall grade for the internship's component that is reflective of the following scale:

93–100% A	Exemplary performance	70–72% C-	Below expectations, needs improvement
90–92% A-	Consistently above expectations	67–69% D+	Consistently below, but enough to get credit
87–89% B+	Above expectations, very good	63–66% D	Underperforming
83–86% B	Meets expectations, good overall performance	60–62% D-	Should consider repeating the course
80–82% B-	Meets expectations most of the time	< 60% F	No credit for the course
77–79% C+	Mostly meets expectations but below at times		
73–76% C	Below expectations but passing		

Grade Components

Component	% Grade	Evaluation Method	Details
Special Project- Deliverable(s) and Final Project Assessment	20%	**Average** of grades assigned by Mentor and CFSI staff	Using **SITC Special Project Rubric,** a final project grade will be assessed based on the work product(s) submitted
Special Project- Executive Summary Memo	10%	Graded by CFSI staff	Formal 1-2 page memo that provides a description of each attached deliverable as well as any additional context for grading

Learning Community Engagement (Bi-Weekly Updates)	20%	Graded by CFSI staff	Bi-weekly internship updates are an opportunity to raise concerns, ask questions, & generally reflect on the experience.
Completion of Internship Hours	20%	Hours reported by Fellows with Mentor approval	Exceeded Expectations | 400+ hours Met Expectations | 380+ hours Fell Short of Expectations | 340-380 hours Failed to Meet Expectations | < 340 hours
Contributions to Host Site	30%	Evaluated by Mentor	Using **SITC Internship Evaluation Rubric**

Some aspects of the Special Project process will be graded as part of the **Becoming a Problem Solver (BAPS) course and therefore are not reflected in the Grade Components of this syllabus. These include the **Special Project Proposal, Special Project Work Plan, and the Special Project Presentation**.*

Late Work
A big part of your Semester in the City is figuring out how to navigate and manage competing priorities. Due dates are established to help you to look ahead, plan and prioritize your work. Due dates exist as an accountability measure for both Fellows and our instructional team. With that being said, life happens and sometimes deadlines get missed.

Should it be likely that you will miss a deadline, you must email the Internships Team (internships@collegeforsocialinnovation.org) PRIOR to the deadline date and request an extension. You will not be penalized if you turn in the assignment by the extended deadline date.

If you do not request an extension, and turn in your work late, a 10% grade penalty will be in effect per day. Any work submitted more than 7 days past the deadline date will receive a grade of zero. Any missing assignments will receive a grade of zero.

NOTE: Fellow Bi-Weekly internship updates are not eligible for late submission and close permanently the Monday after their due date at 11:59pm.

Program/Internship Schedule

Event / Task	Program WK	Spring 2023
First Day of Internships	Week 2	Monday, January 30th
Bi-Weekly *Fellow* Internship Update due	Week 2	Friday, February 3rd
Bi-Weekly *Mentor* Internship Update due	Week 3	Friday, February 10th
Bi-Weekly *Fellow* Internship Update due	Week 4	Friday, February 17th
Program Holiday: Presidents' Day - No Internships	Week 5	Monday, February 20th
Site Visits begin (scheduled by Mentor)	Week 5-10	Tues, Feb 21 - Fri, Mar 24th
Bi-Weekly *Mentor* Internship Update due	Week 5	Friday, February 24th
January / February Timesheet Due	Week 6	Wednesday, March 1st
Bi-Weekly *Fellow* Internship Update due	Week 6	Friday, March 3rd
Bi-Weekly *Mentor* Internship Update due	Week 7	Friday, March 10th
Midterm Assessment Meetings	Week 7-8	Mon, Mar 6th - Fri, Mar 17th
Bi-Weekly *Fellow* Internship Update due	Week 8	Friday, March 17th
Bi-Weekly *Mentor* Internship Update due	Week 9	Friday, March 24th
Bi-Weekly *Fellow* Internship Update due	Week 10	Friday, March 31st
March Timesheet Due	Week 10	Monday, April 3rd
Bi-Weekly *Mentor* Internship Update due	Week 11	Friday, April 7th
Program Holiday: Patriots' Day- No Internships	Week 13	Monday, April 17th
Final Assessment Meetings	Week 14-15	Mon, Apr 24th - Tues, May 2nd
Special Project Deliverables & Exec. Summary Memo due (to Mentor & on Canvas)	Week 14	Friday, April 28th
Last Day of Internships	Week 15	Tuesday, May 2nd
April / May Timesheet Due	Week 15	Tuesday, May 2nd

Excused Time Off for Internships

Similar to the policies of typical professional work environments, CFSI, in partnership with host organizations has designed an Excused Time Off (ETO) policy for Internships. We believe it is a fair reflection of ETO hours that would be granted to a student interning at an organization for a similar period of time. CFSI grants **16 hours of excused time off (ETO)** for the Fellow from the Internship. These hours shall be used for sick or personal time at the discretion of the Fellow, the Mentor and CFSI Internships Staff. These hours are exclusive of those hours that CFSI designates as program or organizational holidays for all Fellows during the course of the semester.

It is up to the Fellow to request time-off at least 24 hours in advance (for any non-emergency requests) from their mentor directly, and mentors are not required to approve all requests. Additionally, Fellows must submit an Internship Time Off Request Form each time they plan to take time off, even retroactively for emergent situations. ETO should also be noted on your timesheet in the notes section, including the number of hours you took off. For example, if you are sick for a full day, you should list 0 hours with a reminder about ETO in the notes section or if you need to take a half-day for a job interview you would list 4 hours with a reminder about ETO in the notes section.

What if I need to take more than the allotted Internship ETO?

Once a Fellow has exceeded their allotted hours of internship ETO, they will need to make-up any hours missed to maintain a 30 hour per week schedule. In extenuating circumstances, a longer leave of absence will need to be coordinated with CFSI Internships staff and missed hours can be prorated.

Please Note: Your experiential learning experience (the "Internship") undergirds the entire Semester in the City program. As such, it is a primary source, akin to a memoir or autobiography. The SITC Internship, the Social Innovator's Toolbox, and the Becoming a Problem Solver courses will all examine this primary source, your internship experience, in a variety of ways in keeping with the goals of each individual course. There is bound to be some overlap in the projects that utilize your internship experience, but each course endeavors to examine differentdiffering aspects of that experience.

Appendix

SITC Internship Evaluation Instructions & Rubric

Complete this rubric using your best judgment prior to the Midterm Assessment meeting, and again at the end of the semester to evaluate performance and the quality of effort by Fellows at your site. We assume that student performance will vary by item and category. A student earning "excellent" ratings in all categories will earn a maximum of 100 points.

- The midterm rubric is meant as a check-point only, and does not count towards the final grade.
- The score you submit based on this rubric comprises 30% of the final letter grade for the internship.
- The following scale is provided for reference only

Use these guidelines to help make your assessment:

- Exceeds Expectations: Consistent effort and engagement; work product is of the highest quality and is completed on-time or ahead of schedule
- Meets Expectations: Consistent effort and engagement; work product meets quality standards and is completed on time and with care
- Developing: Sporadic effort and/or engagement; work product that is inconsistent and/or requires additional revisions and/or support to complete on time
- Fails to meet Expectations: Minimal engagement and/or effort; work product is incomplete and/or below standards and requires major revisions

Demonstration of Professionalism	Exceeds	Meets	Developing	Fails to Meet
Professional Readiness: Fellow arrived on time at your site, and for off-site events (e.g. meetings).				
Professional Readiness: Fellow proactively communicated with mentor (e.g., arrange any absences in advance, called when unable to come in, communicated about challenges or issues with projects before they became a crisis).				
Professional Readiness: Fellow persisted, despite challenges and obstacles, and put in extra effort when needed.				
Professional Readiness: Fellow delivered tasks and projects as promised; ensured quality met or exceeded expectations.				
Professional Readiness: Fellow demonstrated a willingness to try things that were out of their comfort zone and to learn new ways of thinking and working.				
Build Your Brand & Network: Fellow had a positive attitude, demonstrated a desire to learn and perform to a high standard, and was friendly and approachable.				
Collaborate Across Different Work Styles: Fellow asked about and paid attention to office culture and appropriately shifted language, attitudes or behavior as needed.				

	Exceeds	Meets	Developing	Fails to Meet
Reflection and Self-Awareness: Fellow recognized own strengths and weaknesses; reflected on how to improve in areas of weakness and build strengths.				
Manage and Measure Impact: Fellow managed projects and time by using tools and principles (e.g., backward planning, organizational systems, schedules, checklists, etc.).				
Demonstration of Ability to Work in Diverse Teams	Exceeds	Meets	Developing	Fails to Meet
Balance Inquiry & Advocacy: Fellow used inquiry well and didn't overuse advocacy (e.g. asked thoughtful questions, listened thoughtfully to answers, checked for understanding, was open to alternate views when presented, did not always argue for own point or play "devil's advocate" to a fault).				
Reflection & Self-Care: Fellow appropriately managed their own stress, emotions and behavior, particularly during times of conflict, change or ambiguity.				
Give & Receive Feedback: Fellow asked for and/or received feedback with openness. Asked questions for clarity. Adjusted behavior based on feedback.				
Give & Receive Feedback: Fellow offered feedback in a constructive manner to others (e.g. choosing appropriate times to do so, paying attention to tone and language, and offering concrete suggestions for improvement).				
Connect Passion & Purpose: Fellow demonstrated flexibility in making necessary compromises to accomplish stated goals.				
Self-Knowledge & Cultural Competence: Fellow demonstrated cultural competence interacting with people from backgrounds different than the Fellows' own (e.g. sought understanding, suspended judgment, endeavored to speak and act in a way that helped others feel comfortable).				
Demonstration of Other CFSI Core Competencies	Exceeds	Meets	Developing	Fails to Meet
Understand Social Systems: Fellow actively sought to increase their knowledge and understanding about social issues (particularly those addressed by the organization).				
Manage & Measure Impact: Fellow used data, qualitative and quantitative, to inform work (e.g. gathered input from stakeholders, researched best practices before beginning a project, asked about outcomes measurement, used data to inform recommendations).				
Design Thinking: Fellow used Human-Centered Design principles (e.g. seeks inspiration from varied sources, shows courage in trying new things, collects stakeholder perspective, solicits feedback to improve products, uses quick and simple models/prototypes to test ideas).				

Persuasive Storytelling: Fellow used stories, vivid images, analogies and metaphors to make their points memorable and persuasive.				
Build Your Brand & Network: Fellow made an effort to build their network by initiating conversations with staff and/or community members and following up appropriately.				