

Linking Higher Education Resources to the West Bank Business Community:
A Program Manual

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A Program Manual

CHANCE Capstone
May 2011

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TABLE OF CONTENTS

ABSTRACT	1
OVERVIEW	2
WBBA INTERN LINK – PROGRAM GUIDE	7
PROGRAM STRUCTURE	7
KEY STAKEHOLDERS	8
STUDENT ASSISTANCE DIRECTORY	9
CATEGORIES OF THE STUDENT ASSISTANCE DIRECTORY	11
INTERN LINK WORKPLAN	12
RECRUITMENT TOOLS – FOR RECRUITMENT OF THE INTERN LINK	17
EMAIL CONTACT LIST	22
POTENTIAL PROJECT LIST	25
SUPERVISION STRUCTURE OF THE INTERN LINK	26
TOOLS FOR THE INTERN LINK	28
MOVING FORWARD	40
APPENDICES	42

Abstract

In the West Bank neighborhood of Minneapolis, nonprofit organizations successfully access the higher education resources in the neighborhood. Nonprofits use service learners, volunteers and interns from the University of Minnesota and Augsburg College to expand their workforce and increase their capacity. The small business community on the West Bank has yet to fully tap into the higher education resource pool available. The West Bank Business Association's "Intern Link" is a student intern position that can help businesses develop projects to meet their marketing, web or business consulting needs by connecting businesses to local higher education resources. These projects will also be rich, real-world learning opportunities for students. When the Intern Link connects business projects to higher education offices, both businesses and students benefit, and the West Bank's economic development is sparked as a result.

This report includes background and tools for carrying out the Intern Link program. It is formatted as a users' manual to support the West Bank Business Association in its recruitment, orientation and supervision of the Intern Link position. At the time of writing in May of 2011, the WBBA Executive Director and the CHANCE Coordinator are securing funding for the Intern Link position and are implementing a recruitment plan with the expectation of filling the position by the fall of 2011. The Manual also provides tools for the Intern Link to use in implementing the program. A Directory of Student Assistance, included in the appendix, catalogues key higher education resources.

Overview

CHANCE

The Intern Link position, this Manual, and Student Assistance Directory are the result of a community-based research project in which the West Bank Business Association (WBBA), the Cedar-Humphrey Action for Neighborhood Collaborative Engagement (CHANCE) and key higher education stakeholders came together for the mutual benefit the West Bank (WB) business community and local students seeking experiential learning opportunities. The connection between the neighborhood's businesses and higher education is yet another thread in a growing web of partnership on the West Bank. As of May 2011, this project has taken shape in the form of an Intern Link (a liaison position) at the WBBA and a Directory of Student Assistance. The project has been created in such a way that future expansion is possible.

This project was initiated through the University of Minnesota's Humphrey School of Public Affairs course titled "Engaging the Public in Policy and Planning". Since 2007, the course, commonly known as the CHANCE capstone, has fostered nearly twenty such projects in partnership with the West Bank community. The course uses a model called Community Based Research¹, whose principles include:

- A collaborative partnership between students and community members;
- The democratization of knowledge between partners; and
- A commitment to achieve social change and social justice.

The CHANCE course structure involves a fall semester spent listening to and learning from the neighborhood's organizations and civic groups. Students create a number of project proposals based on the ideas that emerge from engagement with community stakeholders, present the proposals at a public meeting, and select projects based upon community feedback and project viability. Through this process, this group arrived at a project intended to bolster the capacity of West Bank organizations by leveraging nearby higher education resources.

The West Bank Neighborhood

Since the mid 1800's, the West Bank neighborhood of Minneapolis has been home to new immigrant communities, creating one of the most diverse neighborhoods in the Twin Cities. Presently, the West Bank neighborhood boasts one of the largest communities of immigrants in the Twin Cities, with predominantly Somali and East African immigrants. Small in size, densely populated and busy with students, the neighborhood is "home to theaters, music clubs, coffee shops, sports bars, co-ops, unusual shops, ethnic and vegetarian restaurants, and historic buildings." There are many small and locally owned businesses, with a significant number that are immigrant-owned. The West Bank (also known as Cedar-Riverside) is "triangular-shaped with three definitive boundaries: the Mississippi River on the east side, Interstate 94 on the south side, and Interstate 35W on the west side."²

The West Bank neighborhood of Minneapolis is a geographic center of higher education. Within this small neighborhood are three schools:

¹ Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue, "Principles of Best Practices for Community-Based Research," *Michigan Journal of Community Service Learning* 2003, 9(3): 5-15.

² Retrieved 5/5/2011 from the website of the West Bank Business Association <http://www.thewestbank.org/history>

- University of Minnesota, Twin Cities Campus
- Augsburg College
- St. Catherine University, Minneapolis Campus

The development of service learning endeavors at local institutions mirrors the expansion of higher education's community engagement efforts nationally³. Offices have undergone change, expansion, and benefitted from a growing knowledge base to support engagement and partnership. Certainly, these endeavors are not limited to the nonprofit sector. The Carlson School of Management at the University of Minnesota is also experiencing growth in its student-led service initiatives⁴. Although these programs are growing, at the time of writing, students from local institutions were not highly engaged in the West Bank business community.

Guiding Principles & Project Goals

In addition to the principles of Community Based Research, listed above, the CHANCE group was guided by several other principles. This includes:

- Building upon existing efforts and programs, and avoiding 'recreating the wheel'.
- Learning from past ideas that have not taken hold.

The issue of organizational capacity surfaced repeatedly in community meetings and discussions with community leaders. Through conversations and meetings, the CHANCE group heard about the many different projects, initiatives and collaborations that are taking place in the WB. The group has also heard that community organizations, often stretched thin due to limited staff and resources, are not always able to be involved in work to the degree they desire or have the impact they would otherwise be capable of achieving. The CHANCE group conducted a review of numerous capacity-building and engagement models, on the local and national level⁵. One theme was resoundingly clear – it takes capacity to build capacity. Strong interest and shared vision are often insufficient to reap rewards, particularly in the absence of staffing and ongoing supervision for student assistants⁶. In order to be mutually beneficial to higher education and community partners, a high level of planning and infrastructure must exist to accommodate an influx of student support⁷.

Three notable lessons were gleaned from the research phase, and should be considered in the implementation and expansion of the Intern Link position. First, an opportunity to bring an AmeriCorps VISTA team⁸ to the West Bank was attempted but did not finalize in 2010; securing stakeholder consensus about the positions and role of the VISTAs was the primary obstacle. Second,

³ Scheibel, Jim, Erin M. Bowley, and Steven Jones. *The Promise of Partnerships: Tapping Into the College as a Community Asset*. Road Island: Brown University, Campus Compact, 2005

⁴ See 'Examples' - ***insert page # for greater detail

⁵ Reardon, Kenneth M. "Enhancing the Capacity of Community-Based Organizations in East St. Louis", *Journal of Planning Education and Research*, Volume XVII, June 1998, Volume 17, Number 4, pp. 323-333.

⁶ Scheibel, Jim, Erin M. Bowley, and Steven Jones. *The Promise of Partnerships: Tapping Into the College as a Community Asset*. Road Island: Brown University, Campus Compact, 2005

⁷ Poulin, J. "Field Notes: Serving the Community and Training Social Workers: Service Outputs and Student Outcomes." *Journal of Social Work Education* 42.1 (2010):171.

⁸ Information on AmeriCorps VISTA program can be found online at http://www.americorps.gov/for_organizations/apply/vista.asp & <http://tulane.edu/cps/programs/ameri-corps-vista-index.cfm>

an online tool hosted by the U of M's Center for Urban and Regional Affairs (CURA) had been an avenue for higher education and community partners to post positions for student projects. The tool was phased out due to underuse, in part because the various offices facilitating community engagement became stronger, filling the need for this service. Low awareness of the tool may have also been a factor. Lastly, in reviewing previous graduate internships in the neighborhood, the CHANCE group was reminded that not all internships live up to their potential. Careful planning and support can help to avoid unsatisfactory results for the student and business⁹.

From these lessons, the CHANCE group used the following criteria to guide the project:

- Buy-in and consensus amongst community partners is critical for program viability.
- Any tools must add value to existing structures and be user-friendly to key stakeholders.
- Resources must be made available to ease implementation and promote success of the Intern Link position and other student engagement efforts.

These criteria, the guiding principles and research conducted resulted in two primary project goals:

- Bolster the capacity of West Bank businesses by leveraging nearby higher education resources.
- Do so in a manner mutually beneficial to the West Bank business community and local students seeking learning opportunities.

The CHANCE group's role within this endeavor is to:

- Design a sustainable structure
- Develop tools for successful partnership between businesses and higher education
- Convene key stakeholders to foster understanding and support of the Intern Link Program

Methodology: What the CHANCE Group Did

Given broad support for the project, the CHANCE group's biggest question was how to launch the program sustainably and without redundancy. Numerous programs, classes and student projects focusing on community engagement already exist at Augsburg College and the U of M, and these programs primarily serve community based organizations. As previously noted, however, many of the businesses in the West Bank are not connected to these forms of 'student assistance'. 'Student assistance' is an umbrella term the CHANCE group uses to describe the multitude of students who wish to take their learning out of the classroom and into community settings. Student assistance includes service learning, internships, volunteers, class projects, and others; please see the glossary in Appendix A for a complete list and explanation of the characteristics of each category.

In response to the complexity of the higher education systems in the neighborhood and previous challenges with large group processes, the CHANCE group chose to reach key stakeholders through a series of one-on-one meetings. The CHANCE group's approach followed that of community organizer Ernesto Cortez, whose "relational meetings" are focused on listening, relationship building, and shared vision¹⁰.

⁹ Stater, Keely Jones and Eric Fotheringham. 2009. "Mechanisms for Institutionalizing Service-Learning and Community Partner Outcomes" *Journal of Higher Education Outreach and Engagement*, 13 (2): 7-32.

¹⁰ Rogers, M. (1990). Cold anger: A story of faith and power politics University of North Texas Press

The CHANCE group held over a dozen relational meetings with stakeholders. Conversations included the Augsburg Director of Service Learning, Mary Laurel True and the Augsburg Director of Community Relations Steve Peacock; both of whom have been connected to and working closely with the West Bank community for many years. To better understand the work that is currently being done by the U of M, the CHANCE group had conversations with The Director of Student Initiatives and CHANCE Coordinator, Merrie Benasutti and Service Learning Coordinator, Katie Peacock. Also the CHANCE course instructor, Merrie Benasutti has been closely consulted at each stage of the process. Conversations with the Humphrey School and Carlson School Career Services also informed this project, particularly the position description and recruitment tools. With an eye toward the future and possible expansion of the Intern Link program, the CHANCE group held a series of meetings with CURA and the Neighborhood Business Fellows, whose work parallels the Intern Link.

From these many conversations came a sense that the programs and offices currently addressing community engagement have a strong connection to non-profit organizations in the West Bank neighborhood. Less understood are the business needs in West Bank's community economic development efforts. With this knowledge the CHANCE group shifted its focus specifically to businesses in the West Bank community. After about four months of individual meetings, the CHANCE group presented to the WBBA monthly meeting in April 2011 and the project was very well received. The meeting affirmed the need for this connection, the appropriateness of the Intern Link program, and the potential for mutual benefit. Not surprisingly, business owners called for more concrete examples of the types of projects student assistants can provide. In May 2011, the CHANCE group ended its direct involvement in the program by bringing together all key higher education stakeholders and the WBBA to launch the Intern Link program.

Focus on Sustainability: The Intern Link Program Status as of May 2011

In order to make the Intern Link program sustainable, with the possibility of growth, it is important to work closely with the stakeholders already involved in community engagement. Tight partnerships, attentive listening, and planning have laid the groundwork for an approach bridging a gap, that builds upon existing efforts, and is mutually beneficial for the business and higher education communities. In its first year, the Intern Link program will have to focus on building a base of success stories, securing interest and commitment of partners, and broadly promoting the program's potential. In years to come, the Intern Link can shift its focus toward coordination and recruitment of a corps of student assistants in the West Bank community. At the time of writing, cooperation amongst West Bank stakeholders has been deepened through the CHANCE group's efforts and three products have been created:

- Directory of Student Assistance Resources
- Intern Link Position structure
- Intern Link Manual

The Student Assistance Directory

The Student Assistance Directory is a tool to be used by the WBBA and the Intern Link, as well as other stakeholders as desired. It is a compilation of key higher education programs that provide student assistance. The CHANCE group worked closely with stakeholders at U of M and Augsburg College to identify the resources highlighted. The Directory provides information about each program, office or student group, whom to contact and other helpful information for accessing these

resources. The resources included are not intended to be comprehensive, rather are tailored to the needs of the business community. Higher Education offices and programs are apt to change, thus the resources included are those that are relatively stable or are a particularly good fit for the Intern Link program.

The Intern Link Position

The CHANCE group recognizes that a static document or an online tool is not an ideal format for sharing Student Assistance opportunities with businesses. Instead, it is preferable that a person guides the navigation of resources, and conduct outreach to foster participation.

It was determined, in partnership with the WBBA that an intern position will act as the liaison between the higher education institutions and West Bank businesses. This role is referred to as the Intern Link. Businesses can contact the Intern Link to more easily access Student Assistance. The CHANCE group turned its focus on creating the structure for this intern position and the resources needed to sustain and support it.

The Intern Link Manual

This Manual includes the Directory and comprehensive materials to support the Intern Link position. The Manual is a guide for the WBBA and the Intern Link to achieve the goals of this project: building the capacity of the West Bank business community while providing students with learning opportunities.

Acknowledgements

The CHANCE group members, Angela Determan, Katie Haas and Liz Stone, prepared this Manual in collaboration with the West Bank Business Association. The authors would like to thank their community partner, Adrienne Peirce, who serves as the Executive Director of the WBBA. Adrienne Peirce has a vision of success and possibility for the project, and has contributed her time to ensuring its implementation. The authors are grateful to the CHANCE course instructors, Associate Dean Greg Lindsey and CHANCE Coordinator Merrie Benasutti, for their critical guidance and support. Finally, several individuals and groups contributed to this project by asking challenging questions, voicing excitement, committing time and resources. For this, the authors express appreciation to members of the WBBA; Augsburg College offices including the Bonner Leader Program, the Sabo Center for Citizenship and Learning, the Strommen Career and Internship Center, and the Center for Service, Work, and Learning; and U of M offices including CURA, HHH Career Services, Carlson Business Career Center, the Carlson School's Neighborhood Business Fellows student group, and the Community Service-Learning Center.

WBBA Intern Link – Program Guide

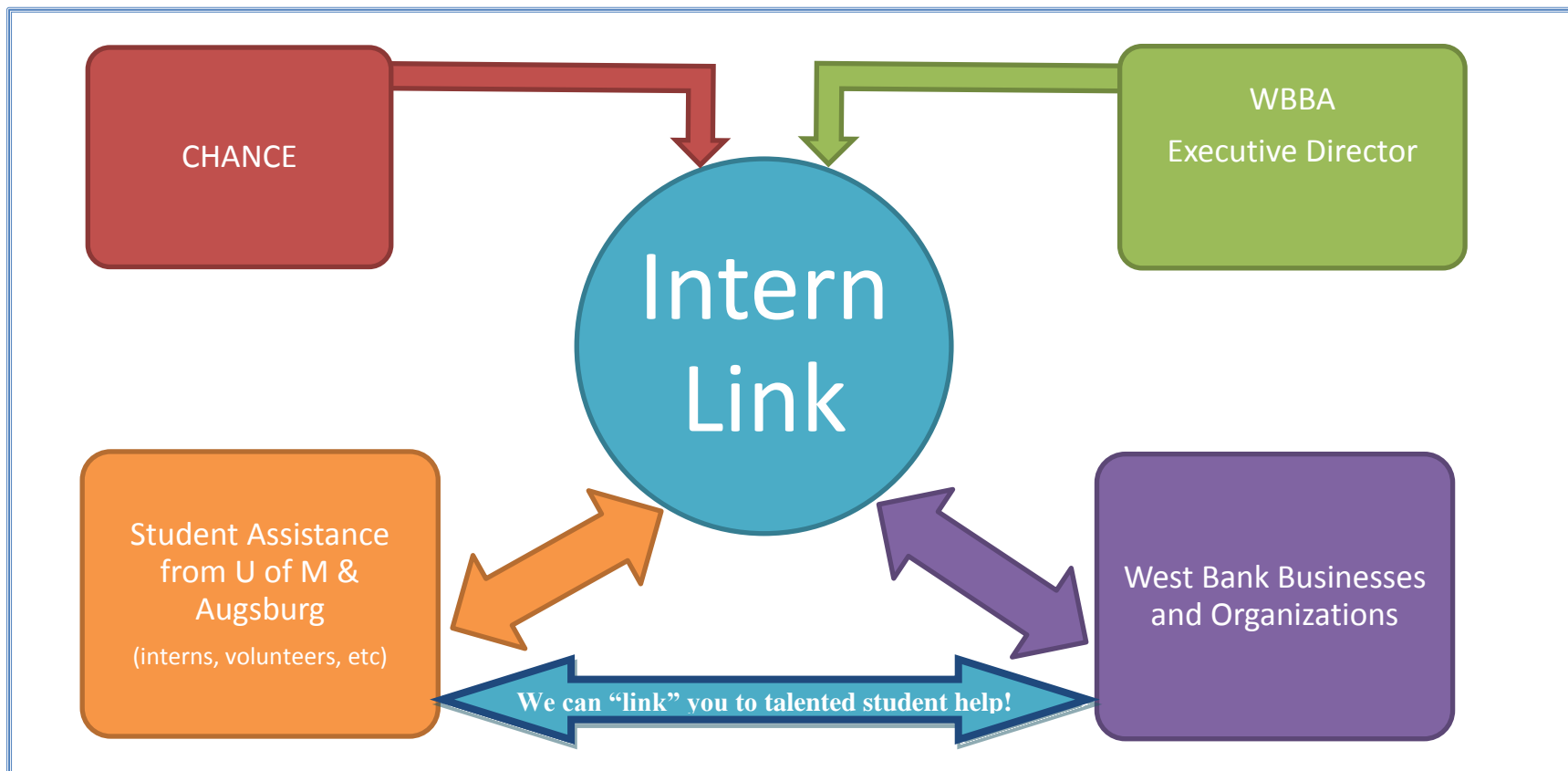
PROGRAM STRUCTURE

It can be easy to get lost in the details of implementing a program and lose sight of the bigger picture and original goal. The graphic below is the high level view of what is proposed in this program plan; it can be and has been used throughout the spring of 2011 to help explain and orient stakeholders to the intent and structure of this program.

The Intern Link will support the WBBA and West Bank businesses by connecting businesses with sources of student assistance.

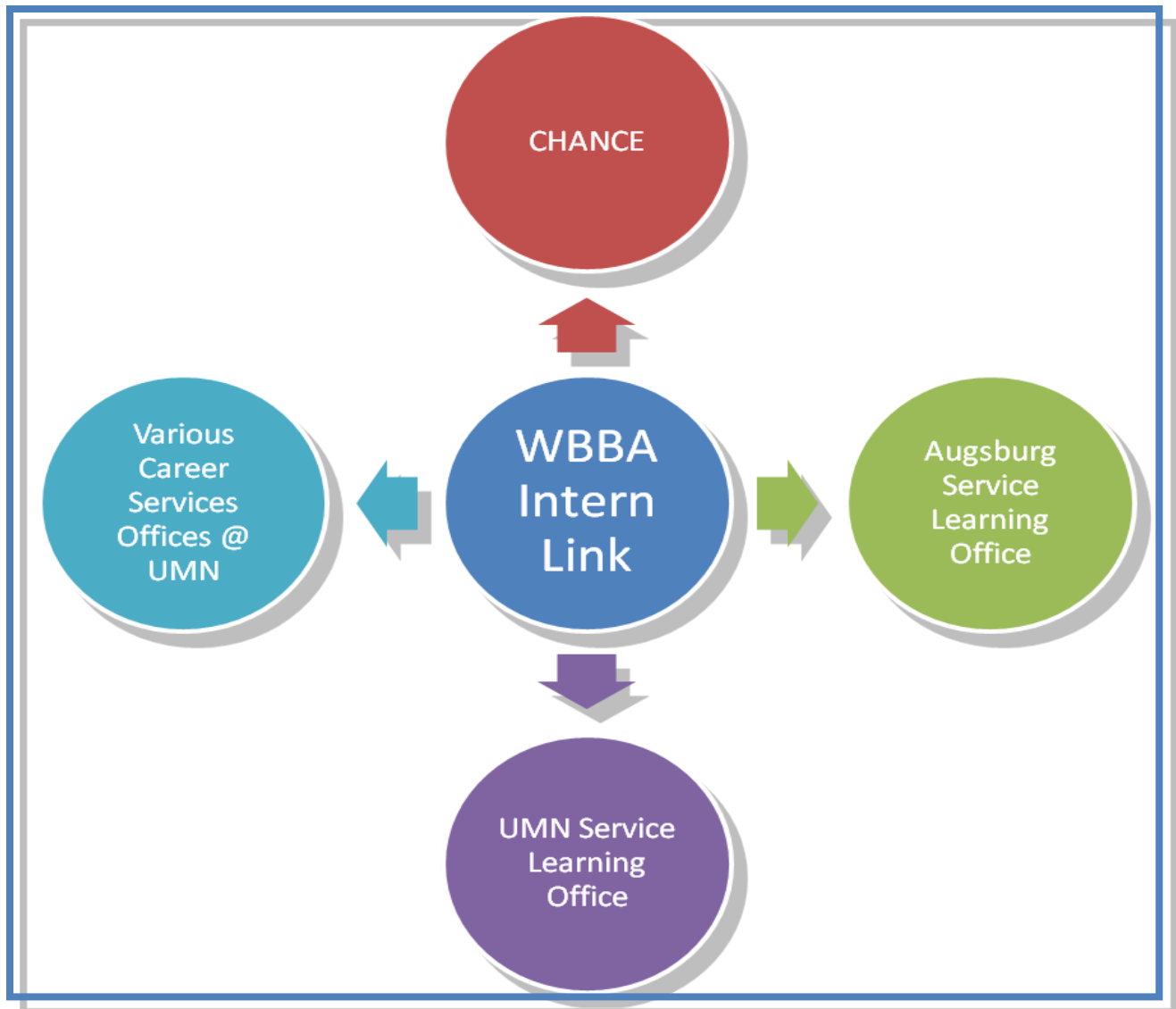
Specifically, the intern will help West Bank businesses/organizations:

- develop potential projects in the neighborhood for interns, volunteers, service learners, and course projects.
- identify and link businesses to sources of student assistance that best fit to their needs.



KEY HIGHER EDUCATION STAKEHOLDERS

Central to this program are the many different higher education stakeholders that are involved and affected; they represent the many diverse programs and offices that are already doing great community engagement work. The CHANCE group's goal is to further connect these stakeholders and build upon their knowledge and experiences to benefit the West Bank neighborhood and businesses. The main groups that have been involved thus far and are critical to keep drawn in are outlined in the diagram below. It will be the role of the Intern Link to maintain communication with these groups, acting as the central connection, the "link" between the sources of student assistance and the West Bank.



STUDENT ASSISTANCE DIRECTORY

A primary tool for the Intern Link, as well for other stakeholders, is the Student Assistance Directory (see Appendix B). As its name indicates, this spreadsheet provides a list of various programs, offices, and groups that offer some form of student assistance to the community, be it through service learning, internships, volunteering, scholar programs, or other means. The Directory is set up in and intended to be used in Microsoft Excel to allow for sorting, filtering and easy tracking. It is meant to be a working document, recognizing that information will change or might be missing and that the Intern Link will need to continue to update the Directory periodically. Below is a snapshot of the Directory to provide a point of reference; the complete Directory can be found in the Appendices, and will also be available electronically.

	A	B	C	D	E	F	G	H	I	J
	Type of Program	Program Name	Where	Grad/ Undergrad/ Other	Number of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
1										
2	click drop down arrow to filter -->	filter -->	filter -->	filter -->	filter -->	filter -->	filter -->			
10	Community Equipment Officer or Program	CURA (Center for Urban and Regional Affairs)	U of M	Grad	195 hrs	academic year/summer	March 15, June 30 (some programs vary)	Provides applied research and technical assistance through graduate assistants.	612-625-1551 or cura@umn.edu	For community organizations: http://www.cura.umn.edu/Community.htm
11	Community Equipment Officer or Program	MESI website	U of M	Both	varies	varies	ongoing	An evaluation portal to help you find resources for evaluation assistance, customized training, and evaluation research. The University has a variety of research centers that can help with evaluation design, data collection, data analysis, educational workshops, and even complete evaluations.	612-624-1006, mesi@umn.edu (other specific contact information for specific centers is on the MESI website)	http://evaluation.umn.edu/gst-student-help/
12	Community Equipment Officer or Program	MTAP (Management and Technical Assistance Program)	U of M	Grad	50-60 hrs	semester	academic year	Helps nonprofit organizations that serve urban communities build capacity and enhance their performance and effectiveness		

Programs

The programs included in the Directory are not intended to be a comprehensive list. It is a thorough list of the programs or offices that were most relevant for businesses in the West Bank neighborhood. Programs that did not appear to provide the types of support that businesses or the WBBA could use were removed. Additionally, given the expansive resources at educational institutions in the West Bank neighborhood, the CHANCE group has inevitably missed important programs that will need to be added as they are identified.

Content

For each program, core pieces of information were gathered and recorded in the following categories:

- Where the program is located
- If students from the program are graduate or undergraduate students, or both
- The number of hours of service typically provided by a student in that program
- The service timeline for that program (when students are generally available to do projects)
- The recruitment timeline for students (when do project proposals or job descriptions need to be submitted or a request for student assistance made)
- General program information
- Contact information
- Other notes or miscellaneous information

Program Categories

To help navigate and understand the nuances and differences among programs, the CHANCE group has grouped them into five main categories. They are color coded and labeled accordingly; definitions of each category are provided in the Directory and are also listed here.

Community Engagement Offices or Programs (orange)

These programs have a mission to serve and connect students to neighboring communities. Students chose to be a part of these programs on a voluntary (not required) basis. Students typically have to apply and are often paid for their work in these roles; thus the commitment can be more stable and long term, often resembling an internship.

Internships or Professional Projects (red)

Professional level projects include a broad range of short term consulting possibilities with a small student group. This could include a class based project, capstone, field experience etc.

Service Learning (blue)

Service Learning Offices can connect you to undergraduate students who need to do service work, usually 2-3 hours a week for one semester. Usually the work is tied to a course or degree requirement and may involve a few hours of time from the organization/business to meet course/school requirements (i.e. attending a class presentation, meeting with a student to discuss how their school work relates to their service work, filling out timesheets or evaluations, etc.).

Career Services Offices (green)

Career Service Offices can connect you to undergraduate or graduate level students who are seeking internships. Time and topic requirements vary by school.

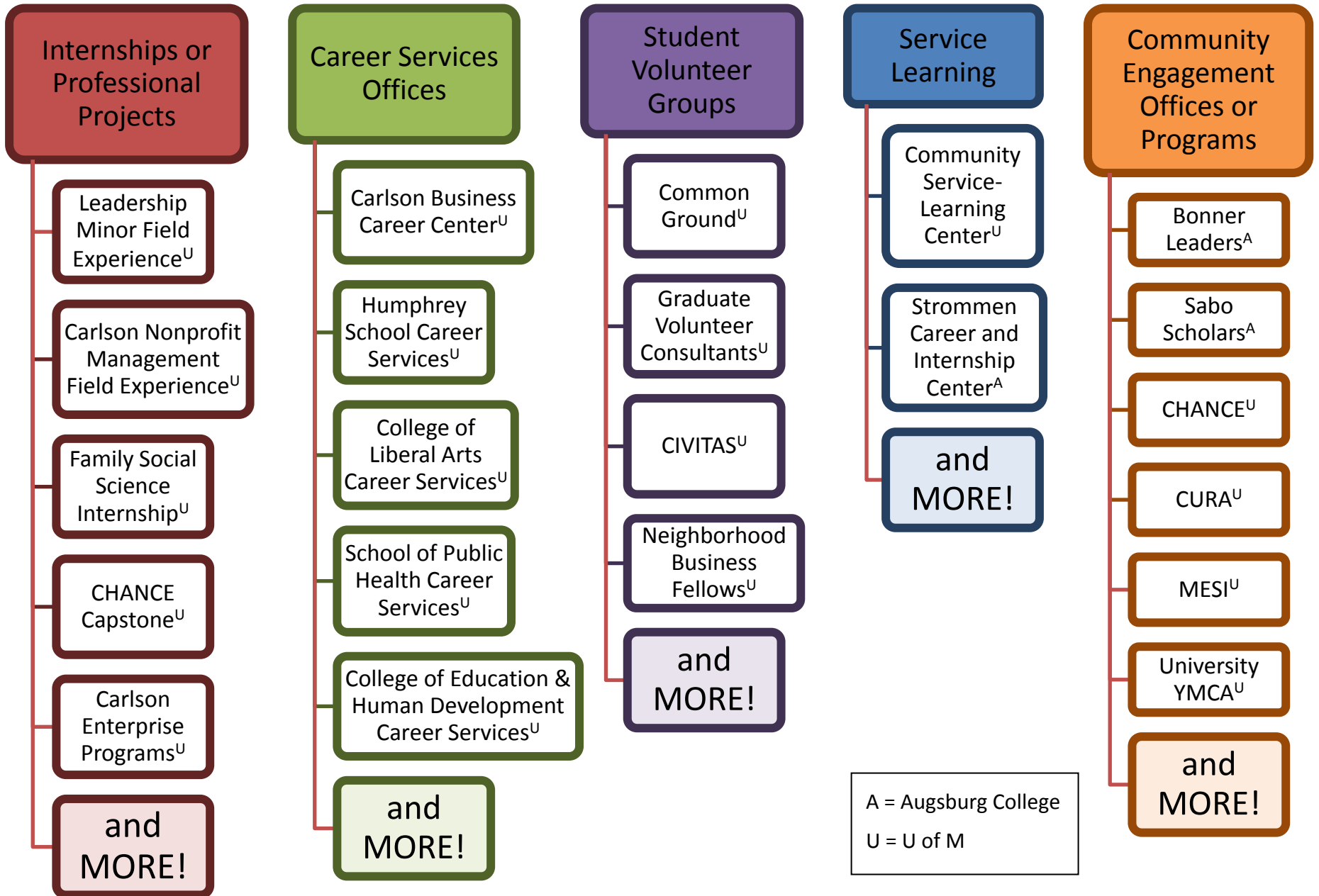
Student Volunteer Groups (purple)

Student or a student group volunteering on a onetime or short-term basis.

Categories of the Directory

The visual on the next page provides a simplified depiction of the Directory, showing the variety of sources of student assistance available at both Augsburg and the University of Minnesota. It does not include every program in the directory, but rather is a tool to use to illustrate the types of student assistance and expansive number of programs available. This could be a useful tool when doing outreach or working with businesses in the neighborhood, as it illustrates a network of programs that many outside of the University are not very familiar with.

CATEGORIES OF THE STUDENT ASSISTANCE DIRECTORY



INTERN LINK WORKPLAN

This Workplan outlines the intended objectives and activities for the first year Intern Link. It should be created, reviewed, discussed and altered as needed by the WBBA ED and the Intern Link; therefore there are parts of the template below left open to be completed at the beginning of the first year. This document should also be used at the mid-internship review as a tool to track what has been accomplished and goals for the last half of the internship.

Intern Link Program Plan – Year One

Goal

Link West Bank businesses and organizations to student assistance to help increase organization/business capacity in order to better accomplish their mission/goal/objectives

Objectives	Activities	Implementation Plan	Mid-Internship Review
General Orientation; Learn about the West Bank Neighborhood	<ul style="list-style-type: none"> • Meet with Adrienne, WBBA ED, and Merrie, CHANCE Coordinator • Attend CHANCE meetings, possible CHANCE class sessions • Spend time attending community meetings and reading about the West Bank <ul style="list-style-type: none"> - WBBA, CRP, WBCC and other meetings - past CHANCE, Net Impact, NBF reports - other resources as recommended • _____ (add activities here) • _____ (add activities here) 	<p><i>Complete this column at the beginning of the internship, answering the following questions for each activity:</i></p> <ul style="list-style-type: none"> • <i>Who will you work with on this project?</i> • <i>What is the time frame? How frequently will you work on this? (i.e. 2 hours weekly, or major focus during the month of April, etc)</i> 	<p><i>Complete this column at the mid-point of the internship, noting the following:</i></p> <ul style="list-style-type: none"> • <i>Where has been accomplished?</i> • <i>What challenges have arisen?</i> • <i>Are there any areas where you need to change course?</i> • <i>What are your goals for the last half of the internship?</i>
Establish and maintain working relationships with partners at UMN and Augsburg	<ul style="list-style-type: none"> • Set up meetings with key partners (see list) • Introduce "intern link" to main partners • Verify and update email contact list information • Explore current and future sources of student assistance with each partner • Discuss best ways to support and communicate with each partner • _____ (add activities here) • _____ (add activities here) 		

Objectives	Activities	Implementation Plan	Mid-Internship Review
Develop and initiate a West Bank Intern Link Newsletter	<ul style="list-style-type: none"> • Develop template • Create timeline to distribute (biweekly, monthly, quarterly) • Write and collect content for newsletter including: <ul style="list-style-type: none"> - Past and current student work in the neighborhood - Success stories - Upcoming needs - Basic information about WBBA, intern link - Spotlight on a partner or business - Other ideas • Create and maintain distribution list (likely the same as email contact list) • _____ (add activities here) • _____ (add activities here) 		
Do outreach with West Bank businesses/organizations	<ul style="list-style-type: none"> • Work with Adrienne, WBBA ED, others at WBBA, and Merrie, CHANCE Coordinator, to identify businesses to meet with who may benefit from the “intern link” role • Seek out businesses and respond to requests from businesses to meet to discuss the “intern link” role • Help businesses think of and develop projects and/or roles for student assistants that would help them increase capacity/better do their work/address unmet needs/etc • Help businesses identify and contact sources of student assistance that best meet their needs/projects • _____ (add activities here) • _____ (add activities here) 		

Objectives	Activities	Implementation Plan	Mid-Internship Review
<p>Establish and maintain a working relationship with CHANCE and Net Impact/NBF</p>	<ul style="list-style-type: none"> • Identify and meet with key student leaders and faculty with each program • Attend regular meetings for each program as often as possible • Maintain open and ongoing communication with each program • Help each program identify appropriate opportunities to engage in and do work in the neighborhood that best fits their specific needs/interests • Work with each program to leverage their support in recruitment for the next year's "intern link" • _____ (add activities here) • _____ (add activities here) 		
<p>Manage and update Student Assistance Directory to "link" students to WB businesses and organizations</p>	<ul style="list-style-type: none"> • Identify and update sources of student assistance/assistants • Help students connect with opportunities to work, volunteer, intern in the West Bank neighborhood; act as a liaison • Help businesses navigate and access sources of student assistance at the various higher education institutions in the area/in the directory • Field questions and requests from both West Bank businesses/organizations and UMN/Augsburg or other educational institutions to help make effective links between the two; act as a liaison • _____ (add activities here) • _____ (add activities here) 		

Objectives	Activities	Implementation Plan	Mid-Internship Review
Track and document student work in the neighborhood	<ul style="list-style-type: none"> • Develop and maintain a list of student projects, internships, volunteers, work, etc in the neighborhood – specifically for those that the ‘intern link’ helped place and connect • Follow up with students and businesses/organizations to collect more detailed information on the work done, outcomes achieved, impact of the work, etc • Write success stories based on the work being done in the neighborhood, share these stories with all appropriate parties including: WBBA, CHANCE, NBF/Net Impact, other UMN or Augsburg offices or newsletters, email contact list, etc • Develop and track outcomes for program and project evaluation • _____ (add activities here) • _____ (add activities here) 		
Help manage larger student projects for the WBBA and support student assistants as needed	<ul style="list-style-type: none"> • Recruit, place and coordinate student assistants for various projects specific to WBBA • Ensure projects are being effectively accomplished and provide support to student assistants as needed • Act as a source of support for student assistants in the neighborhood, orienting them to the neighborhood as needed and helping connect them to the people or places they need to do their work effectively, meet program or school requirements, etc • _____ (add activities here) • _____ (add activities here) 		
Support the day to day work of WBBA as needed	<ul style="list-style-type: none"> • Attend regular WBBA meetings • Meet regularly with Adrienne, WBBA ED • Do outreach with businesses and support implementation efforts for façade improvement grants • Other duties as needed or interested 		

Objectives	Activities	Implementation Plan	Mid-Internship Review
<p>Ensure Sustainability of "intern link" position from year to year</p>	<ul style="list-style-type: none"> • Help with and support the recruitment of the next "intern link" by: <ul style="list-style-type: none"> - Updating and distributing job posting - Communicating with key partners, student groups, etc to help spread the work about the opening - Field applications, questions and help screen • Make additions, changes, edits to this work plan and other program tools as needed for future years and to reflect lessons learned (in collaboration and coordination with Adrienne, WBBA ED, and Merrie, CHANCE Coordinator,) • Meet with next "intern link" as able, plan to have overlap between outgoing and incoming "intern link" as able (if overlap is not possible, leave detailed and complete notes, suggestions and tools for incoming "intern link" to ensure as seamless a transition as possible • Communicate with key partners ahead of time regarding the end of one "intern link's" term and the beginning of the next • Introduce new "intern link" to key partners and the neighborhood • _____ (add activities here) • _____ (add activities here) 		

RECRUITMENT TOOLS – FOR RECRUITMENT OF THE INTERN LINK

The following tools are a collection of communications snippets that can be used as-is or modified for the appropriate audience. Once adjusted for the appropriate audience, the messaging is crafted to grab the attention of potential Intern Link applicants, key stakeholders or business partners. Sample flyers are included in the appendix, as is text for a webpage. The CHANCE group stresses that the flyers and webpage are, indeed, *samples*; attention to design and finalizing key information is needed before use.

Recruitment Plan

Recruitment tool	Where to use it	When
“The Hook” Pitch	In everyday conversation	Ongoing
“Quick but Comprehensive” Pitch	In everyday conversation Email contact list Key community meetings <ul style="list-style-type: none"> • WBBA board • CHANCE • WBCC 	Ongoing On an occasional basis & during active recruitment
Position Description	WBBA website Post to internship boards: <ul style="list-style-type: none"> • Humphrey • Carlson • Augsburg • Career Services offices 	Begin recruiting in the late spring and into the summer for Fall start dates.
Social Media pitch or webpage sidebar	Social media or WBBA website	Begin recruiting in the late spring and into the summer for Fall start dates.
Half page flyer	Post in campus buildings: <ul style="list-style-type: none"> • Humphrey • Carlson • Augsburg • Career Services offices Post in local businesses frequented by students	Begin recruiting in the late spring and into the summer for Fall start dates.
On page flyer	Share with CHANCE & Career Services offices at: <ul style="list-style-type: none"> • Humphrey • Carlson • Augsburg 	Begin recruiting in the late spring and into the summer for Fall start dates.

“The Hook” Pitch

Do you want to take your learning outside the classroom and make a difference in the West Bank neighborhood? As the West Bank Business Association’s Intern Link, you could bring together student volunteers and business projects to promote community economic development. The West Bank of Minneapolis is a hub of small businesses and is home to the University of Minnesota and Augsburg College. You could be a connection that builds business capacity and increases student learning.

“Quick but Comprehensive” Pitch

In the West Bank neighborhood of Minneapolis, nonprofit organizations successfully access the higher education resources in the neighborhood. They use service learners, volunteers and interns from the U of M and Augsburg to expand their workforce and increase their capacity. The small

business community has yet to fully tap into that resource pool. The WBBA's Intern Link will help businesses develop projects to meet their marketing, web or business consulting needs. These projects will also be rich, real-world learning opportunities for students. When the Intern Link connects business projects to higher education offices, both business and students benefit, and the West Bank's economic development is sparked as a result.

Position Description

See complete position description on page 21. This document must be updated before each use.

Social Media Pitch or Webpage Sidebar

Get out of the classroom & into the real world. Build your resume & skills while serving small businesses. Be the West Bank Business Association's Intern Link. Application deadline month, day

Half Page Flyer

WBBA logo at top, photo top right.

Get out of the classroom & into the real world.
Build your resume & skills while serving small businesses.
Be the next West Bank Business Association Intern Link.

The West Bank neighborhood of Minneapolis is a hub of small businesses, the University of Minnesota and Augsburg College. Students seek real-world experience to build their professional skills, and businesses seek affordable, high quality support in the areas like marketing, web design and business consulting. The Intern Link helps by connecting business projects to higher education offices; both businesses and students benefit, and the West Bank's economic development is sparked as a result.

Application deadline month, day

One Page Flyer

Why the West Bank Business Association?



**Get out of the classroom & into the real world, building skills in program start up.
Support small, neighborhood businesses and contribute to economic development.
Expand the capacity of small business and students like yourself.**

Be the next West Bank Business Association Intern Link!

The West Bank neighborhood of Minneapolis is a hub of small businesses, the University of Minnesota and Augsburg College. Students seek real-world experience to build their professional skills. And businesses seek affordable, high quality support in the areas like marketing, web design and business consulting. The Intern Link helps by connecting business projects to higher education offices; both business and students benefit, and the West Bank's economic development is sparked as a result.

The intern will report directly to the Executive Director, will be a strong relationship-builder and self-directed. You will be encouraged to take risks and try new approaches to increase our presence in the neighborhood. Build your skills in recruitment, marketing, web technology, communications, grant writing, and philanthropic reporting.

Approximately 15 hours per week (up to 400 hours) during business hours. Work schedule can be flexible to accommodate individual's schedule during the academic year.

- Compensation – hourly wage of \$xx per hour with no benefits.
- Scholarships may be available
- Access to West Bank arts and business events.

Application deadline month, day

*create pull tabs with: WBBA Intern Link | Apply by date | internlink@thewestbank.org

Position Description

West Bank Business Association Graduate Intern – Job Description Academic Year 2011-2012 Internship

Do you want to support community-based economic development by working with small businesses? While connecting college students to rich, real world learning opportunities? As the WBBA Intern Link, you can do both!

The West Bank Business Association (WBBA) is a membership organization serving the businesses in the West Bank area. WBBA helps small businesses stay informed about things like construction, city ordinance changes, and grant opportunities. WBBA also runs a marketing campaign for the business district to increase traffic to local businesses. We are a small organization and the WBBA Intern Link will report directly to the Executive Director.

The WBBA Intern Link must be a strong relationship-builder, self-directed, and willing to take risks and try new approaches to increase WBBA's presence in the neighborhood.

About The Neighborhood

The West Bank Business Association represents the area bounded by 35W, I-94, and the river. This includes a very diverse group of businesses. Some have international corporations (Bruegger's, Holiday Inn, Jimmy John's), some have a long-standing presence in the neighborhood (Midwest Mountaineering, Depth of Field, Cedar Cultural Center, Freewheel Bike), some are more recent successes (The Nomad Pub, Acadia Cafe, Triple Rock Social Club, Chai's Thai), and many reflect the diversity of the area (Sagal, The Red Sea, Afro Deli, Keefer Court). The West Bank community is rooted in creativity and cultural diversity; artists, musicians, and immigrants all feel at home here.

A Unique Opportunity to Learn & Contribute in a Thriving Community

We want to provide the best service possible to our members. The Intern Link will help WBBA reach this goal by supporting small businesses in better leveraging resources through the University of Minnesota and Augsburg College. The intern's role will include providing direct support of the WBBA's work, as well as outreach to local business and higher education partners.

Responsibilities:

The selected candidate will work under the supervision of the WBBA Executive Director, a U of M Carlson School of Business alumni, with additional support provided by the award-winning director of the U of M Cedar Humphrey Action for Neighborhood Collaborative Engagement, (CHANCE).

The two primary functions of the Intern Link are:

1. Grow the capacity of small businesses in the West Bank by serving as a liaison between the community and local higher education resources. Support businesses in developing potential project and positions to engage student assistance. Facilitate access to University and College offices that place students in community internships or service learning positions.
2. Support the ongoing work of the WBBA in the following projects. Final work plan will be customized to the need of the WBBA and the skills of the successful candidate. Potential projects include:
 - Events: Cedar Riverside Annual Festival, Earth Day and neighborhood clean up events.

- Organizing and recruiting for neighborhood beautification, special services district, mass transit and parking developments, and mobile food vending opportunities. Coordinating with the City of Minneapolis.
- Potential for public policy partnerships with local governance structures, city planners, county and state level government.
- Support WBBA and member businesses in marketing, web technology, grant writing, philanthropic reporting and partner communication.

Preferred Qualifications:

- Graduate student in business management, economic or community development, community organizing, public policy, or related area.
- Interest in and/or knowledge of small business operations and business associations.
- Familiarity with higher education resources related to student assistance: internships, service learning offices, models of community-university partnership.
- Self-motivated, creative, with entrepreneurial skills.
- Excellent communication skills: written, conversational, and presentation.
- Ability to communicate effectively with non-native English speakers.
- Ability to manage time and work effectively without close supervision

Internship Details:

- Academic year position: Approximately 15 hours per week (up to 400 hours) during business hours. Work schedule can be flexible to accommodate individual's schedule.

Benefits:

- Compensation – hourly wage of \$xx per hour with no benefits.
- Scholarships may be available
- Free or discounted access to West Bank art and business events.

Additional Information:

These are the type of skills you could expect to add to your resume after this internship:

- Developed membership program for small business organization, including identifying benefits, creating marketing materials, and administering programs. Increased membership by XX.
- Supported economic development through direct engagement with small business by placing XX college students in internship positions.
- Expanded the reach of higher education institutions by developing internship opportunities at area businesses in marketing, web design, and business consulting.
- Developed and managed social media marketing program for entertainment-focused business district; increased Twitter followers by XX% and Facebook fans by XX%
- Managed communications with small businesses using e-mail newsletters, in-person meetings, surveys, online videos, and other tools; increased newsletter click-throughs by XX% and video views by XX%

How to apply:

Please submit a cover letter, resume and writing sample by **Month **, 20**** to:

info@thewestbank.org

OR

West Bank Business Association

P.O. Box 141552

Minneapolis, MN 55414

EMAIL CONTACT LIST

This list is intended to be used as a sort of “listserv” for messages and information related to the Intern Link. This may include sending messages:

- From the Intern Link to other stakeholders: communicating projects in need of student support in the West Bank neighborhood
- From other stakeholders to the Intern Link: communicating opportunities to request/apply for student assistance, or to communicate a specific student’s interest in working in the neighborhood
- From the Intern Link to other stakeholders: distributing the Intern Link newsletter sharing success stories, happenings in the neighborhood, etc.
- For other purposes as needed.

The email for the Intern Link has been set up at the WBBA and will be: internlink@thewestbank.org. Once the Year One Intern Link has begun the internship, an email should be sent out to all contacts on the email list to:

- 1) introduce the Intern Link
- 2) re/introduce the Intern Link program
- 3) verify contact information
- 4) provide people the opportunity to opt out or to add others to the email list who may have been missed

On the next page you will find a draft of a message that could be sent to all contacts. Edit and adapt it to best fit your style and reflect the current state of the position and Workplan.

Notes Regarding the Maintenance of the Email Contact List

- Names on the email contact list will change and new contacts will be added; please update periodically
- Include as many people on the email contact list as needed; add anyone who feels it would be useful to be connected to this conversation and program (from institutions, the neighborhood, community businesses/organizations, etc.)
- At least one contact from each of the following programs should ALWAYS be on this email contact list: WBBA, UMN CHANCE, Augsburg Service Learning office, UMN Community Service-Learning Center

Introductory Email Message

Thank you for your ongoing commitment to community engagement and for the great work that you do! You are receiving this email because you were identified as an important stakeholder in the community engagement work that takes place at the University of Minnesota and Augsburg College.

Who am I?

My name is _____, and I am the new “Intern Link” that is working in the West Bank (WB) neighborhood at the West Bank Business Association(WBBA). I am writing to introduce myself and the work I will be doing in hopes that we can collaborate, supporting each other’s work and stay in contact to ensure our efforts have the greatest impact possible, specifically here in the WB.

What is the WBBA “Intern Link”? What will the “Intern Link” do?

As you may have heard, the new “Intern Link” position with the WBBA was developed to do just that – to help “link” small businesses and the larger business community on the WB with student support through the many different programs at the higher education institutions in the neighborhood. In the WB neighborhood of Minneapolis, nonprofit organizations successfully access the higher education resources in the neighborhood – many thanks to the great work you do. They use service learners, volunteers and interns from the U of M and Augsburg to expand their workforce and increase their capacity. The small business community has yet to fully tap into that resource pool. The WBBA’s Intern Link will help businesses develop projects to meet their marketing, web or business consulting needs. These projects will also be rich, real-world learning opportunities for students. When the Intern Link connects business projects to higher education offices, both businesses and students benefit, and the West Bank’s economic development is sparked as a result.

Why this email list?

Through this email list, we hope to keep as many people as possible connected to the community engagement work taking place in the WB neighborhood. Specifically we hope to share the great work students are doing as well as where there are opportunities and needs for student engagement and student work, in hopes of connecting (or “linking”) more small businesses and organizations to the great resources and students at Augsburg, the U of M, St. Kate’s, or other schools. This email list can also be used by you – offices, programs and other groups at these schools – to help students find opportunities in the WB neighborhood, specifically with small businesses and the larger business community. You can use it to spread the word about what you are doing, any upcoming opportunities with your program, or to just stay connected with others doing similar work.

What should I do?

- The list of contacts is attached here. Please review your information and let me know if there are any corrections to be made.
- If you know of other individuals or offices that should be included on this list, please let me know their names/email addresses. Also, please feel free to forward this message.
- If you do not want to remain a part of this email list, please just reply to this email with “please remove my email” in the subject line.

Thank you! I look forward to connecting with you directly in the coming months!

Sincerely,

NAME	EMAIL	PROGRAM/TITLE
Adrienne Pierce	info@thewestbank.org	WBBA
Merrie Benasutti	benas021@umn.edu	UMN/CHANCE
Augsburg		
Mary Laurel True	truem@augsborg.edu	Sabo Center for Citizenship and Learning/Director of Service Learning and Community Engagement
Steve Peacock	peacock@augsborg.edu	Director of Community Relations
Kristin Farrell	farrellk@augsborg.edu	Bonner Program Coordinator
Gary Hesser	hesser@augsborg.edu	Sabo Center for Citizenship and Learning
Lois Olson	olson3@augsborg.edu	Strommen Career and Internship Center/Director and Coordinator of Internships
UMN		
Katie Peacock	kpeacock@umn.edu	Community Service-Learning Center/Service-Learning Coordinator
Laurel Hirt	hirtx002@umn.edu	Community Service-Learning Center/ Service-Learning and Community Involvement Director
Laura Dammer Hess		Community Service-Learning Center/Community Engagement Scholars Program Coordinator
Chris Romano	roma0012@umn.edu	Neighborhood Business Fellows (student)
Kelly Henry	henry379@umn.edu	Neighborhood Business Fellows (student)
Kris Nelson	ksn@umn.edu	UMN/CURA
Jeff Corn	jcorn@umn.edu	UMN/CURA
Martha Krohn	mkrohn@umn.edu	HHH Career Services/Associate Director and Internship Coordinator
Jill Pearson-Wood	pears128@umn.edu	Carlson Business Career Center/ Associate Director of Business Development
General Info	careerhelp@umn.edu	Career and Internship Services (St. Paul Campus)
Employer Relations Coordinator	hirecehd@umn.edu	CEHD Career Services
St. Catherine's		
Martha Malinski	mjmalinski@stkate.edu communitywork@stkate.edu	St. Kate's Center for Community Work and Learning
Other		

POTENTIAL PROJECT LIST

Provided is a list of potential projects generated by WBBA, some of which the Intern Link will work to accomplish, either individually or by recruiting student assistants. They are sorted by type of project for recruitment purposes.

West Bank Business Association Potential Projects for 2011-2012

Special Events:

- Festival
 - How to get restaurants involved
 - Mobile food vending
- Earth Day Team
- City Clean up Day

Marketing:

- Marketing for small businesses
- Great Streets Program with Stadium Village
 - Marketing to students
- Recruiting Businesses owners into the neighborhood
- Catering/Food delivery opportunities for neighborhood restaurants with the Fairview Children's Hospital
- Web design for local businesses

Neighborhood Facade Improvement Program:

- Door to door contact and outreach within neighborhood
- Business owner relationship building/government liaison: businesses owners have issues trusting the government will reimburse the money invested
- Working with neighborhood to create peer/neighbor building upkeep
- Graffiti removal
 - Potential interest from youth group at Brian Coyle to put together a team for graffiti removal
 - Potential for Valspar to donate paint

Administrative Support for WBBA:

- Newsletter
- Meeting Minutes
- Grant writing/reporting
- Research
- Tech. support
 - Website
 - Ads on WBBA site

Research:

- Looking into a new contract/vendor for neighborhood parking (contract with Impark up in 2012)
- Return on Investment assessments for businesses considering green energy updates

Expansion of Safety Patrol:

- More positive – i.e. direct people to parking, etc

SUPERVISION STRUCTURE OF THE INTERN LINK

The supervision provided for the Intern Link position will be shared between the WBBA and a higher education office. The Intern Link will directly support and report to the West Bank Business Association Executive Director (WBBA ED) with additional support from the CHANCE Coordinator. The Intern Link will work with the WBBA ED to outline and clarify job responsibilities and expectations. The WBBA ED will manage the direct work of the Intern Link as well as performance expectations and issues. It is suggested that at the beginning of the internship, the Intern Link and WBBA ED meet to decide and refine the specific goals, objectives and tasks for the intern. This should include specific projects for the Intern Link, project priority for the WBBA, day-to-day tasks to support the WBBA as well as expectations for Intern Link's working with WBBA members. To facilitate this process, the Intern Link and WBBA ED should review and modify the existing Intern Link Workplan. The CHANCE Coordinator or the WBBA ED can use the "Training and Professional Development Plan" (on next page) to guide training as well as professional development goals and objectives. Other sources of guidance in Intern training and orientation can be found at the following link:

http://aad.uoregon.edu/downloads/pdf/internship_packet.pdf

The Associate Director of student initiatives, CHANCE Coordinator of Community Partnerships will be a resource with whom the Intern Link can work closely. The CHANCE Coordinator will provide professional development and additional support to the Intern Link. These are to include:

- Necessary paperwork for internship or other school related paperwork
- Support with professional development goals and objectives
- Orientation to the West Bank neighborhood

The CHANCE Coordinator will be a resource that the Intern Link can work closely with. It is suggested that the CHANCE Coordinator provide the Intern Link with an orientation to the West Bank neighborhood upon hiring. This orientation should be done in the first few weeks the Intern Link begins work with the WBBA. It is also suggested the Intern Link and CHANCE Coordinator meet monthly to discuss professional goals as well as learning goals and objectives.

Breakdown of Supervision Responsibilities

WBBA ED	CHANCE Coordinator
<ul style="list-style-type: none">• Direct supervision and support• Job responsibilities and expectations• Day to day tasks	<ul style="list-style-type: none">• Paperwork for internship requirements• Professional development• Orientation to the West Bank neighborhood

Supervision Structure for other Interns, Volunteers and Service Learners Involved in the Project

The tools of this manual are primarily aimed at WBBA and the Intern Link to establish and implement the Intern Link position. The supervision arrangements just described do not apply to other student assistants. Supervision requirements for service learners and interns vary based upon the office or program from which they came to the neighborhood. As such, when the Intern Link begins coordinating the work of other students, the Intern Link's role will more closely follow that of a facilitator or liaison than a task-oriented supervisor. In brief, the Intern Link is not expected to provide traditional supervision to other students volunteering in the neighborhood.

Training and Professional Development Plan (Sample)

General Information

Supervisor _____ Date: _____

Intern's name: _____

Training Activities required for position (e.g. neighborhood orientation, learning goals and objectives)

<u>Activity</u>	<u>Purpose</u>	<u>Goals</u>	<u>Completed</u>
-----------------	----------------	--------------	------------------

Professional Development Activities desired by Intern (completed by the intern. e.g. activities that support academic studies)

Signatures

Intern (Signature and date): _____

Intern Supervisor (Signature and Date): _____

TOOLS FOR THE INTERN LINK

Pages 29 – 39

**Designed for use by the Intern Link,
in support of businesses and student assistants.**

TOOLS FOR THE INTERN LINK

The information in this section is intended to provide the Intern Link with a quick reference to some of the key resources that are available to support their work. These tools are meant to be used with and/or provided to businesses with whom the Intern Link is working, to facilitate the process of developing positions for student assistance at their West Bank businesses.

In line with the other components of this project, the CHANCE group wants to emphasize the importance of building upon existing work and resources and not being redundant, both in this Manual and in how the Intern Link approaches the work of this position. Always check what resources and tools are already available (either in this Manual, through other programs, etc.) before creating a new tool.

Tips, Resources and Support for Developing Student Assistant Positions on the West Bank

The following are existing University offices, people, or other online tools that are good resources for the Intern Link or a West Bank business to start with as they begin thinking about developing a new position or project for student assistance.

Support from other University Offices and Staff

- UMN St. Paul Campus Career Services Offices have staff that is available to consult with community partners/employers on developing internships in their organization that will be productive for both the employer and intern. Not all offices may be good resources, depending on the focus of the desired project/internship and if it fits into the scope of the academic expertise represented by the specific office. Refer to the student assistance directory for further information on the areas of academic expertise represented by each office.
 - *The Employer Relations Coordinator at the College of Education and Human Development Career Services Office (UMN):* Contact them at 612-626-7432 or by email at hirecehd@umn.edu for guidance developing an internship program.
 - *The staff at the Career and Internship Services (UMN):* Contact them at 612-624-2710 for guidance developing your internship program. Further information available at <http://www.stpaulcareers.umn.edu/employers/createinternships.html>
 - *The College of Liberal Arts Employer Relations Staff:* The Employer Relations team is housed in the CLA Career Services office (*formerly called Career and Community Learning Center*). Their goal is to help College of Liberal Arts students and alumni who seek jobs and internships. They do that by developing partnerships with local and national employers. Staff as of May 2011:
Beth Lory (Lead Employer Relations Coordinator) hoffm115@umn.edu, 612-624-7387
Emily Cronk (Employer Relations Coordinator) ejcronk@umn.edu, 612-626-4482
Ellie Fink (Employer Relations Assistant) hirecla@umn.edu, 612-626-4481
Renee Becker (Employer Relations Assistant) hirecla@umn.edu, 612-626-4481

Online Internship Handbooks, Templates and Examples

These links take you to existing online tools that provide comprehensive tips, templates and other resources for all aspects of creating an internship. Specifics for each one are described below. These

tools are a good source to find templates for things such as job descriptions, internship contracts, orientation tips, among others.

Brief Overview Information

- “Characteristics of Quality Internships”
<http://www.stpaulcareers.umn.edu/employers/createinternships.html>
- “ Tips for Starting an Internship Program”
http://www.clacareer.umn.edu/employer/begin_internships.html
- “Why Internships Matter”
http://www.clacareer.umn.edu/employer/intern_why.html
- “How We Can Help”
http://www.clacareer.umn.edu/employer/intern_help.html

Detailed Handbooks

Remember that many university offices and programs may have their own paperwork, forms or formats they require their students to use. Consult with the individual student, office or program before developing or encouraging the use of templates found in these resources.

- “Starting and Maintaining a Quality Internship Program”
Created by the National Society for Experiential Education
<http://www.cehd.umn.edu/career/employers/start-maintain-intern-program.pdf>

This document can answer many questions about developing an internship program; it provides useful tips and an overview around what an internship is, how to recruit and supervise interns, etc. It provides numerous templates and examples including:

- Internship Position Description Template
- Memorandum of Understanding Example
- Orientation Checklist Example
- Employer Evaluation of Intern Example
- Student Evaluation of Internship Example

- “The Internship Knowledge Center”
From Z-University: Experience Internship Success
<http://www.zuniversity.org/knowledge.asp>

This website provides a wealth of tip sheets and templates on a wide variety of topics. These include, but are not limited to:

- Sample Job Descriptions
- Sample Intern Request Letters
- Tips on Increasing Internship Appeal
- Tips on Setting Performance Expectations
- Orientation Planning Checklists
- Career Specific Project Ideas
- Many, many, many more!

- “Creating an Internship Program that Works—for you and the intern”
A Workshop Guide by the Arts and Administration Graduate Students University of Oregon
http://aad.uoregon.edu/downloads/pdf/internship_packet.pdf

Content includes an overview of what an internship is, planning for an intern, finding an intern, training an intern, and evaluating an intern. Content is somewhat specific to the University of Oregon’s program, but can be altered and adapted as needed. Examples and templates include:

- Job Description Template
- Intern Contract Template
- Internship and Intern Evaluation Templates
- Intern Exit Interview Templates
- Among various others.

Lessons Learned and Words of Caution

It is important to remember and remind businesses that not every internship is a success. Students want and need clear expectations for the work an agency/business desires, and timelines to guide the completion of the work. Loose structures result in less learning on the students’ part and underwhelming results from the business/agency’s perspective.

Places to Post Job Descriptions from Businesses seeking Student Assistants

As student assistance projects and positions are developed and identified, the sites below are tools to use in recruiting potential student assistance. These online job/internship boards can be used in addition to specific programs and contacts from the Student Assistance Directory, as well as the email contact list provided earlier in this report. Depending on the nature of the position/project, it may be helpful to first contact staff at the various sites listed below to ensure the position is a good fit for the audience of students who use the specific online job/internship board.

Job Board/ Recruitment Tool	Explanation	Link and Contact Information	Notes
<u>Goldpass (U of M Career Services tool)</u>	University-wide online portal to join employers with job/internship seekers. Allows you to: - search student's resumes - post jobs/internships	http://goldpass.umn.edu/ For support, contact any of the listed career offices at www.career.umn.edu/goldpass_offices.htm (including HHH: 612-624-3800, careerservices@hhh.umn.edu)	requires a login/account be set up
<u>The Edge</u>	An online job search/job posting tool for Carlson School of Management students and alumni	For login issues email: edgehelp@umn.edu For all other questions call: 612-624-0011	requires a login/account be set up
<u>Landit!</u>	Job and internship postings for Minnesota college students and alumni.	http://www.landit.org/	requires a login/account be set up
<u>Humphrey School Job Board</u>	Job and internship postings accessible only to Humphrey students (blog is password protected). To post, send position description to Humphrey Career Services	http://www.hhh.umn.edu/career/job_postings.html Martha Krohn (Assistant Director/ Internship Coordinator) mkrohn@umn.edu , 612-624-3800	Cannot post directly to site. Postings can be sent to Humphrey Career Services.
<u>AugPost</u>	Augsburg's online internship and job posting site.	https://augsborg-csm.symplicity.com/employers/	requires a login/account be set up

Funding Opportunities

The following are a few resources that offer funding or information about funding opportunities for unpaid internships. These may be useful to provide to potentially interested student assistants to help make an unpaid internship more feasible and appealing. There are likely to be other funding options out there, encourage student to contact their school or program to seek further information and ideas.

The CLA Undergraduate Internship Grant

<http://www.clacareer.umn.edu/internships/grants.html>

- designed to provide some financial assistance to students participating in unpaid internships
- a general \$1200 internship grant
- several of these are awarded each semester to CLA students doing unpaid internships related to their major
- this is a one-time, non-renewable grant

Application Timeline:

Fall grant: 4th Wednesday in September

Spring grant: 2nd Wednesday in February

Summer grant: 2nd Wednesday in June

Applications are due by 4:30 p.m. in the CLA Career Services office on the day specified. Late or incomplete application will not be considered.

HHH Unpaid Internship Funding Opportunities

http://www.hhh.umn.edu/career/funding_resources.html

- Provides information on a variety of potential funding sources
- Some are specific to Humphrey students, others are for a broader audience
- Humphrey Career Services staff can provide additional information or answer questions related to these funding opportunities

Orientation Materials

As mentioned before, it is important to remember that many university offices and programs may have their own processes, paperwork, or forms that students may be required or encouraged to use. Consult with the individual student, office or program before establishing a strict orientation process or suggesting one to a business to use. However, the general tips and resources below, as well as the information in the “Detailed Handbooks” referenced earlier, will be useful as a guide and starting point that can be referenced as needed. These can be shared with businesses as they think about what information and activities students will need to be effective in their role (as a volunteer, intern, or other type of student assistant).

Specifically, in the “Detailed Handbooks” referenced earlier there are a variety of orientation tips and checklists available. These may be helpful for businesses as they begin to work with students. While not all of the suggestions in these lists may apply, some of the key areas to make sure a business/host of a student assistant covers include:

- Introductions: introducing student assistant to staff at your organization/business
- Tour of business: orienting the student assistant to your facility
- Assign to workstation: provide space the student assistant can work
- Assign first task: provide student assistant with “first task”
- Review documents: any related to the student’s project or the organization/business
- Review projects: what the student assistant will be working on
- Job description/Internship contract: this can take many forms, but it is important to have some form of agreement document developed and agreed upon

Depending on the student’s familiarity and knowledge of the neighborhood, the following resources (available on the CHANCE and other websites) may be useful to provide a general background on the West Bank neighborhood. Staff or faculty at the student’s host program or school will likely also have many resources to share with the student.

On the CHANCE Website: http://www.leadership.umn.edu/student_initiatives/chance/index.html

1. *University and Neighborhood Partnerships* (information about the West Bank including history, establishments, open meetings to attend, etc.)
2. *Community Based Research* (past CHANCE Capstone reports)
3. *Reports* (wide variety of reports on the neighborhood over the last decade)

Other sources:

4. *A Place to See – Neighborhood Business Fellows Report*
http://www.leadership.umn.edu/documents/APlacetoSee_combined-2.pdf
5. Attend open neighborhood meetings
http://www.leadership.umn.edu/student_initiatives/chance/community_mtgs.html

Pitches/Tips for Talking with WB Businesses and Organizations

Doing outreach and working with WB businesses and organizations is a central component of the Intern Link's role. This will likely include multiple conversations that cover a range of topics, from explaining the types of support and work student assistants can do, to helping a business think of the projects or positions that would fit their specific needs, to developing a job description and tapping into the right programs or tools for recruitment. Of this, the initial "pitch" is one of the most critical as many businesses and organizations are not very familiar with the higher education institutions, what students can do, or how to tap into that resource.

Provide Examples

When talking with businesses, remember to include examples of the types of work and projects that students can do and have done. This was one of the main requests made by members of the WBBA when this project was first proposed. These examples will help businesses visualize how student assistants fit into their specific business and work. This could involve:

- Explaining the types of student assistance programs available (see terms below)
- Examples of projects or products from past student work in the neighborhood (see the "Quotes, Keywords, and Examples of Previous Student Assistance" section)
- Using the "Overview of Student Assistance Directory" visual to help depict the types of programs available

Also, remember to use language that is concrete and familiar to business owners; terms common in academia may not resonate with businesses or others in the community.

Terms and Types of Student Assistance – General Categories

- *Undergraduate Student:* College student, most often young adults.
- *Graduate Student:* Student pursuing an advanced or professional degree. Typically have some professional work experience.
- *Volunteer:* Student or student group volunteering on a onetime or short-term basis.
- *Service Learner:* Undergraduate student, 2-3 hours a week, one semester.
- *Internship:* 12-16 hours per week during the academic year, or full-time over the summer.
- *Community Engagement Programs:* The programs have a mission to serve and connect students to neighboring communities.
- *Professional Project:* Professional-level projects include a broad range of short-term consulting possibilities with a small student group. This could include a class-based project, capstone, field experience, etc.

Explaining the Intern Link Role and Purpose

Much of the same language used for recruitment (see "Recruitment Tools" section) can be used with businesses to explain in a concise but articulate manner what the Intern Link can do for them. For example, the text from the business flyer (see Appendix C) or the webpage could be used, or a modified version of the "Hook" pitch, such as:

"Students seek real-world experience to build their professional skills, and businesses like you seek affordable, high quality support in areas like marketing, web design and business consulting. As the WBBA's Intern Link, I can help by bringing together business projects and student volunteers."

Quotes, Keywords and Examples of Previous Student Assistance

The quotes, keywords and examples that follow are intended to help the Intern Link in crafting messages to business owners and conveying the potential benefits that student assistants can offer businesses. A longer description of Carlson School engagement activities is included below for its content relevance and as an example of how to market the work of student assistants.

Quotes from Humphrey School graduate internship evaluation forms

- Graduate intern at the East African Women's Center:
 - "I gained a great deal of professional experience. I would say over 65% of my time was devoted to professional level tasks. The other half was assisting in everyday needs of the Center and the staff."
- Graduate intern at an organization similar to the WBBA, in Minneapolis' Northside neighborhood:
 - "Provided retail prospects with information & direction in creating or expanding their business"
 - "Created marketing materials and a pitch packet highlighting marketing potential, amenities and opportunities."
 - "I gained experience and knowledge about retail recruiting in terms of market requirements, demographics, and demand for service, as well as how to revive struggling corridors."
- A CHANCE graduate intern:
 - "I was able to learn how to better organize community events, such as Cedar Riverside's National Night Out event, which was inclusive of all community stakeholders. I clarified funding issues in regard to a previously established lease agreement which was not being enforced. I was allowed the freedom to discover my own talents and shape my overall learning for the summer"

Keywords that describe the work that student assistants provide for businesses:

- Professional Level Tasks
- Event Promotion
- Recruitment
- Marketing
- Funding
- Project Management

*Examples of courses partnering with community organizations*¹¹

Heading Home Hennepin is a government collaboration between the City of Minneapolis and Hennepin County. The initiative is run by a small office, and it endeavors to end homelessness. The group has successfully expanded its capacity and reach by tapping into courses at the University of Minnesota. Examples include¹²:

Issues	Research/Evaluation	Who
Perceptions of homelessness from people who live and/or work downtown	Students created a perception survey on homelessness and distributed it downtown and at Project Homeless Connect. The results will be used to develop a campaign to debunk the myths about homelessness.	Roger Miller: Dept. of Geography Graduate and undergraduate students
How to address panhandlers who are looking for immediate funds	A literature search to identify whether any jurisdictions have developed a program to connect panhandlers with casual employment that will meet their financial needs and reduce their visibility on the streets.	Ronald Aminzade: Dept. of Sociology undergraduate class

*Augsburg College's Engagement with the West Bank Neighborhood*¹³

“Mary Laurel True said that the Sabo Center has always been an avenue for students to get involved with the general community. Whether it’s through the Augsburg Reads Program, Campus Kitchens, or general volunteer work, Laurel True said that Augsburg students have an immense opportunity to engage the culture of Cedar-Riverside.

‘We’re all inextricably part of each other’s lives,’ Laurel True added. ‘The health of the neighborhood has to do with all of us.’ According to Laurel True, Augsburg understands very deeply the importance of interdependence and, as the institution is ‘a nexus’ for community engagement, the college has a great responsibility to train community leaders.

‘I think Augsburg wants to be authentic in its way of being a neighbor,’ Laurel True said. ‘Instead of seeing the neighborhood as a neighborhood of needs and problems, I think we see it a neighborhood that is our neighborhood and one we want our students to be a part of.’”

¹¹ Dewar, Margaret and Isaac, Claudia. Learning from Difference: The Potentially Transforming Experience of University-Community Collaboration. *Journal of Planning Education and Research*. Summer 1998, 17(4). 334-347

¹² Retrieved on May 6, 2011 from the University of Minnesota. <http://www1.umn.edu/hup/collaborate/>

¹³ Madsen, Dave. February 18th, 2011. *Augsburg continues commitment to Brian Coyle, Cedar-Riverside*. The Augsburg Echo. Retrieved May 6, 2011 from <http://augsburgecho.wordpress.com>

*University of Minnesota Carlson School of Management's Community Engagement*¹⁴

"The Carlson School helps its students forge close ties to the community through a wide range of outreach activities. The Carlson School has long been known for its academic rigor, the high caliber of its graduates, and its close ties to the Twin Cities business sector. While those are all undeniably important elements of the business school experience, there's more to the equation. The Carlson School also has a proud tradition of strongly encouraging its students and faculty members to be good neighbors—both to the local community and to the world at large. Here's a look at some outreach activities that are the tangible results of that tradition

Net Impact

Net Impact is an international nonprofit with a mission to inspire, educate, and equip students and professionals to use business skills to build a more socially and environmentally sustainable world. It has a large presence at the Carlson School, thanks in part to the work of co-founders Tommy DeMarco and Amanda Donohue-Hansen. Donohue-Hansen is currently the president of the undergraduate chapter.

The MBA chapter also runs the Neighborhood Business Fellows program, which focuses on helping spark the neighboring Cedar-Riverside community's economy. The program is done in partnership with another MBA group, CHANCE, and is sponsored by State Farm Insurance. 'By working with programs like the Neighborhood Business Fellows, which shares State Farm's concern for healthy neighborhoods, we are able to contribute to helping the Cedar-Riverside neighborhood thrive,' says Missy Youmans, community relations zone strategist, State Farm Insurance. At present, the Fellows have conducted surveys and completed economic analyses and case studies. 'We're now working on the next step of the process, ensuring that the key learnings are translated into real impact on the community,' Eder says.

Graduate Volunteer Consultants

Twin Cities-area nonprofits have an ally in the Graduate Volunteer Consultants (GVC), an MBA and MA-HRIR student-run organization that offers free business consulting services. 'Our first goal is to provide free, professional-level consulting services,' says GVC managing partner and MBA student Joe Mitchell. 'The second is to tie learning to doing; the GVC experience offers the opportunity to contribute to the community and apply business skills and concepts.'

Students typically spend five to 10 hours per week on their consulting projects during a seven-week period in spring semester. 'We also have a capstone celebration at the end of the term that allows clients and students to share their experiences and further the learning and application between students and nonprofits,' Mitchell says, noting that there are currently 70 students participating on 14 projects. 'We've also talked

¹⁴ Moe, Kevin. Spring 2011. The Carlson School Magazine

about ways to further GVC's reach through partnerships to help students get internships and board positions in the nonprofit community.'

Chance Neighborhood Partnerships

Founded in 2006, CHANCE (Cedar-Humphrey Action for Neighborhood Collaborative Engagement) aims to create partnerships between the University and the Cedar-Riverside community and to strengthen student engagement in the neighborhood.

CHANCE operates through the Center for Integrative Leadership, which is overseen by the Carlson School and the Hubert H. Humphrey School of Public Affairs. At the University, CHANCE is made up of individuals from the Carlson School, the Humphrey School, the University of Minnesota Law School, University Libraries, the Office of Public Engagement, and the Office of University Relations.

Morgan Zehner, '10 MBA, and a CHANCE student leader, recently received the Outstanding Partner in Engagement award from the University's Office of Public Engagement for his commitment to the University's partnership with the neighborhood. Working with the Neighborhood Business Fellows Program, he recruited MBA students to interview regional entrepreneurs outside the Cedar-Riverside area to determine the perceptions and challenges of operating a business there. They've since compiled the interviews into a report and plan to host a forum for entrepreneurs, city officials, and others to discuss its findings."

Moving Forward

Launching and Maintaining the Intern Link Program

In order to demonstrate the value and mutual benefit of the Intern Link program, it is important to have a successful first year. One major step toward ensuring the project's success and sustainability is placing a student in the Intern Link position by the fall of 2011 and orienting the intern to the neighborhood quickly. A high level of expertise and professional independence will be necessary in launching the program and strengthening its foundation. For this reason a graduate student is preferred for service in the Intern Link role during the first year.

The CHANCE group's guiding principles included building upon existing efforts and programs, ensuring buy-in and consensus amongst community partners, and that any tools created by the program must add value to existing structures and be user-friendly to those involved. All these standards require intensive, ongoing engagement of stakeholders. The stakeholders, listed throughout this Manual, are the experts whose insight and feedback will help to guide the positive impact of the program and avoid duplicative efforts. As the Intern Link program develops, relationships with the business community will deepen. The guidance of both the business and higher education communities is critically important.

Make it Sustainable

Sustainability and consistency of the Intern Link position over time will allow its impact to grow. These resources may help build sustainability through support of the Intern Link and student assistants:

- *Neighborhood Business Fellows (NBF)* is a Carlson MBA student-led group focusing on helping spark the West Bank community's economy. The Intern Link can collaborate with this group to help the NBF identify and complete specific neighborhood projects. NBF also has the potential to provide funding, either for the Intern Link position or for specific projects conducted through the Intern Link program.
- *Bonner Leaders Program* is a campus-based student service program that partners an Augsburg Bonner Leader with a community-based organization. These partnerships typically last over a number of years while the student is in college. A Bonner Leader could potentially support the Intern Link in several capacities, including in a Volunteer Coordinator role. The Bonner Leader could work closely with the Intern Link, perhaps preparing the Bonner Leader to move into the Intern Link role eventually. A sample job description can be found in Appendix D for a Volunteer Coordinator role.
- *Center for Urban and Regional Affairs (CURA)* connects the resources of the U of M with the interests and needs of urban communities in the surrounding region. This program would support a graduate or undergraduate student that could work alongside the Intern Link, providing assistance on research projects in service of the West Bank neighborhood.

Possibilities for Expansion

Once a strong foundation is built and the Intern Link program is sustainable, there are many ways to expand its reach. Below are some of these possibilities; more avenues will become apparent as the program takes shape.

Expansion

Expansion of the Intern Link program should be done in a thoughtful, strategic way to avoid redundancy of the existing programs. Expansion should only be done if and when changes will add value to existing programs and the West Bank community. In light of this, the following are possibilities that surfaced during the planning and exploratory conversations of spring 2011:

- *Cohort/Volunteer Coordinator model:* Student assistants are organized around a community-identified priority each academic year. Recruitment, training and projects are centered on this theme. The benefit of this approach would be coordinated, targeted attention that could amplify the impact of previously disconnected efforts. One example of a community-identified priority is the issue of way-finding during LRT construction. A cohort of student assistants could conduct a campaign to ameliorate the impact of construction upon local businesses. Another potential project could support arts in the neighborhood.
- *Businesses contract for WBBA student assistance services:* The Intern Link could coordinate student assistants, similar to Carlson Graduate Volunteer Consultants, to be contracted out through the WBBA to provide businesses services. Contracts for service could be arranged on an hourly basis, by project or by position as appropriate.
- *Intern Link is hosted by CHANCE, rather than at the WBBA:* CHANCE is highly regarded as a successful effort to engage students in the neighborhood. Some stakeholders have proposed that the Intern Link be hosted by CHANCE, or that a similar position be created within CHANCE to work in tandem with the WBBA Intern Link.
- *AmeriCorps VISTA:* Community members and leaders have explored the possibility of hosting AmeriCorps VISTAs in the West Bank neighborhood. CURA's VISTA volunteers will provide some service to the West Bank, though their service will reach a broader geographic area. As such, CURA will be a critical stakeholder if a year-round VISTA is pursued for the Intern Link position.
- *Beyond business:* The Intern Link's service could extend beyond businesses into other West Bank nonprofit organizations. Since nonprofits currently access student assistance at a higher rate than businesses, program expansion in this direction will have to be especially cautious of duplicating existing programs. Communication with key stakeholders will help to create a framework of support that adds value.

Appendices

Appendix A: WBBA Website Design including Glossary of Terms

Appendix B: Student Assistance Directory

Appendix C: Business Flyers

Appendix D: Volunteer Coordinator Job Description



Inside our small neighborhood:

Businesses need motivated, affordable labor. Students need real world experience.

Recent student help to small businesses:

- Provide retail prospects with information & direction in creating or expanding their business
- Create marketing materials highlighting marketing potential, amenities and opportunities.
- Retail recruiting in terms of market requirements, demographics, and demand for service, as well as how to revive struggling corridors.

The WBBA Intern Link makes the connection!

The University of Minnesota and Augsburg College are large sources of affordable (sometimes free!) student assistance. If you can provide a student with a good learning opportunity, your business could benefit from a few hours of volunteer help all the way up to 400 hours of professional level work!

What could a student do for my business? Interns & volunteers can provide your business with *web design, marketing research and materials, business consulting services* & other projects.

If you can provide a learning opportunity, chances are good that a student can provide you with professional-level work.

Interested? We'll tell you more. (insert link to next page)



Resources for Businesses

Sometimes universities and colleges can be hard to navigate – they’re large organizations! The WBBA Intern Link can connect you with students to meet your needs. We have relationships with offices at the schools that can provide your business with student assistance. The WBBA can help you create a position description and apply for student assistance. Call or email us today. (insert info)

If you know just what you want in a student learner and plan to set up a position on your own, click here for direct contact information. (include U, Humph, Augs)

Is this new information for you? Become familiar with the lingo to the right – it’ll help you get the right kind of student help for your unique project needs.

Common terms:

Academic Year
Undergraduate
Student

Graduate Student

Types of assistance:

Volunteer
Service Learning
Internship
Professional project
Career Service
Offices
Community
Engagement
Programs

Glossary of terms – Website ‘hovers’

Glossary of terms – Website ‘hovers’

Each comment box shown in the webpage sketch is intended to be a pop-up once online that will clarify academic language. The corresponding terms are listed below.

(KH1) Academic Year: The school year typically includes two semesters. The first runs from September through December, the second from January through May. Some students do fulltime internships over the summer break during June through August.

(KH2) Undergraduate Student: College student, most often young adults.

(KH3) Graduate Student: Student pursuing an advanced or professional degree. Typically have some professional work experience.

(KH4) Volunteer: Student or student group volunteering on a onetime or short-term basis.

(KH5) Service learner: Undergraduate student, 2-3 hours a week, one semester.

(KH6) Internship: 12-16 hours per week during the academic year, or full-time over the summer.

(KH7) Professional project: Professional-level projects include a broad range of short-term consulting possibilities with a small student group. This could include a class-based project, capstone, field experience, etc.

(KH10) Career Service Offices: A service learning office can connect you to an undergraduate or graduate students who are seeking internships.

(KH12) Community Engagement Programs: The programs have a mission to serve and connect students to neighboring communities.

APPENDIX B: STUDENT ASSISTANCE DIRECTORY

NOTE:

- This directory is intended to be accessed electronically and used as a tool for the Intern Link working with the WBBA.
- The information in this directory is tailored to fit that specific purpose and thus is not to be considered comprehensive (i.e. programs that were not a good fit for the business community were not included).
- It is meant to be updated and added to on an ongoing basis (as new information is gathered), and is set up to be managed electronically in Excel to allow for filtering, sorting, and more easing navigation and reading.

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Community Engagement Offices or Programs	Bonner Leaders	Augsburg	Undergrad	10 hrs/wk	academic year - ongoing	Academic year	This program provides financial support through work study jobs, leadership development and practical skills development for students who are dedicated to integrating community and civic engagement into their college learning experience. All organizations that students work with are not for profit community organizations. For organizations that host a Bonner Leader, there is an expectation of a small financial contribution to the student's hourly wage. Work study funds the majority of the hourly wage.	Kristin Farrell at 612-330-1208 or farrellk@augsborg.edu.	This page provides background on Augsburg's Bonner Leader program: http://bonnernetwork.pbworks.com/w/page/13111782/Augsburg-College
Community Engagement Offices or Programs	Sabo Scholars	Augsburg	Undergrad	varies	academic year	academic year	Sabo Scholars (10 junior and senior students each year) collaborate to identify and create opportunities for Augsburg students to engage more fully in civic and public life. This is a promising connection for Sabo Scholars who are business majors and interested in working the community.	Professor Garry Hesser at 612-330-1664 or hesser@augsborg.edu	
Community Engagement Offices or Programs	<u>St. Kate's University, Minneapolis Campus</u>	St. Kate's	Undergrad, primarily	varies	semester	ongoing	Many of St. Kate's service learning opportunities are course-based. The Community Leadership Program is an off-campus student employment Program where students develop their professional skills and Leadership capacity, while also engaging in meaningful work within a Community organization or school. The Office of Residence Life facilitates one-time Community experiences.	Martha Malinski communitywork@stkate.edu 651.690.7808	Community Leadership Program: http://minerva.stkate.edu/offices/administrative/cwl.nsf/pages/clp
Community Engagement Offices or Programs	CHANCE	U of M	Grad	100-500 hrs	varies (capstone : spring semester)	academic year (ongoing for shorter term)	The main goal of CHANCE is to strengthen the interdependent relationship between Cedar Riverside residents and business owners and the University of Minnesota through civic engagement programming that builds the capacity of all of us, as	Merrie Benasutti benas021@umn.edu or benas021@umn.edu	

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Student Volunteer Groups						projects)	neighbors, to advance a shared vision. Students in the CHANCE group engage in shorter term, group projects on the WB. Students in the CHANCE capstone class do a more in depth, longer term professional project. Other students seeking internship opportunities connect to the neighborhood through CHANCE.		
Internships or Professional Projects									
Community Engagement Offices or Programs	Community Scholars Program	U of M	Undergrad	400+ hrs	varies	ongoing	Students complete at least 400 hours of community engagement work during their undergraduate program.	Laura Dammer Hess cesp@umn.edu 612-625-3314	A program of the Community Service-Learning Center
Community Engagement Offices or Programs	CURA (Center for Urban and Regional Affairs)	U of M	Grad	195 hrs	academic year/summer	March 15, June 30 (some programs vary)	Provides applied research and technical assistance through graduate assistants. Community organization submit grant applications. Selected organizations are awarded are graduate student researcher who works provides approximately 200 hours of student time to work on a project. CURA does not fund program evaluation projects, but there is a wide variety of other project possibilities. The graduate assistant works onsite with the organization and is paid by the University.	612-625-1551 or cura@umn.edu	For community organizations: http://www.cura.umn.edu/Community.htm
Community Engagement Offices or Programs	Net Impact (Neighborhood Business Fellows program)	U of M	Grad	varies	semester or academic year	ongoing	Net Impact is dedicated to providing students with learning in all areas of Corporate Social Responsibility, ranging from sustainability, energy, microfinance and community development	netmba@umn.edu	Stories highlighting Net Impact projects: http://spring2011.carlonschoolmagazine.com/carlon-reaching-out/
Student Volunteer Groups									
Community Engagement Offices or Programs	MESI website	U of M	Both	varies	varies	ongoing	The University has a variety of research centers that can help with evaluation design, data collection, data analysis, educational workshops, and even complete evaluations. This website is an evaluation portal to help you find resources for evaluation assistance, customized training, and evaluation research.	612-624-1006, mesi@umn.edu (other specific contact information for specific centers is on the MESI website)	http://evaluation.umn.edu/get-student-help/
Community Engagement Offices or Programs	MTAP (Management and Technical Assistance Program)	U of M	Grad	50-60 hrs	semester	academic year	Helps nonprofit organizations that serve urban communities build capacity and enhance their performance and effectiveness.		

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Community Engagement Offices or Programs	<u>University YMCA - Community Leadership Intern Program</u>	U of M	Both	12-15 hrs/wk	semester or summer	academic year	Interns work at a range of sites including youth development and after-school programs, transitional housing facilities, corporate foundations, and economic outreach programs.	y-interns@ymcampus.org	
Internships or Professional Projects	<u>Business School</u>	Augsburg	Grad	300-500 hrs	semester	Fall planning for Summer positions	These small groups who are students near graduation offer consultation services in partnership with community businesses. Capstone course format.	612-330-1390 mbainfo@aughsburg.edu	
Internships or Professional Projects	<u>MSW Program</u>	Augsburg	Grad	450 hrs	academic year/summer	academic year	Internship requirements of around 400 hours. There is a dual degree Master of Social Work and Master of Business. The dual degree students may be a good match for the Intern Link role or another community economic development venture. May require supervision by a licensed social worker.	Grad Info: 612-330-1101 mswinfo@aughsburg.edu	http://www.augsburg.edu/msw/
Internships or Professional Projects	<u>HECUA (Higher Education Consortium of Urban Affairs)</u>	Nonprofit	Undergrad	12 hrs/wk	semester	Late summer or mid-winter	Undergraduate students participate in internships over one semester in the areas of social change, poverty and inequality.	Emily Seru (tel: 651-287-3313 /eseru@hecua.org), is the Manager of Internships and Community Partnerships	
Internships or Professional Projects	<u>Carlson Enterprise Programs</u>	U of M	Grad	varies	semester	academic year	Offers 4 enterprise programs (Brands, Consulting, Ventures, Funds) that place MBA students in student-managed teams to address the real-world challenges of client businesses which expect real-world results. Most projects require clients to pay for services; some work may be done "pro-bono" if requested.	<u>Brand Enterprise</u> 612-626-0630, hopk0027@umn.edu <u>Consulting Enterprise</u> 612-626-0682, pjmiller@umn.edu <u>Fund Enterprise</u> 612-624-0020, cfe@umn.edu <u>Ventures Enterprise</u> 612-626-6660, mbenner@umn.edu	
Internships or Professional Projects	<u>Carlson Public/Nonprofit Management degree (capstone field experience)</u>	U of M	Undergrad	varies	spring semester	academic year	This major is a blend of general management-focused classes from Carlson with nonprofit-focused classes from the Humphrey School. MGMT 4000 "Issues in Nonprofit Management" is the Capstone course. Students choose a project with nonprofit organization in local community.	612-626-1047, sprut003@umn.edu	
Internships or Professional Projects	<u>Family Social Science (internship requirement)</u>	U of M	Undergrad	180+ hrs	semester	academic year	This major prepares graduates for careers in counseling with individuals, families, or systems in human services. The major is enhanced by a required internship.	612-625-1900, fsosinfo@umn.edu	

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Internships or Professional Projects	<u>Human Resource Development in CEHD (internship requirement)</u>	U of M	Undergrad	180 hrs	semester	academic year	An internship experience focused on a specific project in industry, for-profit or non-profit organizations, or government. Students must be engaged in specific assignments related to the discipline of human resource development. The student and the internship supervisor will be asked to sign a contract stipulating to that assignment.	Lynn Snyder (course instructor) Phone: 612-624-9719, Email: snyde251@umn.edu	
Internships or Professional Projects	<u>Leadership Minor Field Experience Course – in Cedar Riverside (PA3971)</u>	U of M	Undergrad	1-3 hrs/wk	spring semester	academic year	The course encourages civic engagement and provides practical leadership situations for students.	Leadership Education and Development Undergraduate Programs office at 612-624-1559 or leadup@umn.edu	Linnette Werner Leadership Minor Curriculum Director (wern0065@umn.edu)http://www.leadup.umn.edu/minor/
Internships or Professional Projects	<u>Political Science (internship requirement)</u>	U of M	Undergrad	varies	semester or academic year	academic year	Internships in the areas of politics, government, law, lobbying, etc.	to post internship announcements on our website: please send your internship announcement to r-misk@umn.edu If you have any questions about posting your internship announcement, please feel free to contact Paul Soper at psoper@umn.edu (Internship Director for the Department of Political Science)	Your announcement should give a brief description of the duties involved, any required skills the student should have, and instructions for how to apply. If your organization has a website, it is helpful to include a link to that page.
Internships or Professional Projects	<u>School of Social Work</u>	U of M	Both	480 hrs	academic year/summer	academic year	450 hour social work internship. Sites desiring a social work intern need to set up the placement ahead of time with the SSW. Interns must be supervised by an MSW and require significant paperwork/evaluations to be completed.	rchears@umn.edu	
Service Learning Career Services Offices	<u>Strommen Career & Internship Center Office of Service, Work and Learning</u>	Augsburg	Both	varies	varies	ongoing	An office that serves the entire college, all fields of study. A good starting point for exploring an project for student assistants, and determining the best matches for the project.	http://www.augsburg.edu/cswl/recruiters.html To learn more or to schedule an event contact Sandy Tilton, Employer Relations Coordinator, at 612-330-1472 or e-mail tilton@augburg.edu	The Private College Job and Internship Fair is held annually in February.
Service Learning	<u>Community Service-Learning Center</u>	U of M	Undergrad, primarily	3-15 hrs/wk	semester	academic year (Aug or Dec)	The center focuses on getting students involved in the local community through volunteering, service-learning classes, and other unique opportunities. They work with all students enrolled in the University of Minnesota, Twin Cities. They also collaborate with U of M faculty to help develop U of M service-learning classes, and with more than 200 Twin Cities nonprofits, to develop volunteer and service-learning opportunities for U of M students.	612-624-2585, kpeacock@umn.edu	Examples of service learning courses and current courses: http://www.servicelearning.umn.edu/info/

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Career Services Offices	<u>Career and Internship Services (St. Paul Campus Career Center for CFANS, Continuing Educ., College of Design)</u>	U of M	Both	varies	varies	ongoing	25 different areas of study in the College of Food, Agricultural and Natural Resource Sciences, the College of Design and the College of Continuing Education.	Contact us at 612-624-2710 for guidance developing your internship program.	Resources for developing effective internships: http://www.stpaulcareers.umn.edu/employers/createinternships.html
Career Services Offices	<u>Carlson Business Career Center (Career Services)</u>	U of M	Both	varies	academic year/summer	academic year	Provides services such as posting opportunities online, scheduling information sessions and on-campus interviews for a wide variety of business ventures.	612-624-001, bccemail@umn.edu	Carlson will not post internships internally until October
Career Services Offices	<u>College of Continuing Education</u>	U of M	Both	varies	varies	ongoing	(The St. Paul Campus Career Center can assist employers seeking to connect with students in this field) Undergrad degree areas include: interdisciplinary degrees, construction management, manufacturing technology, information technology infrastructure, among others. Masters degree areas include: biological science, liberal studies, professional studies in arts and cultural leadership, professional studies in horticulture.		
Career Services Offices	<u>College of Design</u>	U of M	Undergrad	varies	varies	ongoing	(The St. Paul Campus Career Center can assist employers seeking to connect with students in this field) Undergraduate degrees are awarded in the following areas of study: Architecture, Environmental Design, Housing Studies, Retail Merchandising, Clothing Design, Graphic Design, and Interior Design.		
Career Services Offices	<u>College of Education & Human Development - Career Services</u>	U of M	Both	varies	varies	ongoing	Degrees offered in: Business and marketing education, Early childhood education foundations, Elementary education foundations, Family social science, Human resource development, Kinesiology, Recreation, park, and leisure studies, Sport management, Youth studies (psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities)	They have an Employer Relations Coordinator in CEHD Career Services who can consult with orgs/businesses on developing internships in their organization that will be productive for both employer and intern. 612-626-7432, hirecehd@umn.edu	
Career Services Offices	<u>College of Liberal Arts - Career Services</u>	U of M	Undergrad	10-40 hrs/wk	varies	ongoing	With over 60 majors and 14,000 students, Liberal Arts is the largest college at the U of M. If you need guidance setting up an internship or hiring, CLA Employer Relations can help. They provide individualized, personal assistance. If you have questions, answers will be tailored to your organization, your needs, and your circumstances.	Email your questions to hirecla@umn.edu and we'll be happy to answer them	Employer tools: http://www.clacareer.umn.edu/employer/index.html Internship Guide: http://www.clacareer.umn.edu/internships/ Grant: http://www.clacareer.umn.edu/internships/grants.html

Type of Program	Program Name	Where	Grad/ Undergrad/ Other	# of Hours	Service Timeline	Application/ Recruitment Timeline	Program Information	Contact Information	Notes, Miscellaneous
Career Services Offices	<u>Humphrey School Career Services</u>	U of M	Grad	400 hrs	academic year/summer	academic year	Helps employers in government, nonprofits and private corporations connect with highly qualified graduate students to work as analysts, program evaluators, policy advocates, urban planners, administrators, among many others. They also help advertise and promote internship postings they receive.	Martha Krohn or Lynne Schuman 612-624-3800 or hhcs@umn.edu	
Career Services Offices	<u>Law School Career Center</u>	U of M	Grad	varies	varies	ongoing	The Career Center can assist you when you are looking for law clerks or for graduating students, recent graduates, judicial clerks or experienced attorneys for specific positions.	612-625-1866, lawcareers@umn.edu	
Career Services Offices	<u>School of Public Health - Career Services</u>	U of M	Grad	varies, field experience: 90-180 hrs	academic year/summer	ongoing (academic year for field experience)	Public Health is a field made up of people who seek to improve health, prevent disease, extend life, and maintain the wellness of populations.	Contact Barb Laporte at 612-626-5443 or blaporte@umn.edu with questions or for support	
Career Services Offices	<u>University of Minnesota Career Services</u>	U of M	Both	NA	NA	NA	Links to other career services resources throughout the UofM, lists places to post opportunities and other general resources.	NA	Qualities of an effective internship: http://www.career.umn.edu/internships.html
Student Volunteer Groups	<u>CIVITAS</u>	U of M	Both	one time service events	one time service events	ongoing	Connecting students to civic life through short, one-time volunteer opportunities Via listserv, we provide several one-time volunteer opportunities. Projects include things like: helping a senior shovel in the winter, working in community gardens, or organizing a community art project.	to sign up for the Civitas biweekly list-serv, just send an email to civitas@lists.umn.edu.	http://bit.ly/hVuZq8 http://studentcivitas.blogspot.com/
Student Volunteer Groups	<u>Common Ground</u>	U of M	Grad	varies	semester	before August for Fall, before January for Spring	Common Grounds is looking for clients with projects that would benefit from a collaborative perspective at the nexus of public policy, business, and law. Services offered are several weeks of consultant style service.	info@commongroundsmn.org	http://www.leadership.umn.edu/student_initiatives/common_grounds/index.html
Student Volunteer Groups	<u>Graduate Volunteer Consultants</u>	U of M	Grad	200 hrs	spring semester (first 7 weeks)	fall semester (nov)	Helps non-profit organizations through providing professional-level consulting services free of charge through different projects, bringing in fresh ideas and perspectives, drawing on broad experiences, and committing time and energy.	gvc@umn.edu	For an application email GVC@umn.edu

NOTE:

- This directory is intended to be accessed electronically and used as a tool for the Intern Link working with the WBBA.
- The information in this directory is tailored to fit that specific purpose and thus is not to be considered comprehensive (i.e. programs that were not a good fit for the business community were not included).
- It is meant to be updated and added to on an ongoing basis (as new information is gathered), and is set up to be managed electronically in Excel to allow for filtering, sorting, and more easing navigation and reading.

CATEGORIES	CATEGORIES:	
	Community Engagement Offices or Programs	These programs have a mission to serve and connect students to neighboring communities. Students chose to be a part of these programs on a voluntary (not required) basis. Students typically have to apply and are often paid for their work in these roles; thus the commitment can be more stable and long term, often resembling an internship.
	Internships or Professional Projects	Professional level projects include a broad range of short term consulting possibilities with a small student group. This could include a class based project, capstone, field experience etc.
	Service Learning	Service Learning Offices can connect you to undergraduate students who need to do service work, usually 2-3 hours a week for one semester. Usually the work is tied to a course or degree requirement and may involve a few hours of time from the organization/business to meet course/school requirements (i.e. attending a class presentation, meeting with a student to discuss how their school work relates to their service work, filling out timesheets or evaluations, etc.).
	Career Services Offices	Career Service Offices can connect you to undergraduate or graduate level students who are seeking internships. Time and topic requirements vary by school.
	Student Volunteer Groups	Student or a student group volunteering on a onetime or short-term basis.
TERMS	TERMS:	
	semester	Service usually takes place over the course of one academic semester (fall: Sept-Dec; spring: Jan-Apr)
	academic year	Service usually takes place over the course of the academic year, between Sept and Apr
	summer	Service usually takes place over the summer semester (May-Aug)
	academic year/summer	Service usually takes place over the course of either the academic year (Sept-Apr) OR over the summer (May-Aug)
	academic year - ongoing	Service usually takes place over the course of the academic year, but likely continues over multiple years
	varies	There is no set timeframe for service; students may begin and end work at anytime throughout the year based on their specific situation
	academic year (for recruitment)	Generally implies recruitment for fall semester needs to happen at the end of spring or over the summer, and recruitment for spring semester needs to happen in the fall

APPENDIX C: BUSINESS FLYERS

Business Flyer Promotion



Intern Link!

Linking you to free student help

- Interns & volunteers can provide your business with *web design, marketing research and materials, business consulting services & other projects.*
- If you can provide a learning opportunity, chances are good that a student can provide you with professional-level work.

The West Bank is a hub of small businesses, the University of Minnesota and Augsburg College.

Students seek real-world experience to build professional skills. Businesses seek affordable, high quality support to improve & expand their reach.

The Intern Link makes the connection, and the West Bank's economic development grows as a result.



WEST BANK BUSINESS ASSOCIATION

Let a student put their skills to work for your business! Email the WBBA to learn more: internlink@thewestbank.org

WBBA Intern Link
Link to free student help!
internlink@thewestbank.org

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Internships Available!

Why the WBBA? Because you want to...

- Support small, neighborhood businesses and contribute to economic development.
- Expand the capacity of small business and students like yourself.
- Be the next West Bank Business Association Intern Link!

WEST BANK BUSINESS ASSOCIATION

Do you want to take your learning outside the classroom and make a difference in the West Bank neighborhood? As the WBBA Intern Link, you could bring together student volunteers & business projects to promote community economic development.

The West Bank of Minneapolis is a hub of small businesses and is home to the University of Minnesota and Augsburg College. You could be a connection that builds business capacity and increases student learning!



Apply by **date**
internlink@thewestbank.org

Be the WBBA Intern Link!

Approximately 15 hours per week (up to 400 hours) during business hours. Work schedule can be flexible to accommodate intern's schedule during the academic year.

- WBBA Intern Link
Apply by date
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Paid Internships Available!

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- Support small, neighborhood businesses and contribute to economic development.
- Expand the capacity of small business and students like yourself.

WEST BANK BUSINESS ASSOCIATION

Be the WBBA Intern Link!

Approximately 15 hours per week (up to 400 hours) during business hours. Work schedule can be flexible to accommodate intern's schedule during the academic year.

WBBA Intern Link | Apply by date | internlink@thewestbank.org



Paid Internships Available!

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Be the WBBA Intern Link!

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WBBA Intern Link | Apply by date | internlink@thewestbank.org



APPENDIX D: VOLUNTEER COORDINATOR JOB DESCRIPTION

West Bank Business Association Volunteer Coordinator Intern – Job Description Academic Year 2011-2012 Internship

Do you want to support community-based economic development by working with small businesses? While connecting college students to rich, real world learning opportunities? As the WBBA Volunteer Coordinator, you can do both!

The West Bank Business Association (WBBA) is a membership organization serving the businesses in the West Bank area. WBBA helps small businesses stay informed about things like construction, city ordinance changes, and grant opportunities. WBBA also runs a marketing campaign for the business district to increase traffic to local businesses. We are a small organization and the WBBA Volunteer Coordinator will report directly to the Executive Director and work closely with the WBBA Intern Link.

The Volunteer Coordinator must be a strong relationship-builder, self-directed, and organized in order to recruit and manage student assistants.

About The Neighborhood

The West Bank Business Association represents the area bounded by 35W, I-94, and the river. This includes a very diverse group of businesses. Some have international corporations (Bruegger's, Holiday Inn, Jimmy John's), some have a long-standing presence in the neighborhood (Midwest Mountaineering, Depth of Field, Cedar Cultural Center, Freewheel Bike), some are more recent successes (The Nomad Pub, Acadia Cafe, Triple Rock Social Club, Chai's Thai), and many reflect the diversity of the area (Sagal, The Red Sea, Afro Deli, Keefer Court). The West Bank community is rooted in creativity and cultural diversity; artists, musicians, and immigrants all feel at home here.

A Unique Opportunity to Learn & Contribute in a Thriving Community

We want to provide the best service possible to our members and make our community memorable to visitors. The Volunteer Coordinator will help WBBA reach this goal by recruiting and managing student assistants, helping plan, organize and implement WBBA events and projects. The Volunteer Coordinator's role may also include providing direct support of the WBBA's work, as well as outreach to local business and higher education partners.

Responsibilities:

The selected candidate will work under the supervision of the WBBA Executive Director, a U of M Carlson School of Business alumni, with additional support provided by the WBBA Intern Link. The two primary functions of the Volunteer Coordinator are:

1. Oversee the volunteer program and recruits, motivate, train and help supervise volunteers for utilization at WBBA events and programs. The volunteer coordinator will serve as the primary liaison between WBBA staff, volunteers, and WBBA business members.

2. Support the ongoing work of the WBBA in the following projects. Final work plan will be customized to the need of the WBBA and the skills of the successful candidate. Potential projects include:

- Events: Cedar Riverside Annual Festival, Earth Day and neighborhood clean up events.
- Organizing and recruiting for neighborhood beautification, special services district, mass transit and parking developments, and mobile food vending opportunities. Coordinating with the City of Minneapolis.

Preferred Qualifications:

- Undergraduate student
- Interest in and/or knowledge of small business operations and business associations.
- Interest of knowledge in volunteer recruitment and management
- Familiarity with higher education resources related to student assistance: internships, service learning offices
- Self motivated, interpersonal skills
- Excellent communication skills: written, conversational, and presentation.
- Ability to manage time and work effectively without close supervision

Internship Details:

- Academic year position: Approximately 10 hours per week during business hours. Work schedule can be flexible to accommodate individual's schedule.

Additional Information:

These are the type of skills you could expect to add to your resume after this internship:

- Developed and recruited intern and volunteer base for the WBBA.
- Supported economic development through direct engagement with small business by placing XX college students in internship positions.
- Expanded the reach of higher education institutions by developing internship opportunities at area businesses in marketing, web design, and business consulting.
- Managed XXX of interns, volunteers and service learners.
- Managed, organized and implemented XXXX WBBA events and projects in the West Bank neighborhood.

How to apply:

Please submit a cover letter and cover letter by **Month **, 20**** to:

info@thewestbank.org

OR

West Bank Business Association
P.O. Box 141552
Minneapolis, MN 55414