

**UNDERGRADUATE
ENVIRONMENTAL
SUSTAINABILITY
INTERNSHIP
HANDBOOK
2010 Version**

ENV 3V93

***DEPARTMENT OF ENVIRONMENTAL SCIENCE
BAYLOR UNIVERSITY***

***One Bear Place, #97266
Waco, Texas 76798-7266
Tel. 254-710-3405***

Susan Power Bratton
Susan_Bratton@Baylor.edu

**UNDERGRADUATE HANDBOOK:
ENVIRONMENTAL
SUSTAINABILITY INTERNSHIP
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DEPARTMENT OF ENVIRONMENTAL SCIENCE

INTRODUCTION.....	3
PLANNING THE INTERNSHIP	4
GRADING	7
RESPONSIBILITIES OF THE SUPERVISOR/MENTOR	9
THE PROFESSOR OF RECORD	11
STUDENT-MENTOR LEARNING COVENANT.....	12
APPENDIX A: APPLICATION FORM	14
APPENDIX B: WEEKLY REPORT FORM.....	18
APPENDIX C: EVALUATION INSTRUCTIONS.....	19
APPENDIX D: SUPERVISOR/MENTOR EVALUATION FORM.....	20
APPENDIX E: MENTOR/STUDENT COVENANT GUIDELINES.....	24
APPENDIX F: FORMAT FOR FINAL PAPER	25

INTRODUCTION

THE PURPOSE

The purpose of the campus environmental sustainability leadership project is to encourage Baylor University students to tackle critical environmental concerns on their home campus or in the surrounding region. The project is designed as an on-campus internship or local internship within Waco or nearby communities, which will build leadership skills and confidence. The project may be accomplished as an elective for the B.S. in Environmental Science or the B.A. in Environmental Studies degrees, or for an Environmental Studies minor. The course is also open to non-Environmental majors for general elective credit. Students who have not completed ENV 1301 will need the permission of the department to enroll, and must prove they are adequately knowledgeable to complete their intended project. The course may be organized for one semester or for up to three different semesters. This handbook covers the application and reporting for this internship/project option.

PRIMARY GOALS OF THE INTERNSHIP

The Internships are intended to:

- 1) Provide an experience in a realistic working environment
- 2) Actualize the skills the student has been acquiring in class
- 3) Assist the student in developing a strategy for employment
- 4) Provide professional skills not available in regular courses, such as developing networks with co-workers
- 5) Improve student leadership skills and self-confidence
- 6) Improve the Baylor campus environment for students, faculty, staff and visitors
- 7) Enhance the activities of the campus sustainability program

PLANNING THE SUSTAINABILITY INTERNSHIP/PROJECT

- I. Prior to the start of the internship:**
 - A.** The student must select a Professor of Record. Usually this is the major advisor, although in special circumstances another ENV faculty member may serve. The Baylor sustainability coordinator may serve as mentor. A faculty member outside ENV may serve with approval of the ENV Department Chair.
 - B.** The student will locate a suitable project on campus or in the surrounding community with one or more professional supervisors.
 - C.** The supervisor(s) must be environmental, academic or technical professionals, members of a campus team working on a sustainability issue, or exceptionally experienced volunteers, preferably with at least a bachelor's degree. The supervisor(s) should be managers or team leaders. At least one supervisor/mentor with graduate training or a professional or technical skill or certification is preferred. Their background may be in law, science, planning, landscaping, education or another relevant field.
 - D.** The sustainability internship is usually volunteer, however, paid student workers or students with relevant employment may also apply. The internship or project may include up to 20% time of non-environmental or routine work such as filing or copying. Internships may also incorporate professional training, or assigned readings. These activities should be appropriately incorporated in the total time the student spends on the internship, so the work load is balanced and reasonable. Intern supervisors may require completion of written documents or short papers as part of the experience.
 - E.** The student is responsible for filing an application prior to the initiation of the internship. It usually should be completed by the registration period for the next academic term. See Appendix A.
 - F.** The Professor of Record and Department Chair must approve the internship assignment.

- G. The internship may be split over more than one term. The student must complete at least 30 hours of leadership activities and at least 30 hours of additional leadership activities or work related to the project (other than the completion of a final paper) for each credit hour.
- H. Examples of appropriate internship experiences include designing a new facility for a community garden, beginning a recycling project for a campus dorm, starting a new composting facility, conducting a survey of paper use for a department and providing a strategy for reducing paper consumption, designing a bike trail, conducting a study of week-end energy efficiency, and surveying pedestrian routes into downtown Waco.
- I. Students may not merely work in a community garden or assist with recycling, the project must incorporate a significant leadership role or independent research or design project.
- J. The student must select and complete a covenant agreement with a primary supervisor/mentor. (See section below.)

II. During the semester(s) of the internship:

- A. The student and the professor of record should meet prior to the initiation of the internship to arrange for receipt of reports.
- B. The student should convey a copy of the completed covenant to the Professor of Record as the internship begins. See Appendix E.
- C. The student will communicate with the Professor of Record at least once every two weeks (during fall or spring term) or weekly (during the summer), to insure that the student's experience is a valuable one, and that any problems arising are resolved as early as possible. It is important that the Professor of Record be kept abreast of the mentoring experience as it is taking place. The Professor of Record may desire the student to communicate with the Professor more often. A form is attached in Appendix B and is available on the departmental internet site for the student to submit.
- D. The student will provide the outline for supervisors and the required evaluation form(s) to the on-site supervisors. Whenever possible at least two evaluations should be submitted at the end of the internship. Three evaluations are preferred.

Arrangements for evaluations should be made at the beginning of the internship. See Appendix C&D. The forms are available on the departmental internet site.

- E. The student in cooperation with the placement source will select a primary supervisor, and convey the appropriate sections from this handbook to the supervisor.
- F. Prior to the initiation of the internship, the student must submit a short plan outlining the leadership elements of the project.
- G. The student will keep a **daily professional journal**, in which the student will write of the work experiences encountered during the internship.
- H. The student must be covered by the appropriate clearance from Risk Management for off-campus travel.

III. At the end of the internship:

- A. The internship student will submit a paper of at least 8 double spaced pages outlining the experience and documenting its value. A research summary or professional document may be substituted, such as a plan for paper use reduction for a campus division. See Appendix F for its format. This should be given to the Professor of Record, along with the **daily professional journal**, as soon as possible after the conclusion of the internship.
- B. At the conclusion of the semester, the student will have a debriefing session with the Professor of Record.
- C. At least one supervisory evaluation, and preferably two evaluations, should be sent to the professor of record. If the professor of record is the internship mentor, the professor of record should fill out the evaluation and meet with the student to discuss overall performance. No grade will be provided until this document is received. Evaluations should be signed by the supervisors and sent directly to the professor of record. The evaluations should not be transferred or hand-carried by the undergraduate student. If the professor of record is serving as direct project supervisor, an additional evaluation should be obtained from a participating team leader, university employee or individual with similar credentials.
- D. The internship student may prepare a document from the internship for submission as the final writing sample or as part of a professional portfolio

GRADING FOR THE INTERNSHIP/ PROJECT

- I.** At the end of the semester, the supervisor(s) and student will discuss the student's progress in all aspects of the internship experience. The Professor of Record will assign grades, in consultation with the supervisors, wither by utilizing their evaluations, or if there are questions by contacting the supervisor(s) directly. Grades will be determined based on the following criteria:
 - A...**Superior performance including creativity and initiative beyond requirements; outstanding quality projects or completion of assigned tasks.
 - B+...**Good performance. Meets expectations consistently and evidences personal initiative; making good progress in development of competency. Shows consistent evidence of leadership and problem solving initiative.
 - B...**Meets expectations consistently and evidences some initiative; some growth.
 - C+...** Meets expectations. Performs to the level of his/her ability.
 - C...** Meets minimal expectations. Has difficulties with some assigned projects or with professional relationships.
 - D...**Performance is unacceptable and is below the level of ability; or the student violates regulations or work requirements or does not complete a portion of the project.
 - F...**Failed to meet minimum expectations or did not complete project
- II.** Our goal is for ENV students to become competent and trusted practitioners in their field, and good citizens of their home communities. To that end, the grade should take into consideration such details as their preparation for the assignments and the ability to integrate their goals and the mentors'.
- III.** The following are the kinds of things that will affect the student's grade negatively:

1. If the student does not get the required assignments turned in to the Professor of Record on time, and an “Incomplete” grade must be given, the student’s final grade may be downgraded.
2. If the student does not maintain communication with the Professor of Record, the final grade will be downgraded.
3. If the final paper and accompanying materials are not deemed well-done by the Professor of Record, the final grade will be downgraded.
4. If the supervisor(s) have had difficulty mentoring the student, the student has not completed work assignments, the student has excessive absences or the student’s work was not of adequate professional quality.
5. A project failure, accompanied by reasonable effort DOES NOT result in a poor grade if it leads to new insights into programs which will work and those which will not.

GUIDELINES FOR THE SUPERVISOR/MENTOR

The Department of Environmental Science, Baylor University invites campus sustainability internship supervisors to enrich the education of undergraduate students by offering mentoring, guidance and professional advice. Baylor University very much appreciates your willingness to undertake this important contribution to the development of the next generation of environmental professionals and environmentally aware citizens.

RESPONSIBILITIES OF THE SUPERVISOR/MENTOR

1. The supervisor will need to acquaint himself/herself with the program requirements of the campus sustainability internship and align the internship assignments with the educational goals of the program. The internship must consist primarily of professional level environmental work, or of activities which provide an opportunity to develop leadership skills, and should incorporate no more than 20% of routine office, clerical, maintenance or other non-professional tasks such as standard filing or copying.
2. At the beginning of the internship, the primary supervisor and student will enter into a signed and agreed to Covenant (Appendix G). This should be agreed to in the first supervisor-student session and can be renegotiated at any time during the mentoring semester. It may be wise to consider renegotiation after the mid-term evaluation. The document may, however, be reused in the case of a multi-semester project.
3. The primary supervisor or a designated mentor should contact the student at least biweekly to discuss any job performance or evaluation issues. The student is expected to respond positively to critique and to respond to the requests the supervisor/mentor.
4. At the conclusion of the student's mentoring experience, the primary supervisor will complete the evaluation found in Appendix F and forward it to the departmental address on the top of the sheet.
5. Any remuneration for the student should be set at the beginning of the internship. This is at the discretion of the organization, program or department the student. The Department of Environmental Science does not require that the student be paid for the internship experience.

PROFESSOR OF RECORD

The student should approach a Professor and obtain agreement that the Professor will serve as Professor of Record of Record before submitting the internship application. The Professor of Record's role is to:

- Advise the student on selecting an internship placement and providing the necessary documentation to the Department of Environmental Science. The placement should be at an appropriate level for a student with nearly completed undergraduate course work.
- Maintain contact with the Supervisor to ensure that the work is going well. The student is required to communicate with the Professor of Record no less than once every two weeks and may send forms by e-mail or by mail if not in Waco. Some Professors of Record desire the communication to be more frequent and the student is to comply with the Professor's desires.
- Receive and grade the biweekly or weekly reports; the final paper, and the supervisory evaluations.
- Maintain guidance of the student during the internship.
- Request any reporting which s/he deems helpful.
- Debrief and advise the student upon the student's completion of the internship experience.
- Assist the student if there are difficulties with the internship, including a student desire to terminate the assignment.
- Assign the final grade.

STUDENT-MENTOR LEARNING COVENANT

The task of writing a covenant is a process of (1) deciding where you anticipate going intellectually, experientially, and ministerially for this semester; (2) developing action plans to move toward your destination; and (3) outlining steps to insure that you get there. The learning covenant will let you know where “there” is so you can tell when you have gotten “there.” Your covenant will provide structure for your relationship. A dynamic covenant allows for and facilitates growth. This covenant should be negotiated and accepted by the Supervisor/ Mentor and student.

The Covenant allows you to take charge of your own learning.

Covenanting recognizes that you know yourself. By the time you reach this stage in the educational process, you have the ability to decide what you need to learn. This process allows you to select your own learning goals. There are seven benefits of doing this:

- Self-commitment: you will be committed to make your goals become a reality because you have a major voice in setting your goals.
- Self-motivation: you will strive harder to reach your own goals.
- Self-direction: you can direct yourself in working toward fulfillment of your goals when you know the desired results and have developed a plan for reaching them.
- Self-discipline: you can use observations and feedback to make corrections.
- Self-management: you have more freedom to manage your time, energy and other available resources.
- Self-rewards: you can recognize meaningful results and increased competency.
- Self-esteem: you can build your own self-esteem in this process.

In addition the covenant should reflect:

- Respect and concern for the Baylor and Waco communities
- A commitment to the challenges of leadership
- A realistic program to improve sustainability for the campus or regional communities

Pre-covenant work

This can be difficult because it requires an in-depth look at what you know, what you can do, and even who you are. Finding out where you are starting from is an act of maturity and wisdom. Make use of assessment instruments and don't assume anything. Then make lists (your talents, skills, experiences, likes and dislikes):

- What are you comfortable doing?
- What makes you uncomfortable?
- What do you avoid or try to ignore about yourself?
- What relational abilities do you have?
- Which abilities do you wish you had?
- What are your relational needs?
- What do people say about you?
- What are your strengths that are affirmed by others?
- What weaknesses do others recognize in you?
- What do your critics say about you?
- How do you usually sabotage yourself?
- How can you become a more effective leader?

Designing the Learning Covenant

Appendix H gives some guidelines for designing your unique learning covenant. *You are responsible for taking the initiative.* It is your covenant. You and your Mentor should work on

it, negotiate, and agree to it. Both of you should understand where you're going, how you plan to get there, and your responsibilities in getting there. It should include the following:

- Agreement on goals: it should involve a mutual decision as to where you want to go.
- Job description: this is not a typical job description, but should outline the work to be done, lines of supervision, hours, time off, financial arrangements, etc.
- Definition of responsibilities: clarify as many items as possible.
- Discuss intentionality: don't assume anything, discuss intentionally each item.
- Accountability: how this will be handled.
- Safety valve: what will be done when things don't work out between the Supervisor/Mentor and the student.

See Appendix H for further guidance in writing your learning covenant.

NAMES OF ADDITIONAL SUPERVISORS:

IV. SECTION FOUR: WORK ARRANGEMENTS

1. Starting date: _____ Ending date: _____
2. How many hours are you working per week? _____
3. Is this position salaried? Yes/no
4. Does the position carry other compensation such as housing or stipend? Yes/no

V. DESCRIPTION OF THE POSITION

1. Why do you think this organization, program or department is an appropriate placement for your internship experiences?
2. Briefly, why does it provide a leadership experience?
3. Why do you think your primary supervisor is a suitable mentor? Describe the professional credentials of this individual and of other supervisors.
4. Does the position require scientific data collection or analysis? Describe.
5. Does the position require professional writing? Describe.

LEADERSHIP PLAN

(This document may be submitted in the form of a paper with sub-sections.)

Proposed project title: _____

- I. **Purpose of the sustainability project.** In one to three paragraphs or using a list describe the purpose of the proposed project. What problems or concerns are you intending to address?
- II. **Project tasks.** Describe the specific means you will use to accomplish your project, or the tasks you will complete. (For example, test new recycling containers for three consecutive weeks in Penland dorm, with an explanation of how this will be accomplished.)
- III. **Expected outcomes.** In one to three paragraphs or using a list describe the expected outcomes of the proposed project. Describe your final products or programmatic outcomes?
- IV. **Time line.** Provide an outline of the tasks you expect to accomplish each week.
- V. **Leadership summary.** Explain in one to three paragraphs why the project why the project demonstrates leadership in campus or regional sustainability.

INTERNSHIP APPROVAL
File with application

Major advisor: _____

Professor of record (if different): _____

Department Chair: _____

Date: _____

**Please file a copy of this document with the ENV
department to be placed in your file.**

APPENDIX B

WEEKLY/BIWEEKLY INTERNSHIP REPORT TO BE SUBMITTED TO PROFESSOR OF RECORD

Student name:

Date submitted:

Time period covered:

Where did you work?

Who is acting as your supervisor?

Describe your professional activities – what did you do for the internship during this time period?

What did you learn or what professionally useful engagement did you have during this time period?

Describe any difficulties you are having with the internship? (If none, just write none)

APPENDIX C STUDENT EVALUATIONS

GUIDELINES FOR SUPERVISOR'S EVALUATIONS OF STUDENT

The Supervisor/Mentor will write out the evaluations in full using the attached form. If the supervisor wishes a formal letter of reference may be substituted. Evaluations should be sent by the supervisor to the address on the form. The form should not be returned to the student. The primary supervisor should meet one-on-one with the student, prior to the completion of the internship and discuss the student's performance with her or him. Some key points to consider are:

- ❑ Evaluation of work done by the student in the mentoring setting.
- ❑ The student's relationships with people in the mentoring setting.
- ❑ The student's relationship with the supervisor(s)/mentors.
- ❑ The student's ability to apply classroom education to the applied environmental sustainability setting.
- ❑ Evaluation of the student's professional or social maturity.
- ❑ Evaluation of the student's ability to solve practical problems and to interact with others to find these solutions.
- ❑ Evaluation of the student's ability to deal with stress.
- ❑ Evaluation of how the student fulfilled his/her covenant and goals.
- ❑ Relate your goals for this student during the mentoring period. Were these goals fulfilled?
- ❑ For the Final Evaluation, please make a recommendation concerning a grade for mentoring. Please include an explanation along with the grade recommended.

**APPENDIX D
SUPERVISOR/MENTOR EVALUATION**

Please return to:
DEPARTMENT CHAIR
DEPT. OF ENVIRONMENTAL SCIENCE
One Bear Place, # 97266
BAYLOR UNIVERSITY
WACO, TX 76798-97266

To the student please fill out the following information:

Name of student: _____

Dates of internship: _____

Organization and location of internship: _____

To the supervisor – *please comment on the following:*

Attention to the job:

1 – Did the student arrive at work on time and work the required hours?

2 – Did the student fully apply herself/himself to the job or project? How much effort did the student make to complete assigned task in a timely manner?

3 – Did the student comply with safety procedures and other workplace or program policies, such as dress codes and equipment maintenance procedures?

Cooperation and relationships:

4 – Did the student make an effort to cooperate with other employees or project participants at the work location? If applicable, was the student polite and professional when interacting with clients, customers or the public?

5 – Did the student follow instructions and cooperate with his/her supervisors/mentors?

6 – Did the student contribute positively to the social and team environment of your organization, program or department?

Quality of work:

7 – Was the student’s work or project of adequate quality? Please indicate if the work was exceptional, or conversely, below standards.

8 – If the student prepared written documents or reports, was the student’s written work of adequate quality in terms of content, sophistication, style and clarity?

9 – If the student performed scientific analyses or data collection, was the work adequately precise, accurate and of adequate quality and quantity?

10 – If the student conducted sampling or monitoring, did the student have an adequate knowledge of appropriate techniques and methodologies, and were these properly applied to assigned tasks?

11 – How effective was the student’s project in improving sustainability or enhancing programs to encourage sustainability?

Professional growth and maturity:

11- Did the student demonstrate commitment to developing her or his leadership skills and implementation?

12 – Did the student make a serious effort to improve her or his performance throughout the internship experience?

13 – Was the student able to work independently and solve the problems he/she encountered in the work environment?

14 – How could this student improve in terms of leadership and environmental skills and applications?

15 - Describe the student's strengths and weakness in completing the internship. What does the student do well? What does the student need to correct of improve? Include any observations that might be useful to the student's professional development.

16 – What grade would you recommend for the student (the final decision will be made by the Professor of Record): Proposed grade _____

A...Superior performance including creativity and initiative beyond requirements; outstanding quality projects or completion of assigned tasks.

B+...Good performance. Meets expectations consistently and evidences personal initiative; making good progress in development of competency.

B...Meets expectations consistently and evidences some initiative; some growth.

C+... Meets expectations. Performs to the level of his/her ability.

C... Meets minimal expectations. Has difficulties with some assigned projects or with professional relationships.

D...Performance is unacceptable and is below the level of ability; or the student violates regulations or work requirements or does not complete assigned tasks.

F...Failed to meet minimum expectations or did not complete employment

Supervisor/mentor signature: _____
Name typed or printed: _____
Position: _____ Date: _____
Telephone: _____ E-mail: _____
Address: _____

APPENDIX E

GUIDELINES FOR THE MENTORING COVENANT BETWEEN THE MENTOR AND THE STUDENT

1. The purpose of the Mentoring Covenant between the Mentor and the student is to provide for the best mentoring relationship possible during the mentoring semester. It gives the Mentor and the student the opportunity to outline desired results of the mentoring experience.
2. What does the student desire to receive and achieve during the mentoring experience? This could be a paragraph or more stating real expectations.
3. What does the Mentor expect from the student? Any desired actions, responsibilities, relationships, etc., should be included here.
4. The Mentor and the student both commit to maintain communication and contact with the Professor of Record so the Professor of Record is aware of how the mentoring experience is progressing.
5. Commitment to weekly or biweekly one-on-one meetings between the Mentor and the student. What plan and schedule will be followed with these meetings? This will include the opportunity of reporting and reflecting on assignments.
7. Timeline for accomplishing important internship goals, for reporting and reflecting on these items, and for teaching and mentoring opportunities for the Mentor with the student.
8. Other items the Mentor considers important (these must be approved by the Professor of Record).
9. Other items desired by the student (these must be approved by the Professor of Record).
10. Any items to be added to the mid-semester and final evaluations.
11. Reports and reflections, including questions and problems, with books/articles read as part of the reading requirement.
12. How the Mentor and student will deal with problems and differences between themselves.

NOTE: This is a guide. Each student and Mentor should agree to their own personal covenant. It can include these items, or other items, or some of these items.

ALSO: It is possible—sometimes advisable—to renegotiate this covenant after the mid-term evaluation, and/or at other times during the mentoring experience.

APPENDIX F

GUIDELINES FOR JOURNAL AND FINAL REPORT

Journal of the Internship experience

1. The student should keep a record of the internship experience. This may be filed in digitized format, or kept in a hand-written log (if working in the field). The final journal should be conveyed to the Professor of Record.
2. The student should make an entry for each working day. The entry should record
 - a. tasks accomplished
 - b. progress toward major goals
 - c. reflections on the work environment
 - d. new skills learned and concepts acquired
3. Each week the student should record:
 - a. leadership lessons learned
 - b. reflections on improving project performance
 - c. progress toward the covenant and proposed outcomes
 - d. barriers to progress
 - e. thoughts in interactions with mentors and other project participants
4. A summary of the work experience, written at the end of project term, with a final summary of progress made in light of the covenant and the project goals.

Final paper/project

1. The final paper could be topical or it may be an example of a written product relevant to the internship. The student may also prepare a summary of reflections on the experience. It may be a management plan, education plan, a compliance document, or a report on how well an innovation preformed. If the project does not offer an opportunity for writing, it may be on a closely related subject, such as reducing energy use on campuses, challenges provided by roof top gardens, or successful bicycle paths on other campuses.
2. The final paper should be at least 8 double spaced pages and should be referenced as appropriate for a document of its type.
3. The final paper may comprise documentation accompanying an applied project such as the construction of a GIS database or plans for a new composting facility.
4. A tentative outline for the final paper (1/2 page) should be submitted to the Professor of Record, prior to midterm for the internship. This may be modified prior to the final submission date with the Professor of Record's permission.

5. The paper may be submitted either immediately prior to completing the on-the-job portion of the internship or may be submitted after completion of the on-the-job portion. In most cases the paper is due during finals week, at the end of the term.