GOALS:

• Achieve common, high-level understanding of SAIL as a learning tool and platform
• Achieve common understanding of the process used to bring SAIL to this point
• Discuss plans for beta test processes and beyond

AGENDA:

1) SAIL: what it is and will be this year (Cigdem)
2) Q&A on SAIL
3) Process: history and on-going (Kate)
   • Timeline
   • Pilot feedback
   • Current processes and next steps
4) Discussion
The purpose of SAIL is to create a shared language and approach across Northeastern to foster those life skills and competencies that cross disciplinary boundaries and all experiences in and out of the classroom to help our graduates succeed in any career within our ever-changing, global society.
SAIL provides the foundation for an **INTEGRATED LEARNING ECOSYSTEM** in which learners can practice:

- **CONNECTING** skills/literacies to experiences  
  [Winkelman, 2014]
- **INTEGRATING** across experiences  
  [Perfect et al., 2004; Engle et al., 2012]
- **ARTICULATE & AUTHOR** one’s journey  
  [Baxter-Magolda & King, 2003]
So what are these competencies and skills?

- Design thinking
- Strategic thinking
- Systems thinking
- Quantitative reasoning
- Integrative thinking
- Aesthetic appreciation
- Computational thinking
- Entrepreneurship
- Information literacy
- Boundary setting
- Self-care
- Time management
- Self-control
- Problem Solving
- Ethical Reasoning
- Coaching/mentoring
- Organization
- Planning
- Financial literacy
- Networking
- Inclusivity/inclusive action
- Networking
- Cultural agility
- Advocacy
- Civic-mindedness
- Conflict resolution
- Inquiry & Analysis
- Creative Thinking/Innovation
- Critical Thinking
- Decision-Making
- Independence/Autonomy
- Initiative/Resourcefulness
- Perseverance/Resiliency
- Self-Efficacy/Confidence
- Self-regulated Learning
- Help Seeking
- Leadership
- Collaboration/Teamwork
- Communication
- Empathy
- Comfort with Ambiguity
- Open-Mindedness
- Humility
- Integrity
- Mindfulness
Grouping for “Ease of Use” & Basis for Framework

Design thinking
Strategic thinking
Systems thinking
Quantitative reasoning
Integrative thinking
Aesthetic appreciation
Computational thinking
Entrepreneurship
Information literacy

Boundary setting
Self-care
Time management
Aesthetic appreciation
Self-control

Coaching/mentoring
Organization
Planning
Conflict resolution
Financial literacy
Networking
Strategic thinking
Time management
Cultural agility
Inclusivity/inclusive action
Systems thinking
Inclusivity/inclusive action
Networking
Systems thinking
Advocacy
Civic-mindedness
Conflict resolution/transformation

Independence/Autonomy
Initiative/Resourcefulness
Perseverance/Resiliency
Self-Efficacy/Confidence
Self-regulated Learning
Help Seeking
Leadership
Collaboration/Teamwork
Communication
Empathy

Comfort with Ambiguity
Open-Mindedness
Humility
Integrity
Mindfulness
Inquiry & Analysis
Creative Thinking/Innovation
Critical Thinking
Decision-Making
Problem Solving
Ethical Reasoning
SAIL Framework: Dimensions

**INTELLECTUAL AGILITY**
Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.

- Design thinking
- Strategic thinking
- Systems thinking
- Quantitative reasoning
- Integrative thinking
- Aesthetic appreciation
- Computational thinking
- Entrepreneurship
- Information literacy

**GLOBAL MINDSET**
Learners develop knowledge, skills and behaviors to live, work and communicate with people whose background, experience and perspectives are different from their own as well as to consider the global impact of their decisions.

- Cultural agility
- Inclusivity/inclusive action
- Systems thinking

**SOCIAL CONSCIOUSNESS & COMMITMENT**
Learners develop the confidence, skills and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.

- Advocacy
- Civic-mindedness
- Conflict resolution/ transformation
- Inclusivity/inclusive action
- Networking
- Systems thinking

**WELL-BEING**
Learners develop knowledge, skills and behaviors necessary to live balanced and fulfilling lives.

- Boundary setting
- Self-care
- Time management
- Aesthetic appreciation
- Self-control

**PROFESSIONAL & PERSONAL EFFECTIVENESS**
Learners develop the confidence, skills, behaviors and values to effectively discern life goals, form relationships and shape their personal and professional identities to achieve fulfillment.

- Coaching/mentoring
- Organization
- Planning
- Conflict resolution
- Financial literacy
- Networking
- Strategic thinking
- Time management
SAIL Framework: Foundational masteries

INTRAPERSONAL SKILLS
- Independence/Autonomy
- Initiative/Resourcefulness
- Perseverance/Resiliency
- Self-Efficacy/Confidence
- Self-regulated Learning
- Help Seeking

INTERPERSONAL SKILLS
- Leadership
- Collaboration/Teamwork
- Communication
- Empathy

ATTRIBUTES
- Comfort with Ambiguity
- Open-Mindedness
- Humility
- Integrity
- Mindfulness

STRATEGIC TOOLKIT
- Inquiry & Analysis
- Creative Thinking/Innovation
- Critical Thinking
- Decision-Making
- Problem Solving
- Ethical Reasoning
Mapping Learning Opportunities to SAIL

BIOL 1143: Biology and Society - 01
Starts September 5, 2018

Dimensions

Description
Offers an overview of how biology weaves its way across a broad spectrum of complex societal issues. Introduces students to the biological mechanisms and processes responsible for genetic inheritance, energy transfer, evolution, and population dynamics, providing a framework within which students may critically interpret and discuss important biological information provided in public forums. Seeks to empower students to make informed choices at the policy and personal levels. Offers students an opportunity to acquire an understanding of the basic principles of biology and apply the scientific process to the analysis of contemporary issues. Using a thematic approach, covers a wide range of issues including the reemergence of plagues, biological weapons and security, the environment, and human health and wellness.

Dates
September 5, 2018 - December 14, 2018

Learning Outcomes
TBD

Skills
- Intellectual Skills
  - Information Literacy
  - Integrative Thinking
  - Systems Thinking
- Global Skills
  - Systems Thinking
- Civic Skills
  - Advocacy
  - Well Skills
  - Self-Care
- Foundational Masteries
  - Critical Thinking
  - Inquiry & Analysis

Level of Engagement
1 - Passive Engagement

Time Investment
4-credit
Learning Inside and Outside of the Classroom
Student Experience in Platform

STUDENT VISUALIZATION & REFLECTION
Experience Visualization

SKILLS AS A FUNCTION OF LEVEL OF ENGAGEMENT

Design Thinking
Intercultural Competency
Negotiation
Opportunity Curation
Goal Creation

Goal Title*
What is your goal, in a couple select words?

Goal Name

Description*
What does success look like?

Mauris non tempor quam, et lacinia sapien. Mauris accumsan eros eget libero posuere vulputate.

Dimensions of Focus
What dimension is most relevant to this Moment?

- Intellectual
  Flexibly apply knowledge and skills in new and unique situations.

- Global
  Live, work, and communicate with people from different backgrounds and consider global impact of decisions.

- Civic
  Recognize the needs of others and commit to constructive social action.

- Professional
  Effectively discern multiple life goals, form relationships, and shape personal and professional identities.

- Well
  Live a balanced and fulfilling life.

Skills of Focus
What skills do you need to build to achieve this goal?

Add Skills

Foundational Masteries
What foundational masteries did you build during this opportunity?

Add Foundational Masteries

Tags
Reflection

Service learning in this class helped me see how I can use what I am learning in class in the future to advance my goals of impacting my community.
MyStory
HUSV 3570 The Nonprofit Sector, Philanthropy & Social Change
Fall 2017 Syllabus – Part 1: Overview & Policies

Meeting Times & Location: Monday and Thursday, 11:45-1:25 in Richards Hall 140
Instructor: Rebecca Riccio  SL-TA: Allegra Mangione
cell: 617-794-9504  phone: 650-835-5583
e-mail: rriccio@neu.edu  e-mail: mangione.a@husky.neu.edu
Office Hours: Rebecca: Mondays, 2-4 pm. Allegra: Fridays, 11-12. Both in 312C Renaissance Park (across from INV). If you
can’t make office hours, please feel free to make an appointment by phone or email with Rebecca or Allegra. Twenty-four
hours advance notice is appreciated.

Professor’s Welcome & Teaching Philosophy
Welcome to The Nonprofit Sector, Philanthropy & Social Change! I hope this experience-centered course will be a meaningful
stepping stone on your path toward becoming an engaged citizen-leader and effective and ethical social change agent. I
have aligned the course content and experiences with three foundational concepts that I believe are essential to engaging
in social change effectively and ethically: ways of thinking about complexity, ways of being in relation to oneself and
others, and ways of doing to achieve impact. Within this framework, I associate the foundational concept with:

- Framing questions that define the theoretical parameters of the course.
- Practical competencies, skills, and abilities (CSAs) that I hope you will develop through active engagement with the course
  content and experiences.

While this framework is relevant to students aspiring to engage in social change in any sector, discipline, or industry, we will be
applying it to our study of the nonprofit sector and philanthropy.
Learner Feedback to Educators
Learner Feedback to Educators
Academic Plan: Learning 2025

Learning Happens Everywhere

Co-Curricular Transcript? X

Integrated Learning

SAIL is an educational resource for integrated learning.
Community Involvement

- Faculty
- Co-Op Community Advisors
- Staff
- Student Services
- Students

Handout Highlights

Conceptual Framework Focus Groups: Spring 2015
SAC/Senate: 10/2015
Faculty input on dimensions: 7/2016

Campus-Wide presentation and Feedback: Summer/Fall 2016
Cross-Functional Focus Groups: Spring 2017
SAC/Senate: Jan./April 2017
On-going working groups: Summer/Fall 2017

Explore Framework Pilot
Explore Mobile App Pilot
Honors Pilot
On-going Involvement Includes:
- SAIL Ambassadors
- SAIL Educator Exchanges
- SAIL Student Advisory Council
- SAIL Working Groups

Awareness and Feedback Sessions
- Institutes and Workshops
- Unit interactions
- Faculty Influencers groups
- Chairs Plus One groups

Faculty involvement in Development Includes:
- NUpath mapping
- Machine Learning Brainstorm
### Example Survey Statistics:

<table>
<thead>
<tr>
<th>COHORT AND SAIL USEAGE</th>
<th>RESPONSES</th>
<th>INVITED</th>
<th>RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>98</td>
<td>650</td>
<td>12.2%</td>
</tr>
<tr>
<td>App Users</td>
<td>64</td>
<td>382</td>
<td>16.8%</td>
</tr>
<tr>
<td>Non-Users</td>
<td>34</td>
<td>268</td>
<td>12.7%</td>
</tr>
<tr>
<td>Explore</td>
<td>24</td>
<td>196</td>
<td>15.1%</td>
</tr>
<tr>
<td>App Users</td>
<td>22</td>
<td>175</td>
<td>12.6%</td>
</tr>
<tr>
<td>Non-Users</td>
<td>2</td>
<td>21</td>
<td>9.5%</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>122</strong></td>
<td><strong>846</strong></td>
<td><strong>14.4%</strong></td>
</tr>
</tbody>
</table>

*Footnote*:

1. This response rate includes only fully completed surveys.
2. App users are defined here as students who have added at least one moment or signed up for at least one opportunity using the SAIL app.
## Student Feedback

**Surveys, Focus Groups, App Shake**

<table>
<thead>
<tr>
<th>PROS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps with co-op &amp; career pathways – help preparing for jobs and interviews</td>
<td>Translating SAIL to non-NU audiences</td>
</tr>
<tr>
<td>Take it with me after graduation</td>
<td>Upper class students see value faster</td>
</tr>
<tr>
<td>Ability to share with advisors and employers</td>
<td>Don’t make it required – should be Opt-In</td>
</tr>
<tr>
<td>Network</td>
<td>Understanding the “why” of SAIL – delayed benefits</td>
</tr>
<tr>
<td>Goal Creation</td>
<td>Hard finding time to use the app</td>
</tr>
<tr>
<td>Skills DNA</td>
<td>Would like to have more opportunities in the system</td>
</tr>
</tbody>
</table>

### Example Impacts:

- New Shared Visualization
- Logo Change
- Framing to students
- Numerous on app
## Faculty Feedback

**Focus Groups, Ambassadors, Workshops**

<table>
<thead>
<tr>
<th>PROS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good to see the whole student</td>
<td>Entering courses</td>
</tr>
<tr>
<td>Way to expand my course to fit students’ prior experiences</td>
<td>Integrating SAIL into opportunities offered</td>
</tr>
<tr>
<td>Appreciate applicability</td>
<td>“Teaching” SAIL</td>
</tr>
<tr>
<td>Feedback from learners on skills they got out of the opportunity</td>
<td>Breaking courses down into modules</td>
</tr>
<tr>
<td>Ability to advertise courses and other events</td>
<td></td>
</tr>
<tr>
<td>Ability to pull into assessment planning</td>
<td></td>
</tr>
</tbody>
</table>

### Example Impacts:

- Discipline Layer
- NUpath mapping
- Templates and Course level
Beta Test and Forward

Open to all with a Northeastern login

Need Faculty involvement to ensure success for our students and our educators.

• Courses as opportunities
• Research as opportunities
• Oversight Committee
• Faculty Advisory Committee
• Others?
Discussion