

Appendix B: Guidelines for Working with Students Engaged in Internships and Field Experiences

Introduction

The UCB LAUC-B Task Force on the Library-SIMS Relationship (<http://www.lib.berkeley.edu/LAUC/sims/>) drafted these guidelines based on the ALISE guidelines at <http://www.alise.org/about/fieldexperiences.html> and on a survey of the web sites of the library schools at the University of Washington, University of Michigan, University of Arizona, UCLA, University of Wisconsin, and San Jose State University. See the Task Force Final Report for more background.

Internships and Field Experiences have many advantages for both The Library and students. Students gain professional level work experience and insight into a real working environment; they may meet professionals who can mentor them or with whom they will work after graduation. The Library receives assistance with a project that might remain otherwise undone, often with a fresh perspective. Internships and Field Experiences are also an important way to support library education and stimulate the growth of the library profession.

It should be remembered, however, that a certain amount of work and planning go into making the field experience an educational one for the student and profitable for The Library. The following guidelines are designed to make this planning process as painless as possible.

Students

- Interns and others engaged in field experiences at the UCB Library should be enrolled in a graduate library school, archives management, information management or other related program. It is strongly recommended that students complete at least one semester of coursework before beginning a field placement. Students may be enrolled in a course that grants credit for field experiences, or they may be engaged in research for a paper or class project.
- Students already employed by The Library should seek a field experience placement in a different unit, preferably doing a different kind of work. (For example, if he or she is employed as a cataloger, the field experience might be in reference or collections work.)

Students' responsibilities include:

- **Ensuring that the School's requirements and guidelines are met.**
- **Defining learning objectives** - The student must write clear, succinct, and measurable objectives.

- **Obtaining faculty supervision** - The student must request supervision from a faculty member in the area of study related to the fieldwork and discuss with the faculty member his/her role as faculty supervisor.
- **Planning with the faculty and work supervisor for evaluation** - Before beginning fieldwork students should be sure to learn exactly what will be expected from the faculty for grading/evaluating the learning of the fieldwork. Many faculty expect students to provide documentation of learning in the form of written papers, additional readings, journals, oral reports, etc. in addition to the evaluation provided by the work supervisor. Before beginning fieldwork students should also be sure to learn exactly what will be expected from the work supervisor and how the work will be evaluated. It is essential to ensure that the faculty and supervisor expectations are complementary.
- **Registering for credit and submitting the learning agreement** - It is the student's responsibility to submit a completed learning agreement to his/her faculty advisor or work supervisor (including signatures of the student, faculty supervisor, and work supervisor) and to register if appropriate.
- **Making a work contribution to the host organization** - as well as gaining an educational experience.
- **Understanding that fieldwork occurs in a variety of environments and that a variety of work norms (dress, etc.) may be appropriate.**

Supervisors

- The work supervisor must be an employee of The Library or an affiliated library and must be in the librarian series or a unit head; exceptions may be made at the discretion of the appropriate AUL. (Note: the student is responsible for checking his or her school's requirements regarding supervision).
- Permission from the unit head is required before a field placement begins. If the field placement supervisor is a unit head, permission from the appropriate AUL is required.
- The supervisor has primary responsibility for the student during the field experience.

The work supervisor's responsibilities include:

Determining the role of the student - The supervisor should decide if the student is to function as a general employee with a variety of responsibilities, as a special assistant to a particular individual, as an observer to the overall operations, or as a project director concentrating on one specific task. A written job description of some type should be prepared to make expectations clear.

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Note: If students are to be paid, supervisors must consult with LHRD well in advance as special arrangements are necessary. This is true even if the student is to be paid from grant monies.

Selecting the student – Interview students before an agreement on a field placement is made; phone interviews are acceptable.

Orienting the student - The supervisor should introduce the student to the general functions of the unit, the goals of the unit, the rules and guidelines the student should follow, the method for students to follow in asking questions, and any other information a new person should know in beginning with the unit.

The supervisor should also explain the organization of The Library and the Affiliated Libraries as a whole. It is strongly recommended that students attend staff meetings as part of their time with the unit, and that students attend at least one Roundtable or Council meeting if possible, to give them a sense of The Library as a whole.

Names of students should be announced in CU News and listed on the LAUC-B SIMS Task Force web page.

Setting the student's schedule – The supervisor and student should agree in writing as to whether the student will work regular hours, the number of hours and schedule, if any, and whether the work will take place on-site or off-site. A regular schedule of in-person meetings is strongly recommended for the sake of both the students' education and the progress of the project.

Providing space and equipment – The supervisor is responsible for providing an appropriate workspace and equipment, if the student is to work on site.

Providing assignments - The supervisor is responsible for assigning projects or tasks for students that are of a professional nature. It is important not to over- or underestimate the student's capabilities. A student will not achieve his/her learning objectives if not stimulated enough or if too much work is relegated to him/her. Demanding tasks within the realm of a student's expertise provide the student with a feeling of being important to the agency and usually stimulate a desire to do more.

Providing guidance and interpretation - The supervisor should have regular conferences with the student to assess the progress and to provide help in understanding the unit and his or her role in it.

A written mid-term evaluation by the supervisor, shared with the student and his/her faculty mentor, and a written mid-term progress report by the student, shared with the supervisor and the faculty supervisor, is strongly recommended.

Conferring with the student's faculty member - It is important that some form of communication with the faculty member be established early in the field experience. Supervisors should receive a copy of the learning agreement developed between the student, faculty member and the supervisor.

Supervisors should receive a copy of the School's guidelines for field experiences and be familiar with them.

Evaluating the student's performance - A shared responsibility with the faculty advisor (see Evaluation section).

Liability - Students should sign the campus' Waiver of Liability, Assumption of Risk, and Indemnity Agreement and file a copy with Library Human Resources Department (for placements in the Library) or the appropriate administrative office (for Affiliated libraries).

A comprehensive written plan is developed before the student begins the fieldwork, and it consists of:

- Defining specific learning objectives
- Determining work responsibilities and conditions of "employment" in the host agency
- Planning methods of monitoring the progress of the student
- Planning methods of evaluation to be used to assess the learning

In addition to the items above, the following elements must be negotiated and included in the written agreement:

- Whether the student is to be compensated and terms and conditions thereof
- Academic credit
- Hours, length of total field experience
- Outcomes, products
- Status of the student: legal and liability
- Specific responsibilities of the student, faculty advisor and work supervisor
- Evaluation criteria and who participates and how

In addition to whatever evaluation is required by the School, it is strongly recommended that at the end of the field placement, the supervisor and the student should each write an evaluation of the field experience, with copies to be retained by The Library. These evaluations may be copies of whatever evaluation was submitted to the School, or if these are not appropriate or need to be kept confidential, the supervisor and the student should submit an evaluation that addresses the following:

- A brief description of the project
- Whether the learning outcomes of the field experience were met, and how
- From the student: an evaluation of the field placement itself – whether supervision and conditions were adequate

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- From the supervisor: an evaluation of the students' work (both strengths and areas that need improvement).

Copies of these evaluations should be kept by the supervisor, with a copy sent to the LAUC-B task force on internships. The supervisor should keep the evaluations for a minimum of two years since they may be called upon to provide a reference for the student.

Special Circumstances

If students have access to confidential or financial information, a background check is required, to be paid for by the hiring unit. Consult LHRD for details.

If students come from outside of the San Francisco Bay Area, they should understand that the Library cannot pay for their travel and lodging.

Evaluating the Internships Program

The UCB Library Field Experiences program should be evaluated by the LAUC-B Executive Committee, with input from SIMS, LHRD, the library staff, and former interns (if possible), every 2 years.