

# LAUC-B Task Force on the Library-SIMS Relationship

## Final Report

10/6/05

### Introduction

The LAUC-B Task Force on the Library-SIMS Relationship was appointed to make recommendations about broadening the relationship between SIMS and the campus libraries. The impetus for the formation of this Task Force came after the new Dean of SIMS, AnnaLee Saxenian, gave a presentation at the LAUC-B Fall Assembly in November 2004. It appeared that the School was now open to working with the campus libraries to strengthen the relationship between SIMS and the Library. Corliss Lee and Norma Kobzina drafted a brief proposal for a Task Force to explore ways that this relationship could be broadened. LAUC-B ExComm approved the proposal, and the Task Force was convened in February 2005. The membership of the Task Force included representation from public service librarians in Doe/Moffitt and the Subject Specialty Libraries, the SIMS liaison, a representative from Technical Services, and an Affiliated Librarian who also was an alumna of SIMS. The Task Force met several times, and sponsored an Open Forum in May to which all members of the library staff were invited. (The summary of the Open Forum meeting will be posted on the Task Force web site at <http://www.lib.berkeley.edu/LAUC/sims/>)

The charge of the Task Force encompassed several issues: internships/field experiences for students, librarians as teachers and partners with faculty, and advising the Dean. (See Appendix A) Due to the short time frame, the broad scope of the issues and the need to consult widely, we focused on creating a structure for internships/field experiences.

**Recommendation:** We recommend the creation of two task forces: one to focus on providing a structure for internships/field experiences, and one to focus on the broader issues of bringing together the SIMS and library communities. These task forces should work with the SIMS liaison to avoid overlap. The SIMS Liaison remains responsible for communicating with faculty and students about library collections and services. See full details at: <http://www.lib.berkeley.edu/Help/liaisons.html> and <http://www.lib.berkeley.edu/Help/pdfs/liaisonguidelines.pdf>

It should be noted that the Task Force (and the library staff, for that matter) should approach this work from the point of view of SIMS' needs, not just those of the library staff. The School is not a Library school, though it still has much in common with our profession. We recognize that demands for courses in children's librarianship and fine printing are not likely to be productive at this time. However, partnering with SIMS students and faculty in our commonly shared areas of interest, such as user interfaces, digitization of collections, is a real possibility that would be beneficial to both SIMS and the library profession.

### Internships and Field Experiences

The UC Berkeley libraries have a long history of providing internship, practicum and field experience placements for students enrolled in SIMS and its predecessors. A question was sent out to all members of the library staff about current and past internships and practica. It was

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apparent from the number of responses that there is a great deal of interest in having such a program. We also learned that there have been a number of interns and library school students involved in short-term projects. We received suggestions for possible new types of internships that have not been instituted before. One of the most immediate ways to strengthen the relationship between SIMS and the campus libraries is to reinstate the opportunity for such experiences. These will benefit both the School and the Library.

Throughout this document we will use the term “internship” to refer to internships, practica, and other types of field experiences in the UC Berkeley libraries for students of any Library/Information Studies program.

The Task Force has drafted Guidelines for Working with Students Engaged in Internships and Field Experiences (Appendix B) in an effort to organize and streamline a process that has previously been handled by individual librarians or individual library units without a way to communicate with each other. The purpose of the Guidelines is not to curtail the enthusiasm or energy of individual library units or to add more work, but rather to ensure a consistent and smooth process for both library staff and students, and to promote communication between library staff who are supervising interns.

The Task Force based our Guidelines on those of the Association for Library and Information Science Education-ALISE (<http://www.alise.org/about/fieldexperiences.html>). We also explored the web sites of a number of library schools, including the University of Washington, UCLA, the University of Arizona, and San Jose State University. The co-chairs met with Susan Wong and Barbara Kornstein of the Library Human Resources Department to make sure that we are conforming with all campus and library regulations.

In this report we are not addressing the issue of having volunteers as interns. Volunteers who are observers should be encouraged, with the approval of library unit heads, so long as provisions are made to ensure that they do not attempt actual library work (for example, observers at reference desks wear badges identifying them as observers and do not answer questions). Library staff who have been approached by potential volunteers who wish to do library work should consult with Library Human Resources about the pitfalls and requirements of this situation.

**The Task Force recommends that:**

- LAUC-B Executive Committee review and approve the draft Guidelines (Appendix B) and then post them on the SIMS Task Force web site (<http://www.lib.berkeley.edu/LAUC/sims>) for comments from all library staff and SIMS faculty and staff.
- LAUC-B Executive Committee appoint a task force to organize and promote internships at the UC Berkeley Libraries. We recommend that the scope of this task force include students of any graduate program of Library/Information Studies and not limit itself to students of SIMS. We found in the course of our work that the campus libraries have had interns from a variety of such schools, and we feel that the standards and procedures we developed should apply to all interns. Supporting interns from any school promotes Library/Information Studies education,

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the library profession, and has many benefits for library staff as well. The Task Force should include broad representation from the Library, affiliated libraries and the SIMS community.

The task force should be charged for two years and then the Executive Committee should evaluate the internship program and decide whether and how to continue this work.

The responsibilities of the Task Force should include:

- Gathering comments and finalizing the draft Guidelines for Working with Students Engaged in Internships and Field Experiences (Appendix B) and related documents
- Acting as a central contact point for students, faculty or staff from Library/Information Studies programs, as needed
- Maintaining a web page with information about the internship program, listings of internship opportunities, and listings of actual internship placements in the campus libraries. The web page would promote the program and allow the exchange of ideas between campus librarians who are interested in working with interns. The deadlines for posting internship opportunities should be announced well in advance.
- Working with campus library staff to brainstorm and develop potential internship opportunities targeted to SIMS students. Some suggestions have been included as Appendix D; these would need to be further developed. The Task Force should also help library staff understand the interests we share in common with SIMS.
- Working with SIMS staff to communicate internship opportunities to students (announcing deadlines, working out requirements on both sides, etc.)
- Facilitating communication between library staff interested in proposing internships
- Facilitating communication between library staff who are supervising interns
- Develop a list of campus librarians willing to be mentors to library school students

At present it does not seem necessary to conduct outreach to other schools as the campus libraries currently host many interns, mostly from the San Jose State University School of Library and Information Science. Posting opportunities on the Task Force web site would probably be sufficient. However, the Task Force should certainly be available as a resource to staff and students from any graduate Library/Information Studies school.

**Librarians as Partners and Teachers at SIMS**  
**Librarians as Advisors to the Dean**  
**Facilitating Communication Between SIMS and the Library Profession**

UC Berkeley librarians have had a long history of acting as instructors, guest lecturers and research partners at the Library School, dating back to Library Practice courses offered in 1918, all taught by staff of the University Library. Many current librarians and library staff members were adjunct lecturers in the previous SLIS. Reinvigorating this tradition is another way to bring SIMS closer to the library profession, and to help librarians understand SIMS.

This is a long term project that requires input from SIMS and library staff, which is why we are recommending the creation of a second task force to examine this and the issues of advising the Dean on a relationship with the library profession as a whole. The Task Force should include broad

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representation from the Library, affiliated libraries and the SIMS community. The responsibilities of this second Task Force should include:

- Soliciting and gathering ideas from library staff and SIMS students and faculty on an ongoing basis, via open meetings, e-mails, and other means
- Advising the SIMS liaison about topics and events to communicate to SIMS students (selectively). Are there library events that would interest them?
- Brainstorm ideas about presentation topics that might interest the SIMS community and highlight our common interests; perhaps working with the LAUC-B Professional Development committee to stage some events.
- Brainstorming ideas for subjects that could be taught at SIMS by campus librarians, either as courses or as guest lectures
- Brainstorming ways to alert SIMS faculty of our expertise in these subjects
- Facilitating, if necessary, librarians working as research partners with SIMS faculty (probably a stronger relationship should be developed first before taking on this issue)
- Communicating, via e-mail and the Task Force web site, the various ways in which SIMS and the campus libraries are working together
- Working with the Dean and SIMS faculty and staff to place librarians on SIMS advisory bodies, either new or already existing
- Working with the Dean and SIMS faculty and staff to bridge the gap between SIMS and alumni. This might include helping SIMS plan events that might appeal to alumni of the Library School. Possible examples are the local Spring Luncheon or Coulter Lecture at CLA, participation in the Cooperative Library Schools Reunion at ALA); using professional listservs to encourage alumni to subscribe to the SIMS alumni listserv and to advertise SIMS events, etc.
- Exploring the possibility of the Dean attending ALISE or ALA conferences. This entails helping her identify the appropriate meetings and topics, etc.
- Helping the Dean to identify the names of other individuals and associations in the profession with whom she should be in contact.

The question about ALA Accreditation was raised during the open forum. It is clear that the politics of this issue are very complex; it seems that a closer relationship between SIMS and the library profession must be nurtured for some time before we can hope to move in this direction.

After a period of two years, the LAUC-B Executive Committee should review the work of these two task forces and decide whether to make them permanent committees, continue them as long-term temporary entities, or whether another process is more appropriate.

Appendices:

- A. Charge to the LAUC-B Task Force
- B. Guidelines for Working with Students Engaged in Internships and Field Experiences
- C. Checklist for Library Internships
- D. Suggestions for project ideas for SIMS students

Submitted October 6, 2005

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**Appendix A: Charge to LAUC-B Task Force**

(Original date: Dec. 9, 2004)

The Task Force will make recommendations about broadening the interactions between SIMS and the campus libraries, including but not limited to:

- internships (reference desk)
- internships (technical services)
- internships (instruction)
- librarians as adjunct faculty/guest lecturers
- librarians as research partners (co-author with faculty/SIMS students?)
- librarians as advisors to the Dean (this would be comprised of a small group set up as an advisory council)
- field study opportunities
- advising the Dean about the relationship of SIMS and the library profession

The purpose of the Task Force is to facilitate communication between the Library and SIMS and also to facilitate communication between members of the library staff interested in working with SIMS.

The Task Force will submit a report to the LAUC-B Executive Committee by July 1, 2005.

*~Revised June 9, 2005*

## **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.

### **Appendix C: Checklist for Library Internships**

Note: For more details, see UC Berkeley Library [Guidelines for Working with Students Engaged in Internships and Field Experiences](#)

- ❑ **Interview** between student and potential library supervisor
- ❑ **Students** responsible for:
  - ❑ ensuring that his or her School's requirements and guidelines are met
  - ❑ obtaining faculty supervision
  - ❑ registering for credit
- ❑ **Compensation** - if students are to be compensated, consult with LHRD as early as possible!
- ❑ **Work plan** written and agreed to by:
  - ❑ student
  - ❑ library supervisor
  - ❑ faculty supervisor at School

Work plan should include the following elements:

- ❑ learning objectives
- ❑ project description including goals and objectives
- ❑ students' work responsibilities (role: general employee? special assistant? etc.)
- ❑ supervisor's responsibilities
  
- ❑ compensation, if any; terms and conditions thereof
- ❑ academic credit
- ❑ schedule: regular hours? number of hours?
- ❑ whether work is to take place on-site or off-site
- ❑ schedule of regular meetings between supervisor and student
  
- ❑ basic information:
  - ❑ name and contact information for student
  - ❑ name of library unit
  - ❑ name and contact information for library supervisor
  - ❑ beginning and end dates of internship/project
  
- ❑ **Evaluation plan:**
  - ❑ mid-term evaluation by the supervisor, to be shared with student and faculty supervisor
  - ❑ mid-term progress report by the student, to be shared with the library supervisor and faculty supervisor

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- ❑ final evaluation by the supervisor, to be shared with the student and faculty supervisor
- ❑ final report by the student, to be shared with the library supervisor and faculty supervisor

**Liability**

- ❑ copy of University Waiver of Liability, Assumption of Risk, and Indemnity Agreement must be signed by student and delivered to Library Human Resources Department (for the Library) or the appropriate administrative office (for Affiliated Libraries)

**Work conditions** to be discussed include:

- ❑ environment and work norms; rules and guidelines students should follow
- ❑ methods of communication, how students should ask questions, how supervisor will provide guidance
  - ❑ schedule of regular face to face meetings (monthly or more)
- ❑ space and equipment to be provided by the library supervisor
  
- ❑ **Orienting the student**
- ❑ general functions and goals of the library unit
- ❑ student should be introduced to other members of the unit and other appropriate library staff
- ❑ explain the organization of the UC Berkeley Libraries and Affiliated Libraries
- ❑ student attends at least one Roundtable/Council/library-wide meeting (preferably one with an agenda appropriate to the students' interests) to get a sense of the organization as a whole
- ❑ student announced and internship briefly described in CU News
- ❑ LAUC-B Internship Task Force posts this information on their web site

**Appendix D: Project ideas for SIMS students**

Usability testing on various library websites, online guides, etc.

Website design/redesign (a couple of examples: redesign of websites to conform with disabled accessibility standards, redesign of the page with instructions for setting up a proxy server to make it less complicated.)

Analysis of systems, e.g., how does Melvyl work in conjunction with Pathfinder; looking at a new ILS system for the library; whatever technology issues that might come up for which the Systems Office or Tech. Services might need a little assistance. One such example might be issues surrounding scripts in OCLC for non-Arabic alphabet records.

Analysis of library data security policies/practices

Research and analysis of IP issues surrounding E-Reserves or other electronic delivery of content

Research and analysis of IP issues surrounding orphaned works, other copyright questions

Work with databases (either text or images) – design of a good organization/delivery system. Maryly Snow's slide archive is an example

Work on tools to facilitate collaboration in the library

Digitization projects – either the actual work of digitizing objects and/or the analysis of the issues to be resolved before/after going forward

Preservation of digital objects

Technology for teaching – analysis of available tools and/or implementing upgrades