Winning With Teamwork:

A Guide to Internships

for

Library & Information Science Graduate Students

in
The School of Information Studies

This Guide is for students in the LIS program. If you are a School Media student in the LIS program, please request the Guide to School Media Practica. Other guide booklets are also available for graduate level students in the IM/TNM programs and undergraduate students in the IM&TNM program.

Updated 11/8/2011
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An Introduction to the Internship Process

The Purpose of an Internship Opportunity:
In recognition that education extends beyond the formal classroom, the faculty of the School of Information Studies (iSchool) encourage students to participate in special learning situations outside existing courses. The internship program is designed to provide the student with the opportunity to work in a day-to-day professional environment under the supervision of an experienced professional and with the guidance of an iSchool faculty member. In addition, the programs are designed to promote positive interaction between the faculty and students of iSchool and experienced information professionals in libraries, institutions, businesses, and other agencies.

The Difference between Co-ops and Internships:
At the School of Information Studies, co-ops and internships are differentiated primarily by their duration. A co-op, or cooperative work experience, is a paid position which can last between 6 and 12 months, extending beyond a single semester, and is most often associated with the IM and TNM students. An internship is shorter, usually 10-12 weeks, and can be paid or non-paid. Whatever the time duration, however, at least three (3) credits must be taken as an internship. Three credits will require 150 contact hours for completion. Generally speaking, most LIS internships are non-paid.

An internship can be applicable to all graduate level programs: LIS, IM and TNM. A maximum of six (6) credits may be earned through co-ops or internships by a graduate student. Internships are generally completed over the time frame of one semester, however, there are some experiences that may be shorter, or longer, in duration. If you have questions about the duration of your internship, please feel free to contact Kathy Benjamin (kabenjam@syr.edu) with questions.

Students are encouraged to seek meaningful, relevant internships in which they can apply the theories taught in the classroom to real world applications. While Site Supervisors do share their knowledge and expertise with interns and co-ops, the students give a tremendous amount back to the organization in terms of projects completed, professional services rendered, enthusiasm, creativity, and new approaches to information problems.

Where the Internship fits into an Information Studies' Program:
Students usually choose to register for internship opportunities when they have completed approximately one-half to two-thirds of their academic program at the iSchool. This is to ensure that they have the skills to be successful in the work experience they select. However, students are encouraged to plan early, so that their work experience will best parallel their professional goals. It is never too early to contact the Academic Advisor or Faculty Supervisor to develop a goal and discuss possibilities.

The School of Information Studies at Syracuse University does not discriminate against employers, students, or applicants on the basis of race, gender, handicap, age, veteran status, national origin, sexual orientation, or political affiliation.

See page 6 for students’ Frequently Asked Questions about Internships!
Benefits for Everyone

Clearly, an internship opportunity is a winning situation for everyone involved! While you, the student, gain real work experience, your employer gains the use of your skills for a designated period of time. Let’s take a closer look at exactly what benefits will accrue for the various parties:

For the Student:

- practical experience using information skills and applying theoretical knowledge
- pursue a special interest in a subject specialty
- interact and communicate with professionals
- experience an information setting consistent with professional goals
- become aware of employment opportunities
- test theoretical concerns against reality
- understand the role of the sponsoring site within the community
- develop a professional self-awareness
- develop professional contacts for future advice and job seeking

For the Site:

- develop and implement special projects
- have additional professional-level assistance available
- gain fresh insights from students currently studying leading-edge approaches
- interact with students and programs at the School of Information Studies

For the School of Information Studies:

- provide stimulating, practical learning environments for students
- meet the individual needs of students
- promote a good working relationship with public and private sector organizations
1. *Do I HAVE to do experiential learning?*

LIS students are required to complete a 3-credit internship, unless an Independent Study course is approved by the faculty supervisor. Up to 6 credits may be earned through internships. School Media students must do two -3-credit assignments in different schools, preferably at different grade levels. No graduate student may earn more than 6 credits through internship opportunities. LIS students with past library experience may request to do an independent study project.

2. *What will an internship opportunity cost?*

You must pay regular Syracuse University credit hour costs for your internship opportunity. If you are earning 6 credit hours, you must pay the bursar’s office for 6 credits.

3. *How and where do I register for an internship opportunity?*

You may register through the University MySlice online system for your internship opportunity, just as you would for any other class. Register for IST 971 for both paid and non-paid work experiences. Be careful to enroll in the correct section of IST 971. Separate sections are reserved for the LIS students. If you have questions about registration, contact Kathy Benjamin (*kabenjam@syr.edu*). You will automatically be enrolled in the *IST 971* Blackboard course once you register.

In addition, there is paperwork to fill out during the internship. The Proposal Form (see example on page 21) must be uploaded to the *CONTENT* section of the IST 971 Blackboard course at least one week before you begin working, so that the faculty supervisor can approve the internship. **You will not get credit for the internship if you do not turn in this paperwork!** Also, the Proposal cannot be accepted for past work experiences.

4. *What if my work assignment won’t end before the end of the semester?*

You will have a missing grade on your next grade report. Once the assignment is completed and your evaluation forms have been turned in, a grade will be submitted for you. Make arrangements ahead of time with your Faculty Supervisor.

5. *What if I want to extend my experiential learning opportunity for another semester?*

Keep in mind that you are limited to a total of 6 credits for an internship opportunity. Contact Kathy Benjamin (*kabenjam@syr.edu*) to decide how to register for the additional credits and to ensure that your grade is not withheld.
Internship sites are as varied as the students who find them. When you are searching for a site, consider these organizations that have hosted LIS interns in past semesters:

- Library of Congress
- Syracuse University’s Bird Library
- St. Joseph’s Hospital Health Center
- Rochester Institute of Technology, Rush Rhees Library
- New York State Archives
- National Archives and Records Administration
- Mid-York Library System
- Syracuse Supreme Court Library
- Cornell University Libraries
- The Adirondack Museum
- LeMoyne College Library
- Gilead Sciences, Inc.
- Fayetteville Free Library
- Onondaga County Public Libraries
- Monteverde Institute, Costa Rica
- Newsweek
- Consolidated Edison of New York, Inc.
- Cleveland Health Sciences Library
- SUNY Upstate Medical Center Health Sciences Library
- ALA/Association for Library Collections and Technical Services
- Vermont Women’s History Project
- Onondaga Historical Association
- Albany Public Library
- CNY Library Resources Council
- The Society of California Pioneers
- Ohio State University Libraries
- Boston College Libraries
- California State University Libraries
- Case Western Reserve Library
- New York Public Library
- Seattle Public Library
- United Nations
- Middlebury College Library
- OCLC
- SUNY Canton, Southworth Library
Just the Facts: Finding an Internship

In selecting a site, use the following Resources:

1. **Academic Advisor.** Your advisor has probably worked with other students in similar situations, and may have suggestions for where you can pursue an internship opportunity. He or she may also help you define your skills to include on your resume.

2. **Faculty Supervisor.** Professor Kenneth Lavender is the current faculty supervisor for LIS internships and may have suggestions and contacts for you to consider for your particular interests.

3. **Your program’s listserv (istlis@listserv.syr.edu).** This listserv is utilized by the Employer Relations Coordinator (Kathy Benjamin) to post some currently available jobs, internships and co-ops, including local and international positions. The main web-based system in which students should search for jobs, internships, and co-ops is **OrangeLink**, https://syr-csm.symplicity.com/

4. **Special Needs.**
   - School media students may contact Blythe Bennett for additional assistance or suggestions for finding a practicum site.
   - International Students must consult the Slutzker Center for International Services (SCIS) for information regarding internships and employment.

5. **Center for Career Services (located in the Schine Student Center).**
   [http://students.syr.edu/careerservices/index.htm](http://students.syr.edu/careerservices/index.htm)
   Though a separate office, it operates in conjunction with the School of Information Studies. They may have additional strategies and/or resources for students to utilize in the career planning process, particularly for those interested in corporate or other business venues. They can assist with resume preparation, interviewing, and utilization of OrangeLink, the online recruiting database.

**Important Note:** Not all internship opportunities are secured through leads provided by your advisors or career services on campus. You can also develop an opportunity on your own. Target a particular institution and contact them for an initial meeting and/or conversation about a potential internship. Keep in mind the criteria that a site must meet:

- There must be a Site Supervisor who is more knowledgeable than the student
- Ideally, the Site Supervisor will have an MLS or MLIS degree. If not, the Site Supervisor must have substantial experience in the library field.
- The Site Supervisor must be willing to guide, supervise, and evaluate the student
- There must be specific, finite tasks for the student to complete.
- These tasks must be considered educationally useful by the Faculty Supervisor and/or Academic Advisor.
- There must be a project, under the direction of the Site Supervisor, that the student develops and completes.
Tips for finding an internship or co-op site:

⇒ **Use all your connections.** The internship opportunity does not have to come from the School of Information Studies. Feel free to enlist the help of family, friends, professors, administrators, or anyone else you may know who is in a position to help you. Be creative in the utilization of resources from the library such as national guides for internships to reach outside of the Syracuse community. There is a vast assortment of online resources available that provide lists of internships worldwide, as well as individual company websites listing internship opportunities. Just keep in mind that the site and your role there must meet the criteria specified by the School of Information Studies in order for you to earn credit. Your Internship Proposal must be approved by the Faculty Supervisor.

⇒ **Have an effective resume.** Remember, this may be your initial contact with an employer. Make sure it reflects exactly what you want conveyed to an employer. Students who may be unfamiliar with the resume and its purpose should set up an appointment to meet with the director of employer relations or associate director of employer relations here in the School of Information Studies. Sign-up sheets for office hours can be found in the iSchool's Employer Relations and Career Services office, 109 Hinds Hall or you may email Kathy Benjamin (kabenjam@syr.edu) to get an time slot for a telephone appointment if you are not in the Syracuse area. A second option is to use the resume drop box service by submit your resume in our drop box located in the Employer Relations suite, 109 Hinds Hall. We will have someone review the resume and have it ready for pick up within 3-5 business days. Students can also visit the Center for Career Services, located in the Schine Student Center for additional assistance or refer to their website: [http://students.syr.edu/careerservices/gradstu/resumes.htm](http://students.syr.edu/careerservices/gradstu/resumes.htm)

**Be Persistent.**

Use the body of the email as your cover letter. Attach your resume. Follow up with a phone call.
Who’s Who

A guide to the important players in your internship search and successful experience:

1. **Internship Student.** This is you. The weight of this experience is on you, but the benefits are yours to reap. Here are some things you MUST do:
   - be proactive in your search for an internship opportunity
   - ask questions and be persistent in securing an internship
   - turn in the necessary paperwork
   - keep in touch with your Faculty Supervisor

2. **Your Academic Advisor.** This faculty member is assigned to you when you begin taking classes at IST. This person is available for advising you throughout your program at IST and can assist with the internship process. As your advisor, this person may be familiar with your future plans and with the classes you have taken, and may be able to offer these services to you:
   - identifying skills to put on your resume
   - suggesting potential sites for internships and/or employment

3. **Your Faculty Supervisor.** The Faculty Supervisor for LIS internships is Prof. Kenneth Lavender (klavende@syr.edu)

   Your Faculty Supervisor can help with:
   - defining tasks for your Proposal and Learning Agreement Forms
   - choosing a site, or measuring the potential for success at various sites
   - approving the Proposal and Learning Agreement and reviewing the evaluation forms
   - grading the experience

4. **Site Supervisor.** This is the person with whom you will work at the site. He or she is not determined until you have selected a site and been offered a position; this might not be the same person who initially accepted you. In order to qualify for this position, this person must have skills superior to yours, and must be willing to guide you and evaluate your work.

   The Site Supervisor’s main responsibilities are to:
   - advise you in your work
   - orient you to the site
   - provide you with the necessary space and supplies to work
   - assist with completion of the Learning Agreement, if necessary
   - evaluate your performance at the completion of your assignment
   - communicate with the Faculty Supervisor in reference to your work

5. **Employer Relations Coordinator.** Kathy Benjamin, kabenjam@syr.edu, can help you with the internship process. She can also assist with internship registration issues and general help for internship and career searches.

6. **Slutzker Center for International Services (SCIS).** International students must see their advisor in this office to ensure that they can work in the United States. There is additional paperwork required by the SCIS that you must complete before starting an internship.
Just the Facts: When you’ve accepted a position...

Step 1: **Register for the class** through the University’s MySlice system. Students should register for internship experiences during the regular registration period for a semester. Be sure to select the correct class number for graduate-level LIS internships (IST 971). Please also note that all internship courses offer a variable amount of credit hours for the registration. A value needs to be entered (1 – 6 credit hours). If no value is entered, the registration will default to one credit hour, so be sure to input the correct number of credit hours you are seeking for the internship. Remember that at least 3 credit hours are required of every LIS student. If you have any problems, contact Kathy Benjamin (kabenjam@syr.edu), Employer Relations Coordinator. You may register before you have found a site if you anticipate that you will find one during a particular semester.

Step 2: **Complete and submit the Proposal Form to the Blackboard course, IST971, CONTENT section.** This form is to be submitted to the CONTENT section in the IST 971 Blackboard course and provides the Internship Faculty Supervisor with a brief, overall outline of what you think you will be doing at the site. While it must have some detail, you do not need to know every aspect of your internship at this point. If you need assistance, discuss the form with your Site or Faculty Supervisor. This form MUST be turned in at least one week before you begin work.

....Once you’ve started working....

Step 3: **Complete the Learning Agreement.** This form must be completed and submitted to the CONTENT section in the IST 971 Blackboard course once you have worked 30 hours at the site. By this point, you will have a much better idea of exactly what you are doing on the job, and can detail your assignment more accurately. If there are changes between what you are expected to do and what you find you are actually doing, report them here. You may limit your response to the form, or attach additional pages if necessary. This form is an important part of your grade, so it should be taken seriously and filled out with care.

Step 4: **Check the Blackboard course** for additional assignments/postings during the semester.

Step 5: **Midway point.** Expect your Faculty Supervisor to contact your Site Supervisor for a discussion of your performance. In some cases the Faculty Supervisor may make a site visit.

Step 6: **Finish the work assignment.** At this point, you must complete the **Student Evaluation Form.** This form will not affect your grade, but will give you the opportunity to rate the value of the experience in relation to your overall program at IST and to your career goals. This form must be submitted to the CONTENT section in the IST 971 Blackboard course.
Step 7: Ensure that your Site Supervisor has completed the Site Supervisor Evaluation Form. Your supervisor will receive a copy of this form early in your work experience (usually after you submit your Proposal form with contact information), but it is a good idea for you to make sure that he or she is in possession of the correct form, and that it is returned in a timely manner. The Site Supervisor should complete the form prior to your last day of internship, in order that the evaluation be shared with you. Completed evaluation forms should be sent electronically to Kathy Benjamin (kabenjam@syr.edu) or faxed to her attention (315-443-5673). This evaluation is designed to provide you valuable feedback on your performance. In addition to the form provided by the School of Information Studies, the Site Supervisor may choose to evaluate your performance using an in-house evaluation form. This is also an excellent time to request that your Site Supervisor provide you with a reference letter for your future use.

Step 8: Complete any additional objectives for Faculty Supervisor, if required.

Once you have made it this far...

Congratulations!

You have successfully completed your Internship Opportunity!
What’s What: Forms and Their Destinations

Only the underlined forms are required to earn credit. All forms should be sent directly to the CONTENT section of Blackboard course, IST 971, with the exception of the Site Supervisor Evaluation form. This form should be emailed to Kathy Benjamin (kabenjam@syr.edu) by the site supervisor.

♦ The Resume: (page 17) This is your primary method of introducing yourself to potential employers. It usually consists of 1-2 pages, highlighting education, skills, and work experience. Resources: http://careerservices.syr.edu/pdf/grad.pdf, http://ischool.syr.edu/current/career/resources.aspx, and your Faculty Advisor.

♦ Cover Letter: (page 19) A cover letter may serve as an introduction to an employer by accompanying your resume, or act as your formal application for a position. It should be one page, clearly stating why you are the person for the job. Resources: http://careerservices.syr.edu/undergraduates/Resumes_and_coverletters.html, Faculty Advisor.

♦ Proposal Form: (example on page 21) This form must be filled out by you, the student, and submitted to the CONTENT section of Blackboard course, IST 971*. It is due at least one week before beginning a work assignment. This form provides information about the assignment such as where and with whom you will be working, and gives a brief outline of the tasks that have been discussed with the Site Supervisor. *This form is required in order to earn credit.*

♦ Learning Agreement: (example on page 23) This form is to be filled out by you and submitted to the CONTENT section of Blackboard course, IST 971* by you, in cooperation with your Site Supervisor. It is due after completion of 30 hours of work on the site. This form will establish precise learning objectives which will be met throughout the assignment, details the tasks to be completed, and finalizes your responsibility to the employer. *This form is required in order to earn credit.*

♦ Student Evaluation: (example on page 25) This evaluation is due upon completion of the work assignment, and provides you with an opportunity to rate the work experience and the internship process. Your comments on this form will not affect your grade, but it must be submitted to the CONTENT section of Blackboard course, IST 971 before the grade is assigned*. *This form is required in order to earn credit.*

♦ Site Supervisor Evaluation: (example on page 27) The Site Supervisor Evaluation is due upon completion of the work assignment. Your site supervisor should have received a copy of the evaluation early in your internship. The evaluation provides the Site Supervisor with the opportunity to express satisfaction or dissatisfaction with your performance, and helps in determination of a grade. Site supervisors should send the form to Kathy Benjamin (kabenjam@syr.edu). *This form is required in order to earn credit.*
Getting Credit

Basically, the hours spent at the work site are those included toward your earning credit. However, in some cases, the employer may allow you to work remotely for a portion of the internship. This does not include hours spent traveling to and from the internship site. A rule of thumb: 1 Credit = 50 work hours.

For three (3) credits, you must work 150 hours.
For six (6) credits, you must work 300 hours.

Be sure to register for the correct number of credits. If you need to change your registration, please talk to Kathy Benjamin (kabenjam@syr.edu or 315-443-4496).

Money Matters

Credits earned through experiential learning are credits just like those earned in class. You will need to pay the regular University credit hour charge for each credit. Financial aid will apply to these credits as to any others.
A Checklist for your use

1. Finding an Internship Opportunity:
   - Meet with your Academic Advisor (recommended)
   - Be familiar with OrangeLink, the online recruiting tool used by the University to assist in finding internships and employment
   - Familiarize yourself with the internship process outlined in the School of Information Studies’ LIS guidebook, “Winning with Teamwork”
   - Propose a project you would like to work at as part of the internship. Project: A definable undertaking (project) with a beginning and an end. This may be part of normal job duties but forming a distinct entity that the student develops and finishes. This is a necessary part of the Internship experience. This proposed project would be discussed by the student with a potential site supervisor during the early stages of an internship search. It should also be a part of your Learning Agreement. (See page 28-41 for some project examples from previous internships)

II. After you have accepted an offer:
   - Contact your Faculty Supervisor (recommended)
   - Register for IST 971
   - Meet with your Site Supervisor
   - Fill out the Proposal form, submit it to the CONTENT section of Blackboard course, IST 971

III. During the internship:
   - Fill out the Learning Agreement, submit to the CONTENT section of Blackboard course, IST 971
   - Work the necessary number of hours
   - Complete any assignments or postings for your Faculty Supervisor

IV. Upon completion of the assignment:
   - Fill out the Student Evaluation Form (submit to CONTENT section of Blackboard course, IST 971)
   - Remind your Site Supervisor to complete an evaluation form
   - Complete any assignment(s) (if required) for your Faculty Supervisor
Sally Masters

Phone: 315-555-7777
Email: smasters@syr.edu

Education
Syracuse University, School of Information Studies (Syracuse, NY)
M.S. Information Management (GPA 3.36/4.0) May 2012


Another University, Another School (City, ST)
B.S. Another Degree Type (GPA 3.678/4.0) May 2009

Work Experience:
Name of Employer (City, ST) September 2010 - Present
Position Title
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

Name of Company (City, ST) June 2010 – July 2010
Position Title
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

Name of Company (City, ST) June 2009 – July 2009
Position Title
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

Academic Experience:
Name of Class: Project Title Fall 2010

• Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
• Outline how you achieved the results including the methodology and technology you used
• Shoot for 2 - 3 bullet points if possible

Name of Class: Project Title Spring 2010

• Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
• Outline how you achieved the results including the methodology and technology you used
• Shoot for 3 – 4 bullet points if possible

Leadership & Extracurricular Activities:
Syracuse University School of Information Studies Women in Information Technology (WIT): Member (Fall 2010 – Present)
Phi Beta Delta International Honor Society (Spring 2011)

Technical Skills:
Operating Systems: Windows 7, MacOS, Linux
Programming Languages: HTML, C, C++, Java
Databases: MS Access, Oracle
Applications: MS Project, MS Visio, Dreamweaver

Certifications: Certified Wireless Network Administrator, Cisco Certified Network Administrator
John Graduate
123 Sesame Street, Syracuse, NY 13210
Cell: 315-777-777
E-Mail: jgradua@syr.edu

EDUCATION
M.S. in Telecommunications and Network Management (May 2012)
Syracuse University, School of Information Studies, Syracuse, NY GPA: 3.81/4.00

Relevant Coursework: Broadband Wireless Network; Wireless Interactive Communications; Introduction to Information Security; Advanced Telecommunications & Information Network Technology; Survey of Telecommunications & Information Policy; Project Management; Security in Networked Environments

Bachelor in Something else – Another Program (May 2009)
Another University, City, Country First class with distinction: 83%

EXPERIENCE
Graduate Assistant (Be Specific), School of Information Studies, Syracuse University (Aug 2010 to present)
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

Position Title, Name of Employer, Location (May 2010 to Aug 2010)
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

Position Title, Name of Employer, Location (Jan 2010 to Jun 2010)
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website)
Outline how you achieved the results including the methodology and technology you used
Shoot for 3 – 4 bullet points if possible

ACADEMIC PROJECTS
Project Name (Spring 2010)
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website);
Outline how you achieved the results including the methodology and technology you used

Project Name (Fall 2009)
Provide description of what you did including the deliverables created, the outcomes achieved, the goals met using quantitative results; make sure to include some context (e.g. if you designed a website, what was the purpose of the website);
Outline how you achieved the results including the methodology and technology you used

TECHNICAL SKILLS
Network Protocols: TCP/IP, SIP, SNMP, RIP, OSPF, VoIP, 802.11a/b/g/n
Software Tools: AirMagnet Wi-Fi Analyzer, AirMagnet AirMedic Spectrum Analyzer, AirMagnet Survey Pro, AirPcap, Wireshark, IxChariot, Cisco Packet Tracer, Wi-Spy, Nessus, Iperf
Operating system: Fedora, Ubuntu, Windows XP, Vista and Windows 7
Software: MS Project, MS Visio, Asterisk, dd-wrt

Certification: Certified Wireless Network Administrator (CWNA)

ACHIEVEMENTS
Graduate Scholarship (Aug 2010 to present)
Nominated to join Phi Beta Delta International Honor Society at Syracuse University
September 1, 2006

Ned Stanley
Science Librarian Search Committee
295 Middleton Library
Louisiana State University
Baton Rouge, LA  70803-3300

Dear Mr. Stanley:

I recently read your posting for the position of Science Librarian for the Louisiana State Libraries. I am writing to express my strong interest in the position. I completed my Master of Science in Library and Information Science degree at Syracuse University’s School of Information Studies in May. This degree also enhanced my undergraduate degree in Psychology and my experience as a Reference Librarian Assistant.

I have taken advantage of opportunities to develop my instructional and reference skills throughout my Master’s program. Last semester I had a very rewarding internship where I provided reference service and Internet instruction in an academic library. I was also able to gain valuable teaching experience during my teaching assistantship by developing and teaching Internet and Online Retrieval computer labs for graduate students. My ability to teach these classes successfully was enhanced by my participation in a public speaking group, Toastmasters International, and by taking a course entitled, “Instructional Strategies for Information Professionals.”

I work well as part of a team and independently. For example, within a group setting, I assumed a leadership role in an effort to design a web site for the Information Studies Graduate Organization. As a teaching assistant, I accomplished a variety of tasks independently, such as analyzing information policies, researching models of electronic collection development, and writing a literature review on web site evaluation.

I believe that Louisiana State University offers a stimulating work environment that would allow me to creatively apply my organizational, analytical, and interpersonal skills. I would appreciate an opportunity to discuss my abilities in more detail. I am available for an interview at your earliest convenience. Thank you for your consideration.

Sincerely,

Mary L. Bookbinder

enc.
Syracuse University
School of Information Studies

Proposal Form

This form is required to earn credit for an internship position. It must be uploaded to the CONTENT section of Blackboard – IST 971 at least one week prior to the start of the work assignment.

STUDENT INFORMATION
Name: ___________________ SU ID #: ____________________________

(School media students must use other form)
Degree Program: □ MSLIS □ CAS (name) ____________________________

For CAS candidates only. Please check all that apply. I have received permission to count this internship towards the CAS in _____ Cultural Heritage Preservation _____ Digital Libraries _____ eScience

Are you a Distance Learning student? □ Yes □ No

How many credit hours have you completed towards your degree? ____________________________

Current Address: ____________________________

City: ___________________ State: _____ Zip: _______ Phone: ____________

E-mail: ____________________________

Gender: □ Female □ Male Disability: □ Yes □ No

Ethnicity: □ African American □ Asian American/Pacific Islander □ Hispanic

(Other) □ American Indian/Alaskan Native □ Caucasian □ Other ____________________________

Are you a United States citizen? □ Yes □ No If no, are you a permanent resident? ______

Semester your Internship will begin: □ Fall □ Spring □ Summer Year: ____________

Semester in which you will register: □ Fall □ Spring □ Summer Year: ____________

Number of credits: ____________ (Remember, 50 work hours = 1 credit)

Is this your □1st Internship through the iSchool? □2nd Internship through the iSchool?

Have you been involved in any type of internship since you enrolled in college? □ Yes □ No

This is for a □ paid Internship □ unpaid Internship

Approximate dates of work block: From: ___/___/____ To: ___/___/____

Schedule (days, hours of work): ____________________________

Academic Advisor: ___________________ Faculty Supervisor: ________________

Kenneth Lavender
114 Hinds Hall • Syracuse, NY 13244 • 315-443-6137 • FAX 315-443-5673
www.ischool.syr.edu
INTERNSHIP SITE INFORMATION

Organization Name: ________________________________________________

Address: _________________________________________________________

City: ____________________ State: _________ Zip: _____________________

Phone: ___________________ Fax: _________________________________

E-mail: ___________________ URL: ________________________________

SITE SUPERVISOR

Name: (Mr. or Ms.) ________________________________________________

Title: ____________________ E-mail: _________________________________

Phone: ___________________ Fax: _________________________________

Additional Contact (if any): _______________________________________

Title: ____________________ E-mail: _________________________________

Phone: ___________________ Fax: _________________________________

PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR PROPOSED PROJECTS/ACTIVITIES.
(This is only your proposed activities. We realize this may change once you are involved in the internship.)
Learning Agreement

This form is required to earn credit for an internship or co-op and must be uploaded to the CONTENT section in Blackboard – IST 971 upon completion of 30 hours of the work assignment. *Late paperwork can affect your grade.*

Student and Site Supervisor must agree to the contents of this form. It is the student’s responsibility to fill out and submit this form to the CONTENT section of Blackboard – IST 971. Give a copy to your site supervisor. We will notify you if any parts of the Learning Agreement need to be changed.

Name: ____________________________ SU ID #: ____________________________

(School Media students must use other form)
Degree Program:  ☐ MSLIS  ☐ CAS

Distance Learning?:  ☐ Yes  ☐ No

Current Address: ____________________________

City: ____________________________ State: _______ Zip: _______ Phone: ____________________________

E-mail: ____________________________ Dates of work block: From: __/__/__ To: __/__/__

Schedule (days, hours of work): ____________________________

Semester of Registration: ____________________________ Course #: _______ Credits: _______

Academic Advisor: ____________________________ Faculty Supervisor: __Kenneth Lavender________

Internship Site Organization Name: ____________________________

Internship Site Organization Address: ____________________________

City: ____________________________ State: _______ Zip: ____________________________

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<thead>
<tr>
<th>STUDENT</th>
<th>SITE SUPERVISOR</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Name: ____________________________</td>
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<td>Work Phone:</td>
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<tr>
<td>Wages (hourly):_____(stipend):_______</td>
<td>E-mail: ____________________________</td>
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</table>
**Project Description:** Be as detailed as possible; use extra sheets if needed.

**Rationale:** (How does the work experience fit into your overall program at the iSchool?)

**Methodology:** (How is the work to be done?)

**Communications:** (When, where, and how often will discussions take place?)

**Miscellaneous:** (Vacation days, holidays, special arrangements, etc.)

**Criteria for Evaluation:** (How will your supervisor evaluate your performance?)

☐ By completing and posting this form, I am aware of my responsibilities and will abide by them and the agreement written above.
This form is due upon completion of your internship opportunity. While your answers will not affect your grade, the evaluation form must be submitted to the CONTENT section in Blackboard – IST 971 before you will receive a grade. Please use additional pages if necessary.

Name: ___________________________ SU ID #: ___________________________

IST Degree Program: ☐ MSLIS ☐ CAS

Distance Learning?: ☐ Yes ☐ No

Current Address: ______________________________________________________

City: ________________ State: _____ Zip: _______ Phone: __________________

Academic Advisor: ______________________ Faculty Supervisor: ________________

Organization Name: _________________________________________________

Address: ___________________________________________________________

City: ________________ State: _____ Zip: _______ Phone: __________________

Dates of work block: From: ______/____/____ To: ______/____/____

Supervisor Name: ______________________ Title: _________________________

Supervisor’s E-mail Address: _________________________________________

• Brief description of project/activities:

• Did your work assignment meet your expectations? (No 1 2 3 4 5 6 7 Surpassed them) Please explain:

• Did you feel your time was well spent? (No 1 2 3 4 5 6 7 Very well spent) Please explain:

• Did you receive enough direction and feedback from your Site Supervisor? (No 1 2 3 4 5 6 7 More than enough) Please explain:
• Did you receive enough direction and feedback from your **Faculty Supervisor** (Lavender or Franklin)?
  (No 1 2 3 4 5 6 7 More than enough) Please explain:

• In total, what did you think of your internship opportunity? (Useless 1 2 3 4 5 6 7 Extremely Valuable) Please explain:

• To what degree were you able to apply your classroom knowledge to your work experience? (None 1 2 3 4 5 6 7 High) List classes that were helpful:

• In your opinion, what was the **most outstanding** part of the experience?

• In your opinion, what was the **least valuable** part of the experience?

• Please list any honors/special recognition you received during the work experience:

• How did you obtain your internship? (Career Fair, OrangeLink, School of Information Studies, Career Services at Schine, personal contacts/networking, alum, direct contact with organization, other online resource, faculty, etc.)

☐ Please check this box if we have your permission to share the contents of this evaluation with your employer.

**THANK YOU!**
To the Site Supervisor:

Please evaluate the student intern’s performance by completing this form. Your comments, as well as your rating of the student’s performance, would be most helpful in providing valuable feedback to the student intern. This evaluation also provides the Faculty Supervisor overseeing the internship, valuable information helpful in determining the student intern’s grade for the experience. This evaluation can be reviewed with the student prior to your returning it to Kathy Benjamin (kabenjam@syr.edu) in the School of Information Studies. Evaluation forms can be mailed by regular postal services or faxed to her (see information below).

In an effort to ensure that the learning objectives for the academic program in which the student is enrolled are on target, we would appreciate your feedback. Please evaluate, to the best of your ability, the students’ competencies for these learning outcomes. This evaluation tool is also included.

We appreciate the time and consideration you have given our student intern.

1. If you had a vacancy, would you recommend this student for consideration? If yes, for what type of position? If no, why not?

2. Do you have any suggestions for improving the School of Information Studies Experiential Learning Program from your perspective?

3. Would you like to have another School of Information Studies student intern? Y / N ______

4. Was the content of this evaluation discussed with the student? Y / N ______

(Please continue on other side)
<table>
<thead>
<tr>
<th>Ability</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Ability to analyze problems, assist in providing original solutions, and follow through with implementation plans</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Ability to grasp essentials, follow instructions, and reach sound conclusions</td>
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<tr>
<td>Enthusiasm, curiosity, and creativity; attitude towards work</td>
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<td>2</td>
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<td>Ability to work on a professional level</td>
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<tr>
<td>Quality of work</td>
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<td>Trustworthiness and reliability</td>
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<td>Ability to learn from others and take criticism</td>
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<td>2</td>
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<tr>
<td>Ability to work independently</td>
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<tr>
<td>Ability to work as a team member</td>
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<tr>
<td>Ability to work with technical matters</td>
<td>1</td>
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<tr>
<td>Library and Information Science Learning Objectives</td>
<td>Rating</td>
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<tr>
<td>1. In different library and information contexts, student can apply theory, conceptual principles, and scholarly research.</td>
<td>S/D</td>
<td>D</td>
<td>A</td>
<td>SA</td>
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<td>2. In different library and information contexts, student can engage in teaching, service, and research.</td>
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<td>3. Student can manage information resources through identification, selection, and acquisition.</td>
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<td>4. Student can manage information resources through organization and description.</td>
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<tr>
<td>5. Student can manage information resources through retrieval, provision of access, storage, and preservation.</td>
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<td>6. Student can manage information resources through analysis, interpretation, and evaluation of an existing collection.</td>
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<td>7. Student can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors.</td>
<td>S/D</td>
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<td>SA</td>
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<td>8. Student can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by discovering and synthesizing existing resources, systems, and services.</td>
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<td>9. Student can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by developing and disseminating new resources, systems, and services.</td>
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<td>10. Student can collaborate with future members of other information professions to apply basic and applied research from related information fields.</td>
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Please rate the Intern's Capabilities using the following scale: S/D (Strongly Disagree), D (Disagree), A (Agree), S (Strongly Agree), or N/O (Not Observed)
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<th>S/D (Strongly Disagree), D (Disagree), A (Agree), S (Strongly Agree), or N/O (Not Observed)</th>
<th>S/D</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>N/O</th>
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<tr>
<td>11.</td>
<td>Student can debate local, national, and international information issues, and policies, and regulations in a cross-discipline digital and global society.</td>
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<td>12.</td>
<td>Student can communicate appropriately to individuals, and groups through group discussions and presentations.</td>
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<td>13.</td>
<td>Student can learn about, select, and join appropriate professional organizations for their specialties.</td>
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<td>14.</td>
<td>Student can apply teamwork, management, and leadership principles both conceptually to library and other information settings and in collaboration with other students through group projects.</td>
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Thank you for participating in our program.

__________________________  __________________________  ________________
Signature                          Title                         Date
**Academic Library Internship sample projects:**

1. This project involves the development of a customized faculty research portal for the faculty of the Policy Analysis and Management (PAM) department, within Cornell University’s College of Human Ecology. PAM faculty has expressed a need for such a resource that supports their research and studies.

   This portal will need to be developed from the ground up: neither the format nor the content of the portal has been set. There are, however, several criteria that the portal will need to meet:
   - The portal must be highly customized to meet the needs of PAM faculty.
   - The portal must be able to both curate and highlight resources.
   - The portal may need to facilitate accidental discovery of resources.
   - The portal must include resources from Mann Library, the Cornell University Library, the United States Government, and other public and private agencies.
   - The portal may include subject guides and/or pathfinders for the broad areas of PAM research.
   - The portal may incorporate Web 2.0 and Library 2.0 technologies.

   The project will involve meetings with the site supervisor and representatives of the PAM faculty to determine content, as well as an exploration of available software to determine the best architecture to use when constructing the site. After these preliminary stages, the project will then focus on selecting appropriate resources and creating the portal itself.

2. Develop a weeding policy and procedure for reference and tailor it by subject. Create templates and procedures which can be completed by non-professional workers to assist the subject librarians. Test and implement the policy in as many areas as possible for the duration of the internship.

3. As temporary Science Librarian in an academic setting, the following duties will be performed:
   - Acquisition initiation for Science and Medical Departments.
   - Instructional training for students in a classroom/computer lab setting.
   - Individual assistance for library users in subject area.
   - Reference assistance, including virtual reference for the AJCU Consortium, at the “public” reference desk.
   - Daily interaction with technical services, circulation, library administration, faculty and student assistants as it relates to the responsibilities of the position.

4. Apprentice at Main Reference Desk; Assist Manager of Instruction offering Freshman Writing Seminars; Create electronic tutorials; Design and provide technology training sessions to library staff; Research current trends in Instructional Technology and Information Literacy.

5. For the first 6 weeks of the internship, I will divide my time between shadowing librarians (and eventually soloing) at the reference desk and as a teaching assistant for the information literacy class ESF200, led by Linda Galloway. I will also assist with Interlibrary Loan (using Windows-based software) when appropriate.

   ESF200 will be held every Monday, Wednesday and Friday for an hour each day. The class will hold mostly freshman and sophomore ESF students. The class has been designed to develop the student’s “information literacy” as defined by the American Library Association: “Recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Topics covered in the class will include search strategies, serial literature and database searching, evaluating resources and information ethics, among other topics. I will lead one of the last ESF200 classes; the topic will be internet resources.
In addition, I will be creating a LibGuide (i.e. a pathfinder) for an introductory biology class. The LibGuide will help students in the class locate and use appropriate resources for their assignments, and provide general tips and advice on using the library.

For the first six weeks I will be at the reference desk Monday, Wednesday and Friday. I will shadow the staff librarians as they assist students with all of their information needs. Eventually I will solo the Friday reference shift. This should begin by the third week or so.

Once ESF200 ends, I will begin a cataloging project. I be cataloging alongside Librarian Jo Ann Ellis on Mondays and Wednesdays. I will be doing original cataloging for SUNY ESF Masters theses and Ph.D. dissertations. I will be using OCLC software (Connexion, etc.) as well as Voyager for this project. The school’s SUMMIT Catalog will also be a useful tool. I will continue the cataloging project until the conclusion of my internship.

The internship will also afford me the opportunity to learn about various other library procedures and protocol (collection development for example), though I will not necessarily be faced with these tasks firsthand. I will also be able to help with different library programs like RefWorks training sessions and the annual Bird Library Lock In.

The internship will expose the student to the issues faced in completing large scale reformatting project (digitization in this case). Digitization of the Clara Sipprell’s photographic negatives is integral to the long term access—and preservation—of this highly endangered collection of images taken by this important American photographer. The collection spans Sipprell’s life, and comprises over 13,000 negatives depicting character, landscape, portrait, and still-life studies. Of these, the portrait studies constitute the largest group. They include Sipprell's photographs of celebrities such W.E.B. DuBois, Albert Einstein, Robert Frost, Langston Hughes, Eleanor Roosevelt, and, royalty, friends, and neighbors. The landscape studies include views of Vermont, as well as other regions of the United States, Canada, and Yugoslavia.

During the summer of 2007 an intern from SU’s Museum Studies Program converted the original manuscript item level inventory dating to the early 1980s to an electronic format. This inventory of circa 13,000 negatives also included comments regarding the physical condition. The intern began re-housing the collection and placing the negatives into individual folders, as well as identifying the images on the folders. At this point the deteriorated cellulose acetate (CA) negatives were sorted, revealing a dramatic worsening of deterioration in the negatives so that in 2007 approximately ½ to 2/3rds of the collection are now showing a severe state of deterioration. In cellulose acetate negatives this manifests itself with a blistering of the emulsion as the CA carrier shrinks. Conservation treatment is prohibitively expensive and difficult, and copying of the negative no longer possible due the already distorted emulsion. Some copying of negatives by traditional photographic means has been done during years funded by New York State Cooperative grants.

For this project, SUL proposes to digitize the circa 4,000 negatives that are still in usable condition to ensure future access and preserve the legacy of Clara Sipprell’s photography. As the project was not fully funded, SUL will need to select a smaller number of images for digitization. While less than desirable, we believe that this would at the least be able to preserve the essence of the collection.

Benjamin Goldman, the intern working on this project, will be largely responsible for the selection of the images to be digitized. He will base his decisions on a number of factors. Significance of the subject, has the image been published (these tend to be requested more
often), and finally capturing the essence of the collection as a whole. Decisions will be informed by a review of the her published works, curatorial input, and the individual decisions of the intern (composition, uniqueness). Ultimately, Full Dublin Core metadata records will be created for each image by SUL’s visual materials cataloger ensuring appropriate subject headings in addition to providing name authority work and other tracings where possible. Fields will include creator, title, date (where available), subject headings (LCSH), identifier, as well as technical metadata relating to the master image.

Additional tasks will include completing physical organization of the collection, providing basic metadata (others to be provided by visual resources catalogers – intern will be privy to how these are determined), and preparing the collection for outsourced digitization. In addition, intern will be able to gain further insight into library preservation and conservation.

**Public Library Sample Projects for internships:**

1. **Virtual Village** – Helping patrons with reserving computers; assist patrons on different applications; answer questions on the use of those applications.

   North Carolina room – Evaluate Charlotte Observer negatives; develop a solution for preserving negatives:

   **Description of Project**
   To assess the condition of the *Charlotte Observer* negatives in the basement area starting with the oldest negatives which are the most fragile. Submit a proposal to the manager with recommendations for conservation. Proposal should be written in the manner provided.

   **Project Steps**
   - Background
   - Read about photograph collection preservation in print and online materials to learn about the issues involved.
   - Read documentation provided by manager concerning the *Charlotte Observer* negative collection.
   - Learn where the negatives are housed and the arrangement scheme via tour by the manager or Tom Cole
   - Learn about the legal restrictions on the library by the owners of the negatives so when recommendations are made this is taken into consideration.

   **Investigation**
   Assess the condition of the earliest negatives not already contained in archival sleeves.

   **Report**
   Apply what you have learned about the costs and benefits of various preservation strategies to the library’s collection of Observer negatives. Submit the recommendation to the manager.

   **Report components**
   - Introduction to project
   - Description of negatives in report (dates, whether some are in archival sleeves already, etc.)
   - Physical condition of negatives examined
   - Recommendation for preservation (can be multi-faceted such scanning, archival sleeves, relocating to vault, etc.) Recommendations should be feasible and cost-effective.
   - Present the recommendations to manager and to Frank Blair.
2. As intern for FFL’s digitization project in partnership with CLRC and Liverpool Public Library, I will:
   - Receive a guided tour of each library department, learning about programs and procedures
   - Attend and observe various staff meetings
   - Attend Library Lobby Day in Albany on March 10th with Maija McLaughlin
   - Attend monthly CLRC digitization committee meetings
   - Participate in CLRC metadata subcommittee to draft metadata guidelines
   - Attend CLRC digitization project training, provided by NYLINK, March 17-19, 2009
   - Research and recommend hardware and software needed for the FFL project
   - Draft interest form, participant profile form and participant agreement documents for CLRC’s CNY Heritage project
   - Participate in development of selection guidelines and assist in selection for FFL’s digital collection
   - Document best practices and procedures for FFL’s digitization projects to be shared with future interns and project participants. Documentation may include:
     i. Project plan
     ii. Selection guidelines
     iii. Metadata guidelines
     iv. Steps for determining copyright status
     v. Procedures for handling patron requests for digital assets
     vi. Scanning procedures, etc.

3. My internship will have a focus on programming for teens, such as films, book discussion, WII activities, intergenerational programs and meaningful school community service projects. This is something the Cazenovia Public Library has never attempted before. I will research what other area libraries provide, in terms of programming, for their teenagers. This will involve interviews with local young adult librarians and literature searches. Then I will also survey the teens that come in to the library during the afternoon to see what types of programs would interest them. Lastly, I will plan, implement and evaluate new teen programs.

4. The goal of this particular internship is to expose the student to as many aspects of services at Hazard Branch (and the wider OCPL system) as possible. To that end, Nicole will spend time working with, shadowing, and/or meeting with all members of the professional and paraprofessional staff at Hazard to learn more about their duties. She will also meet with librarians at other OCPL branches (including Mundy, Paine, and Betts), staff at OCPL Central, and librarians at schools near Hazard Branch, both to learn how Hazard Branch services fit into the larger local “library universe”, and to see how services are implemented differently from branch to branch.

Activities and concepts to be covered during this internship include (but are not limited to):
   - assisting with children’s programming activities
   - learning about acquisitions budget and materials ordering process
   - ILL training
   - attending technology trainings and/or other professional development activities where possible
   - attending system-wide committee meetings where appropriate
   - training on circulation procedures and POLARIS ILS software
   - staffing the circulation desk (1 morning per week)
   - answering phone and in-person reference questions where appropriate

In addition, Nicole will develop a pathfinder for the OCPL website on the subject of American citizens seeking healthcare abroad. The pathfinder will include print and electronic resources.

5. The project is a broadly focused work-shadowing internship. The student spends time observing and interacting with Librarians and information professionals at various departments of the Seattle Public Library including GRS (general reference), ARL (arts, recreation &
literature), BST (business, science & technology), HST (history, travel & maps), The Seattle Room (a special collection), Fiction & Teen services, LEAP, Children’s Services, LEW (literacy, English as a second language & world literature), Selection & Bibliographic services, as well as at a branch library. Job shadowing and observation are main internship activities, although instruction and various projects will be assigned and completed as necessary. Time may also be spent shadowing at the Seattle Asian Art museum library as well as Puget Sound University library (details TBD).

6. My work experience will be built around assisting the Young Adult Librarian, Ms. Center Remer, in whatever ways are useful to her throughout the duration of my internship. As such, I do not have a specific, major project. However, I will have several smaller ongoing projects.

Much of the work I have done during my first thirty hours of this work experience has centered around preparation for Summer Reading. This work is two-fold. One part of Summer Reading deals with the Summer Reading Lists prepared by the Framingham Public Schools, while the other part is a summer reading program provided by the Library. As part of these efforts, I have undertaken a summer-long project of preparing and maintaining a Summer Reading Bulletin Board, where teens can check in for news, book recommendations, etc. This will be a long-term project, as the bulletin board will be maintained until the end of August.

I will also be maintaining a display unit for the duration of my internship, setting up new displays periodically and regularly maintaining them. (My first display was called “What a Crime!” and featured both fiction and non-fiction titles dealing in some way with crime, criminals or the justice system.)

A shorter term project that Ms. Center Remer has asked me to oversee is a Scrabble game event on July 28th. Preparation for this event will involve gathering materials and creating publicity for the event. I will also be hosting the event, as it will be held at a time when Ms. Center Remer is unavailable.

Other tasks that I have already performed and/or expect to perform include providing reference and readers’ advisory service to teenage patrons and their parents; creating signs and flyers; writing book reviews; research, especially in preparation for summer programs; weeding, shelf-reading, shifting, and other collection maintenance activities (including books in storage); assisting Ms. Center Remer in general planning.

**Historical Society/Special Libraries/Non-profit Libraries**

1. I will be working on various aspects of creating and managing digital assets in an award winning state historical society’s online digital museum, Maine Memory Network. My work responsibilities will include learning how to create digital files (scanning photographs and documents, creating pdf’s, following a name file protocol for the digital records, creating metadata for the items) and learning how to manage the digital files (backing up the system, checking community partner links, adding browse headings and subject headings as needed). I will be cataloging some items into PastPerfect, the museum management system and will be doing some historical research as required.
Maine Memory Network is also beginning the process of participating in the Open Archives Initiative (OAI). I will be working with this project as needed.

2. I will be processing a group of items contained in 11 boxes and framed items donated by the local Rotary Association. The materials cover from the founding of Rotary in 1912 through 1999 and consists of newsletters, meeting minutes, membership rosters, documents pertaining to their children’s camp and various memorabilia. At the end of this project all materials will be arranged, preserved, and organized along with a Finding Aid for easy access for researchers at OHA and a MARC record for the HDI. I will be also working on other small collections. Additionally, I will be assisting the archivist with various tasks in the day-to-day operation of a research center. These are anticipated to include: preparing posters for shipment to an auction house, writing an article for the quarterly newsletter, converting the OHA database from Minaret to FileMaker and assisting with research queries.

3. I will be sorting, cataloguing, and processing a collection of Onondaga County Records dating from the 1840’s up until the beginning of the 20th century. The records are handwritten records from varying County offices and departments including (but not limited to): the Poor House, Highways Commission, Judicial Records (Constables, Justices of the Peace), Jail Records, Town Records, the Insane Asylum, Board of Supervisors, and personal correspondences of individuals in these departments or offices.

   Upon completion of the sorting and processing, I will be writing MARC records for the collection so that they can be submitted to the New York State Historical Document Inventory, and will be in turn made viewable and this available for public usage as a research tool with a finding aid. Before my undertaking of this project, the collection was not properly documented or searchable. I will thus be making these pieces of Onondaga County’s history available for research.

   On a physical sense, I will be re-organizing and re-housing the material in a manner that will make it physically assessable at the facility should once it is catalogued, researchers wish to access it, as it is currently not stored in a manner that is well-documented or organized. I will also be ensuring the material will be properly preserved and housed in a manner that will further ensure it is available to future generations.

   In addition to working with this collection of County records, I will be assisting the staff in researching and responding to any reference questions that we might receive from the public on an as-needed basis. Along with researching general archival reference questions, I will also be assisting with digitizing photographs from the collection on an as-needed basis as they relate to projects the OHA is undertaking, or according to general public requests.

4. **Scope of Exhibit**

   **Historical Overview**
   Photos (minimum 48, target 96)
   Stories (minimum 6, target 12)
   Artifacts (e.g., documents, objects, newspaper articles; minimum 12, target 24)
   Curriculum Materials (e.g., classroom handout, puzzles, Web quest)

   **Schedule**
   **Phase One: Planning**
   August – September 2008 (approximately 30 hours)
   • Create scope and sequence for project process and content.
   • Determine standards for materials selection and cataloging.
   • Create framework for exhibit presentation (Web site and print materials).
   **Phase Two: Collection and Preparation**
   October – November 2008 (approximately 80 hours)
• Select photos, artifacts, and stories for exhibit.
• Catalog items, when needed.
• Request permissions, when needed.
• Create curriculum materials.

**Phase Three: Presentation**

**December 2008 (approximately 40 hours)**

• Add items to Web site/print templates.
• Visit local organizations and schools to introduce online exhibit.
• Schedule newspaper article.

The Bowman Museum is beginning an expansion of its physical library and museum space that will include a large exhibit dedicated to the timber history of Crook County, Oregon. The museum’s archives contain thousands of artifacts related to the local timber industry. The museum would like to launch a digital exhibit to supplement the physical one.

I worked with the librarians at Oregon State University during a short internship last year. They have offered to provide any additional support and advice for matters that relate to best practices in digital collections and exhibits.

My studies at Syracuse have included information architecture, database, and digital assets electives. My current job and future career plans involve Web applications and digital repositories or exhibits. This project allows me to continue building experience in and knowledge about the field.

5. Using Content DM software, create metadata for atlases to be included in the Hudson River Valley Heritage Digital Library ([www.hrvh.org](http://www.hrvh.org)). This internship has been approved by Dr. Jian Qin for credit toward the CAS in Digital Libraries.

6. As part of my internship I shall be the shadow liaison to all committees at CLRC, with the exception of the Finance and Executive committees. I meet with the liaisons for all other committees in order to create meeting agendas. Attend all committee meetings, including those held outside of Syracuse, within time constraints. Develop action items and type up meeting minutes. Distribute meeting minutes in order for committee members to follow up on action items.

I am also helping to organize two Legislative Breakfasts in December. Creating a wiki for the CLRC Bibliographic Services Committee. Creating a wiki for all CLRC procedures. Creating a wiki for school librarians called a weeding wiki. Creating a Facebook page for CLRC.

7. The basic project, which is funded by a small ($4,500) grant from the U.S. Department of Health and Human Services, is to create and disseminate a video about grocery shopping, making healthy food choices, food safety and storage, and preparing simple meals, to help refugees at the Refugee Assistance Program who speak little or no English learn how to choose, buy, prepare, and store healthy, low-cost food. Stephanie Horton, teaching coordinator at the Refugee Center, and I submitted the proposal in March 2007, and we’re co-PIs. The term of the grant is July 2007 through June 2008.

   a. One component is gathering together the necessary information and presenting it to refugees at the Center.
   b. A second component is gathering information that forms the basis for the video storyboard, that is, what we need to film, and where.
   c. A third component is hiring and supervising two SU student assistants to help with keeping track of information, carrying out the actual videotaping and editing, and teaching videotaping and editing skills to teachers at the Refugee Center, and to me.
   d. A fourth component is putting together a website on which to post the videos for dissemination, developing a list of key words for searching, and indexing the web materials.
   e. A fifth is designing supporting paper-based teaching materials to reinforce the skills and concepts in the video.
f. The last component is to prepare deliverables and a final report for the sponsor by the end of June 2008. We won’t be finished by the end of spring 2008; I plan to continue my internship into summer 2008.

8. Emory University and the High Museum of Art have established an agreement in which the Museum will loan Emory its library collection (approx. 13,500 volumes) for a period of 10 years. Only titles which Emory does not own will be transferred.

I spend 8 hours per week on site doing the following activities:
- Sorting new acquisitions in the Reading Room of the Curatorial office of the High Museum and organizing the periodicals collection.
- Weeding out volumes which duplicate Emory titles.
- Moving new uncataloged acquisitions to the library storage staging area.

I spend 2 hours per week off-site doing the following activities:
- Coordinating the transfer of books with the Emory collection management and cataloging staff. Discussion with this staff take place in-person and via e-mail.
- Documenting workflow and developing a list of procedures for the maintenance of the Reading Room.
- Developing a proposal for future book transfers (which will be on-going).

9. Working on the World Digital Library project:
- assistance in preparation of metadata that will be needed to enable search and retrieval in Russian;
- assistance with the quality reviewing of digital images of items and collections that have been scanned in Russia and Alaska for inclusion in the Meeting of Frontiers site of the Library of Congress and that eventually will be included in the World Digital Library;
- participation in content selection, digital image processing, metadata, and website design and development.

Miscellaneous assignments and tasks:
- verifying and correcting information in databases (working with MS Access and spreadsheets), inserting missing information (title language, image number), updating metadata following the standards, searching using different electronic and print sources of information, drafting annotations.

10. Currently, specific metadata schemas that incorporate descriptive and technical metadata have not been designated for the digital preservation system, which uses METS as the baseline metadata schema for the Submission Information Package (SIP), Archival Information Package (AIP) and Dissemination Information Package (DIP) in the OAIS reference model.

The job scope would involve contributing research and making recommendations in a proposal to the following areas:
1) Propose recommendations for descriptive and technical metadata formats for images, websites, video and audio content
2) Propose recommendations for semantic units in the PREMIS data model to be implemented in the context of the NLB’s digital preservation requirements. Also includes recommendations on the use of PREMIS containers for Dublin Core collection level description and contextual information
3) Propose relevant metadata schemas for SIP, AIP and DIP; and map various metadata elements to each of the information packages.
4) Propose relevant metadata schemas for administrative metadata

Short attachments to various teams within DRS will provide the background training necessary for drafting feasible recommendations for the project.
11. I am working on the National Library of the Czech Republic’s Manuscriptorium project (www.manuscriptorium.com). Manuscriptorium is a catalog and digital library that focuses primarily on historical manuscripts. With an international presence, Manuscriptorium provides access to manuscripts from libraries across Europe and beyond.

In particular, I will be creating complex digital documents in XML to provide access for a series of manuscripts from a Russian monastery, the Holy Trinity-St. Sergius outside of Moscow. The monastery has digitized approximately 1500 manuscripts from their collection. After reaching an agreement with Holy Trinity-St. Sergius, Manuscriptorium has decided to add catalog records and links to these digitized manuscripts on the Manuscriptorium site. I will be creating metadata about and links to these scanned manuscripts.

The XML encoding that I will be using to create records for Manuscriptorium is called MASTER, or Manuscript Access through Standardization of Electronic Records. MASTER further builds upon the schema developed by the Text Encoding Initiative or TEI.

In addition to the TEI header, MASTER XML records include the following structure for description:

```xml
<msDescription> (where “ms” means manuscript)
    <msIdentifier></msIdentifier>
    <msHeading></msHeading>
    <msContents></msContents>
    <physDesc></physDesc>
    <history></history>
    <additional><additional>
</msDescription>
```

**Medical Libraries**

1. I will be generating instructional support materials for several databases that the library uses. These materials will be online instructional modules created using the Adobe Captivate 3 software program. The first of these tutorials, on the use of Boolean functions in database searching is nearly completed as I write this report. The next set of tutorials will be on searching the Ebscohost CINAHL database, and will explain how to employ the various functions on that database’s Advanced Search screen. The tutorials will be very brief, and eventually be arranged into a menu tree on the library’s website so that students may access the materials as needed.

This internship will also involve shadowing at the reference desk: learning medical reference services and mediated searching. There will be ongoing critiques of my search attempts. Mr. Long has explained that eventually he hopes to have me filling in at the reference desk with him or another librarian supervising, and by the end of the internship, if all goes well, I may be covering reference shifts independently.

2. Research and develop a medical ICT literacy training module for nursing students at St. Joseph’s College of Nursing. Submit the module to the faculty of the college for review and approval.

Research the iSkills online information literacy exam to be used for pre and post-testing of nursing students before and after completion of the module. Propose use of the exam to the faculty of the college and gain approval. Work with Educational Testing Services to negotiate the purchase of the iSkills exam.
Deliver the module to fall 2008 incoming students with pre and post testing to evaluate efficacy of the module. Revise the module based on student feedback and post test scores and re-administer to a second group of students in spring 08.

By working with faculty to provide insight into the need for information literacy instruction in the nursing student population, I will gain experience negotiating with curriculum committees and “pitching” library instruction ideas. By working with students and by developing the ICT training module, I will gain information literacy instruction skills.


   This could include assisting with the cataloging select websites in OCLC.

b. Shadowing reference librarians at the library’s reference desk with the goal of solo shifts.

c. Special projects as assigned by the technical services.

4. Daily Automation and Analysis of Statistics from Online Book and Journal Vendors

The goal of the process is to provide as much automation as possible for the daily statistics of online books and journals. Currently the Health Sciences Library has roughly 50 externally hosted online book and journal vendors. Each vendor has their own branded backed site of statistics access, as well as their own schedule for posting the data to their vendors. Once written, the scripts will be put into rotation on our workstation that schedules and runs jobs. Part 2 will be to write the daily jobs on our database server to take the data from the vendors and put it into the database in the same format as all of the other vendors. Part 3 will be to reverse engineer the data we have on our EZ-Proxy server to get a better idea of what our users are actually accessing on the vendors site. The reason for this is that when we get data from an online vendor it usually just gives current monthly total for all journals. By using the EZ-Proxy data we can interpret the URLs that our users are accessing and compare their usage to the usage statistics we get from the vendors. Part 4 will be to design and implement a set of functions and reports for various library staff to interpret the statistics in a way that best suits them.

Law Libraries

1. The Summer 2008 internship at the H. Douglas Barclay Law Library, Syracuse University will consist:

   As a Project Archivist, Lauren will gather, organize & describe Syracuse University College of Law and/or H. Douglas Barclay Law Library’s unique collection of archival materials. The collected works chronicles the rich and varied activities of the College of Law. The material includes, but is not limited to, papers, brochures, pamphlets, photographs, artifacts etc.

   Under the supervision of the Law Library Catalog Librarian, Lauren will develop a structure, using archival content standards, to make this in-house collection more assessable. Responsibilities include reviewing and analyzing archival holdings to create finding aids and inventories and entering data into a computer database. Lauren may also need to perform research relating to the archive.

   Qualifications:
   • Attention to detail
   • Organizational skills
   • Ability to work independently and to exercise initiative and judgment
   • Strong research skills

   Lauren will create and maintain an Internship Binder to track all aspects of her internship. It will include materials provided by the library, as well as typed notes by Lauren. The notes will reflect range of work accomplished including, but not limited to, the procedures, policies, supplies needed and decisions made. The
binder will also include any documents created during the internship. At the end of the internship, a one (1) page paper is due summarizing her experiences.

2. NELLCO (New England Law Library Consortium), has been awarded an Institute of Museum and Library Services (IMLS) National Leadership Grant to create a "Universal Search Solution." NELLCO's Universal Search Solution will be a one-box search tool designed to connect library users to the vast array of resources, both print and electronic, that are currently difficult to discover using traditional library finding tools. Buried in an Online Public Access Catalog (OPAC) or an A-Z list, valuable resources are often "lost" to library users as a result of the failure of these traditional discovery tools.

The Universal Search Solution will result in the creation of a master index of subscription-based material, as well as participating library OPACs, free web-based content and local electronic content. NELLCO, in collaboration with IndexData (http://www.indexdata.dk), our technology partner for this project, is currently working with information providers to build a searchable index that participating libraries will be able to search to access OPAC and subscription based material.

3. Main project: Assist in the daily work of the UN Legal Library

Assist in the daily work routine of the Legal Library in order to obtain hands-on experience and to understand the inner-workings of a library. Areas to be covered are reference, collection development, weeding, automated systems and special projects.

Special projects:
A) Global Legal Information Network (GLIN)
The Global Legal Information Network (GLIN) is a public database of official texts of laws, regulations, judicial decisions and other complementary legal materials contributed by governmental agencies and international organizations. In cooperation with the Office of Legal Affairs, the Dag Hammarskjold Library [UN Library] contributes summaries of UN legal opinions, as well as full-texts of the opinions in the six official languages of the UN.
B) Assist in the evaluation of the Legal Library’s Law of the Sea collection

Corporate Libraries

1. Assist in the development, internal testing, and field testing of the new “Polaris Digital Library” product. The Polaris Digital Library product provides mechanisms for:
   - Cataloging digital content such as archival imagery, digital music and video, and other content that resides in a strictly electronic format
   - Searching for content in the Digital Library through both the Polaris staff client and the web based Polaris PowerPAC public catalog interface
   - Display of content, in both thumbnail- and full-resolution formats, within the Polaris PowerPAC
   - Watermarking of copyrighted content
   - Online purchase and download of electronic content through the Polaris PowerPAC
   - Exposure of content in the Polaris Digital Library to external search engines through the mechanisms provided by the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH)

2. Donald will help us continue cataloging our collection on our EOS web OPAC system. With direct supervision from the Senior Information Scientist, he will obtain experience with
reference work, online searching, document delivery, interlibrary loans, collection development, collection maintenance and budgeting and in other management / administrative areas as the opportunity arises. He will participate in relevant workshops and seminars and learn about the OPAC software. Two projects Donald will learn from are updating our reference collection and planning for a digitization project that will help track intellectual property claims and rights.