Submission is online: <http://reg.conferences.dce.ufl.edu/Assessment/1464>

<http://abstractr.dce.ufl.edu/Conference/Details/5185>

Due: September 14, 2018 (Notification: November 15, 2018)

**Title:** Assessment Considerations for Internship Programs in a Time of Social Justice Expectations

**1. Key words. Please list 3 to 5 key words.**

Academic careers, transformative collaboration, change management

**2. Conference focus areas. Please identify the focus area(s) that apply to your proposal.**

Diversity, methodologies, ethical obligations[[1]](#endnote-1)

**3. Session format (include, not limited to panel discussions, lightning rounds, research symposia)**

Presentation and facilitated discussion

**4. Session type. All are 50 minutes, except the 60-minute poster session.[[2]](#endnote-2)**

Successful practices session

**5. Abstract. 150-200 words; describe the session purpose, intended audience, succinct explanation of the session content, and how the session is (a) relevant to the focus area(s), (b) current, and (c) likely to contribute to developing knowledge and understanding of enhancing excellence in higher education.**

Libraries are adjusting to evolving academic and research environments. This requires new technologies and services, and the inclusion of professional expertise and abilities from multiple disciplines. Concurrently, the declining market for tenure-track academic positions and increasing competition for other professional positions are challenging to both graduate students, seeking career opportunities aligned with their long and costly educational experience, and to graduate programs, seeking to place their graduates in positions utilizing their hard-earned skills, knowledge and abilities. In this environment, students need exposure to alternative careers to expand their professional horizons and opportunities to gain marketable work experience. This presentation and facilitated discussion will review change management processes for implementing, with ongoing evaluation, of the Smathers Libraries Graduate Internship Program, including evaluative processes supporting the Libraries, librarians as internship directors, collaborating faculty members in other colleges, and graduate student interns. This includes both top-down organizational implementation and assessment, as well as processes put in place for grounded theory data collection and assessment for all involved. The session will conclude with a facilitated discussion on graduate student internships on campus, including payment rates, additional compensatory factors, learning outcomes, broader impacts for student career outcomes, and broader impacts for collaborative participants.

**6. Session Outcomes. Identify and clearly describe what your audience should take away from your presentation, appropriate to the format, focus area(s), and session type.**

* Facilitate discussion for community of practice across UF, and more broadly, on graduate internship program implementation and evaluation
* Improve knowledge of opportunities for engaging graduate students by utilizing internships for increasing diversity
* Promote awareness and engagement with less traditional assessment methodologies regarding collaboration for improved learning and career outcomes
* Promote awareness of and engagement with ethical obligations for assessment that addresses diversity with collaborative, interdisciplinary work

7. **Strategy for Engaging Participants (for Interactive, Research, and Successful Practices Sessions)**. *Describe in detail the organization of the session, the proposed activities, and how participants will be engaged. (max.: 500 words)*

This session will consist of a presentation and facilitated discussion. The presentation will provide a case study of the Smathers Libraries’ Graduate Internship Program, by three key leaders for developing the program. Building from the case study, the presenters will share handouts and worksheets to support a facilitated discussion with participants on how they can utilize change management processes for implementing, with ongoing evaluation, internship programs in their units and institutions, including evaluative processes supporting the institution, internship supervisors, collaborators, and the student interns. This will include a discussion of assessment methods and practices to couple top-down organizational assessment with grounded theory data collection and assessment, to best support needs for all involved. The facilitated discussion on graduate student internships on campus will include payment rates, additional compensatory factors, learning outcomes, broader impacts for student career outcomes, and broader impacts for collaborative participants. This discussion extends an ongoing conversation in academia and other workplaces on procedural equity and justice in job training and internship programs. The concluding discussion will support developing critical infrastructure for capacity, care, and generous and generative communities of practice.

**8. Presenter biography. Name, affiliation, position, 100-125 words.**

*Elizabeth Dale, Chair of the Department of History, College of Liberal Arts & Sciences, University of Florida,* [*edale@ufl.edu*](mailto:edale@ufl.edu)

Dr. Dale regularly teaches graduate courses in Digital History, American Legal and Constitutional History, Comparative Constitutional History, and undergraduate courses on a variety of topics in law and history. Dr. Dale is a member of the [Digital Humanities Graduate Certificate Committee](http://digitalhumanities.group.ufl.edu/news/2015/dh-graduate-certificate/) and serves as Coordinator for the JD/MA/PhD program at UF. She is a member of a [UF Mellon Intersections Working Group on Mass Incarceration.](https://intersections.humanities.ufl.edu/news_updates/announcing-the-intersections-research-into-teaching-grant-award-winners/) From 2013-2017, she was editor of the [*Law & History Review*](https://mail.ufl.edu/owa/redir.aspx?C=_6Owpc7vWE6cZN61GryiOuQ8ghEnqdAI_ZxoMwThPTFfgFpj_e80a8HjYsE9NQLj6HgvYLUAqvk.&URL=http%3a%2f%2flegalhistoryblog.blogspot.com%2f2012%2f05%2fdale-to-edit-law-and-history-review.html) and served as a member of the Advisory Board for the [Center for the Study of Race and Race Relations at Levin College of Law](https://www.law.ufl.edu/areas-of-study/centers/csrrr) in 2016-2017.

*Brian W. Keith, Associate Dean for Administration and Faculty Affairs, George A. Smathers Libraries, University of Florida,* [*bwkeith@ufl.edu*](mailto:bwkeith@ufl.edu)

Brian Keith is the senior administrator for the areas of Human Resources, Staff Development, Grants Management, Facilities and Security, and Finance and Accounting for the Smathers Libraries. Functions under his direction include recruitment for all library positions; employee relations; compensation plan design and administration; performance management; tenure and promotion administration; and grants administration, including feasibility assessment, and pre- and post-award processes. Brian has a distinguished record of service to the profession and has noteworthy accomplishments in research and scholarship.

*Laurie N. Taylor, Digital Scholarship Librarian, George A. Smathers Libraries, University of Florida,* [*laurien@ufl.edu*](mailto:laurien@ufl.edu) *(primary contact)*

Laurie N. Taylor, PhD, is UF’s Digital Scholarship Librarian. Her work focuses on socio-technical (people, policies, technologies, communities) needs for scholarly cyberinfrastructure. She works heavily with the [Digital Library of the Caribbean (dLOC)](http://dloc.com/) where she is the Digital Scholarship Director, [LibraryPress@UF](http://ufdc.ufl.edu/librarypress) where she is the Editor-in-Chief, [Digital Humanities Working Group](http://digitalhumanities.group.ufl.edu/) and the DH Graduate Certificate, and [Research Computing](http://rc.ufl.edu/) with these and other activities geared towards enabling a culture of radical collaboration that values and supports diversity, equity, and inclusivity.

1. Areas: Methodologies; Diversity; Data analysis and use; Evaluation; Validity, reliability, and fairness; Ethical obligations; Unintended consequences. Details: <http://reg.conferences.dce.ufl.edu/Assessment/1463> [↑](#endnote-ref-1)
2. Options: Interactive session. Interactive sessions engage participants in activities that increase assessment knowledge and refine assessment skills to enhance program excellence.

   Research presentation. Research sessions share research initiatives, projects, or studies that have impact on improving student learning in academic programs or campus wide initiatives. Describe the research questions, methodology, results, and the impact of the results on enhancing excellence.

   Successful practices session. These sessions focus on assessment practices that have been shown to have high impact on the improvement of student learning.

   Poster Session. Proposals for the poster session are reports of research or successful practices. [↑](#endnote-ref-2)