

Title: Future Library Professionals: An Undergraduate Internship Program

Project Justification

Future Library Professionals (FLP) proposes a model aligned with Goal 1, Objective 1.1: to “Develop or enhance programs specifically to encourage students of diverse and underrepresented backgrounds at the middle school, high school, and postsecondary levels to pursue careers in library and information science.” This project will provide support to 20-24 undergraduate students at Old Dominion University (ODU) who are interested in careers in library and information sciences and to contribute to the development of a diverse workforce of librarians and archivists through a paid undergraduate internship program. The program will provide coaching and financial support while introducing students to careers in librarianship and laying a foundation for success in graduate school through development of digital literacy skills. We are requesting \$239,248 in funding. FLP will provide a model for others in the field to adapt and will include training materials, intern impact projects, strategies for building partnerships, advisory board role and recommendations, and lessons learned.

Broad Need

It is well-documented that librarianship is an overwhelmingly white profession ([American Library Association, 2012](#), [Kung, 2020](#)). The most recent update to the American Library Association’s (ALA) Diversity Counts study finds that only 12% of credentialed librarians are from racial and ethnic marginalized groups (ALA, 2012). Kung et al. (2020) found that the majority of initiatives to recruit and retain diverse librarians focus on early-career librarians and pointed out that initiatives that focus on recruiting minorities from undergraduate programs into LIS graduate programs is a gap that has not been extensively explored despite the fact that many potential MLIS students may not be aware of the career options as undergraduates (Asher & Alexander, 2006). Internships or residencies have been a common approach to addressing this issue. FIP is unique because it starts earlier in the pipeline with undergraduates who may not have considered a career in libraries and information science.

Existing Scholarship and Practice

Unpaid internships can be a barrier to students entering the field, especially students from marginalized groups, and this is a barrier that we seek to address through this proposal ([Galvan, 2015](#), [Wildenhouse, 2019](#)). Our funding request includes intern stipends, professional development, project support, coaching for interns, and training for intern supervisors. Recently funded internship projects by the Laura Bush 21st Century Librarian grant that prioritize increasing diversity in the profession through paid undergraduate internships have focused on developing online instruction, library archives work, and media preservation. The Association of Research Libraries was awarded funding in 2017 for the [ARL Fellowship for Digital and Inclusive Excellence](#), which prioritized undergraduate BIPOC students and focused on digital projects. This project included professional development for interns such as attendance at the ARL Research Symposium and visits to libraries and archives. FIP will also include attendance at a professional state conference, which in addition to building skills, will provide interns an opportunity to network with others in the profession, as well as visits to various types of libraries. Bright et al ([2006](#)) report on lessons learned from Science Links, an IMLS funded project to recruit diverse students to science librarianship. They noted the “relative invisibility of library and information work on the campuses visited” (p. 132) and recommend partnering with campus libraries. They also suggest the need for strong follow-up and assistance with the application to graduate school. Shearer and Chiewphesa ([2021](#)), two BIPOC librarians who participated in Kaleidoscope and Spectrum Scholars efforts to recruit diversity to the library profession, imagine an asset-based vision of a library fully staffed by BIPOC professionals. Their perspectives as participants in similar internship efforts will inform the work of this

program. FLP will introduce undergraduate students to the broader field of library and information science through ODU Libraries and gives them the opportunity to explore many career paths, provides professional development and support during the graduate school application process, and assists students in developing digital literacy skills.

Target Group

The project will be coordinated by Old Dominion University (ODU) Libraries in collaboration with our Library Studies program faculty and will focus on recruiting BIPOC undergraduate students to the library profession. This project will provide a paid internship to undergraduate students interested in careers in library and information science, and will provide professional development, mentoring, and support to interns. Interns will have the opportunity to develop digital literacy skills by completing an Impact Project and an ePortfolio to showcase their project. In this 2.5 year grant, we aim to support 12 students each year, which has a potential impact of 24 students entering an MLIS degree program and seeking careers in librarianship. We will partner with the University's Office of Academic Success Initiatives and Support ([ASIS](#)), and seek collaborations with academic, school, public and special libraries in our region for observation and library tour opportunities for interns. We will also partner with the Virginia Library Association (VLA) and facilitate networking opportunities with the VLA Librarians of Color Forum.

The diversity of our institution and the strength of collaboration between the Libraries and the University's growing and recently [ALA-accredited MLIS program](#) situates us to contribute to the growth of racial and ethnic diversity in librarianship. Thirty-seven percent of ODU's 24,286 students come from historically underrepresented racial and ethnic groups, yet our MLIS program remains at 18% BIPOC students. During the 2020-2021 academic year the University Libraries piloted a Future Information Professionals Club for undergraduate students. Thirty-one students indicated interest in participating in the club, half of whom are students from underrepresented groups. The club has continued during the 2021-2022 academic year.

Digital Literacy

Digital literacy is a key component of programming, content delivery, and services at all types of libraries ([Pew Research Center, 2015](#), [Public Library Association, 2022](#)). It is important that future information professionals have a firm grasp on digital literacy skills so that they can expertly teach and assist patrons in finding, evaluating, communicating and creating information in digital formats. These skills are also essential to success in graduate coursework. The development of digital literacy skills will thus have a dual impact on future information professionals as both critical to their individual success and to an information career. Two components of the ODU MLIS curriculum will be adapted for undergraduate interns with assistance from ASIS: an impact project and an ePortfolio. ePortfolios are a common component of MLIS degree programs and can contribute to developing a professional identity and job search success ([Graves & Epstein, 2011](#), [Guder, 2013](#)). EPortfolios also have the advantage of an asset-based (Shearer, J. J., & Chiewphasa, B. B., 2021) presentation of accomplishment. Throughout participation in this program, interns will have the opportunity to strengthen their digital literacy skills by creating an ePortfolio where they will showcase their Impact Project. The ePortfolio can be used during the graduate school admissions and job seeking process providing tangible evidence of their knowledge and work.

The impact project is a modified version of a more robust capstone project required in the MLIS program. Interns will work with their supervisor to identify and develop a project that includes setting and evaluating measurable goals related to the internship setting. [Fullington and Torres \(2019\)](#) share the benefits of an undergraduate student working with a librarian where the student's major and interests informed the partnership. Students in this model will be encouraged to identify a problem or need of particular interest to them. They will then be coached through a process of conducting baseline research related to the problem,

implementing the project, collecting data and evaluating the project, and sharing the project. Examples of possible impact projects include development of library programming, creating online outreach or learning objects, archives work, collections work, projects related to open educational resources, and more. Old Dominion University offers venues for undergraduates to share [research](#) and [ePortfolios](#) and students will be encouraged to pursue these and other opportunities to disseminate their achievements.

In addition to the targeted group of interns, FLP will benefit ODU's MLIS and ODU Libraries through lessons learned from BIPOC participants. An asset-based approach such as that recommended by Shearer & Chiewphasa (2021) calls for continuous reflection and dialogue among all participants: interns, mentors, supervising librarians, PI's, and MLIS faculty to reimagine an inclusive profession. The model and lessons learned will be shared broadly with the LIS profession.

Project Work Plan

This project will take place over 2.5 academic years. Planning will occur during the summers and throughout the fall semesters. During the fall semesters interns will participate in professional development activities. During the spring semesters interns will work ten-hours a week at an ODU library and complete an intern project. Several workshops will be provided during work hours in the spring semesters. Assessment and feedback from advisory board members, interns, coaches, and supervisors will be ongoing. Dissemination will take place after each academic year. The table below provides a broad schedule of activities that will take place during each academic year and the associated budget.

MAJOR ACTIVITIES	BUDGET
<p>ADVISORY BOARD MEETINGS Receive and implement feedback from board members: SEP22: recruitment, application materials, and evaluation criteria; DEC22: supervisor training materials; MAY23 share evaluation year1/adjustments for year2; AUG23: recruitment, application materials, and evaluation criteria. DEC23: review supervisor training; MAY24 evaluate year 2; AUG24 evaluate full model/share dissemination plans</p>	<p>9 Board members will receive \$500 annual stipend=\$4.5K/yr</p>
<p>RECRUITMENT, SELECTION & ORIENTATION Applications invited for interns & coaches. Year One: SEP23 & Year Two: APR24. PI's and Advisory Board members review applications and make selections. Orientation session in OCT of each year welcomes interns and coaches. PI's interview applicants. Participants evaluate the session.</p>	<p>Catering for 1 recruitment & 1 PD events \$500. Stipend for 3 coaches @\$500 each =\$1.5K/yr; \$1K stipend for 12 interns each fall = 12K.</p>
<p>CONFERENCE ATTENDANCE. Year one/OCT22 & Year two/OCT23 PI's, interns & coaches attend VLA, network with Librarians of Color, tour local library. Participants evaluate experience.</p>	<p>Travel and registration costs for VLA.</p>

<p>FALL WORKSHOPS. In years one and two. Additional to Orientation & Conference. NOV: An Introduction to the profession's core values & DEC: Tour of ODU Library and meet staff/supervisors. Participants evaluate sessions.</p>	<p>Catering for 2 PD events \$500. \$200 guest speaker incentives.</p>
<p>RECRUIT & TRAIN SUPERVISORS. PI's recruit supervisors/develop culturally relevant training materials for supervisors with Diversity Director. Workshop for intern supervisors on working with BIPOC students and employees with guest facilitator.</p>	<p>DEI facilitator \$2500 year one. Catering PD \$250</p>
<p>INTERNSHIPS. Interns complete 10 hours per week at ODU Libraries with supervisors. Internships include Impact project. Participants evaluate monthly with overall evaluation at end. PI's interview interns.</p>	<p>Intern spring stipend @3K = 36K/yr; 10 supervisors @\$500 per year =5K per yr.</p>
<p>SPRING WORKSHOPS. In both years: FEB: Start ePortfolio & identify Impact project; MAR: Tips on Applying to Graduate School; MAR: EPortfolio. Participants evaluate events.</p>	<p>Stipend for ePortfolio coordinator, \$500 per year. Catering for 3 PD event.</p>
<p>DISSEMINATION In years one and two: APR: Interns showcase e-Portfolios at final workshop. Documents including training, assessment, recruitment will be shared through ODU Digital Commons. Interns will be encouraged to disseminate their action projects through ePortfolios, ODU undergraduate research programs, and other venues. In year three: PI's present at ALISE 2024 and distribute brochure with key takeaways and links to documents at conference. Model also shared with admissions professionals NAGAP and advising professionals NACADA.</p>	<p>Travel (\$5000) & brochure (\$500) for ALISE for PI's. Intern workshop catering.</p>

Participants

Participants in this program in addition to the PIs include advisory board members, interns, coaches (current ODU MLIS students), and intern supervisors. This project will take place in two phases over a period of two academic years with an additional six months built in for planning, assessment, and dissemination. When the grant period begins the PIs, assisted by ODU's Director of Faculty Diversity and Retention (DFDR) and the advisory board, will develop recruiting and training materials and begin to plan logistics for the fall events and field trips. During the first month of the grant period, advisory board membership will be finalized and will meet for the first time.

Principal Investigators. The three PIs consist of two ODU librarians and the Graduate Program Director for the MLIS. Lucinda Wittkower, PI, is the Head of Teaching & Learning Initiatives at the ODU Libraries. In this role she oversees library instruction, online learning, and initiatives and programming related to undergraduate student success. Leanne Hillery, co-PI, is the Head of Resource and Description Maintenance at the ODU Libraries. This department employs many undergraduate students, and oversees collections projects. Sue

Kimmel, co-PI is the graduate program director of ODU's MLIS program. The PIs will oversee and facilitate the recruitment, scheduling, decision making, training and administrative tasks of the grant implementation. Megan Mize, project consultant, is the Director of ePortfolios and Digital Literacies at ODU and will train our interns in developing their ePortfolios.

Advisory Board. The advisory board draws from a team of librarians, administrators, and faculty who have experience with undergraduate internship programs or recruiting and hiring diverse candidates. Current committed advisory board members include: Jon E. Cawthorne, Dean of library system, Wayne State University, ACRL president and founding member of the ACRL Diversity Alliance, Tina Rollins, Library Director at Hampton University, Todd Elliott, Director of Portsmouth Public Library, Stephanie Moreno, current ODU MLIS student, Leo Lo, Dean of Libraries, University of New Mexico, Crystal Willis, classified staff at ODU Libraries and co-chair of the libraries' DEI committee. Members will review planning and assessment documentation at key program benchmarks offering practical guidance to meet program goals. Advisory board members will also make recommendations for the project dissemination plan. The advisory board will meet twice each academic year and provide feedback on electronic documents throughout the year. Advisory Board members will receive a \$500 stipend at the end of each year.

Interns. Interns will be recruited from ODU's diverse undergraduate population including members of the Future Information Professionals undergraduate student club, other student organizations, student employees at the University Libraries, and students in related majors. We will also work with Graduate Admissions and undergraduate advisors to advertise broadly on campus. Priority will be given to BIPOC participants during the selection process. Interested students will be invited to an informational session where details about the internship will be shared along with general information about career paths in library and information science. Applicants will complete an application on which they will describe their career interests. The application will also require demographic information, academic standing, contact information for one reference, and a commitment to the internship requirements. A team including the PI's and Advisory Board members will review applications, interview, and select interns. Preference will be given to ODU seniors and BIPOC students. Juniors and sophomores will be selected if space allows, or will be encouraged to apply for the second year. In Year One this will be completed as early as possible in the Fall Semester; for Year Two recruitment and selection will occur in April prior to the fall semester. Interns will receive a fall stipend of \$1000 for attendance at professional development including a conference, and a spring stipend of \$3000 for a paid internship. The PIs recognize that attrition is often a fact for this sort of program. Every effort will be made to reach out to students who miss an event. One absence will be allowed with cause and may require some alternative assignment. More than one absence from an event will impact the stipend and possibly continuance in the program. Students will be informed of these expectations and asked to sign a contract for each semester of participation. Similar expectations will apply to those selected as MLIS coaches. If a student withdraws before the start of the spring semester, an effort will be made to identify an alternate participant. Any funds resulting from attrition in year one may apply to an additional intern or coach in year two. As the grant extends into a third year, the PIs will consider whether there is sufficient support for another cohort to participate in a mini one-semester internship. Alternatively, unspent funds could support those who completed the internships to attend a professional conference in Fall 2024.

Coaches. Coaches will be current MLIS students at ODU and will work with a team of 3-4 interns to develop relationships and provide coaching to their intern(s) regarding the application process and success in graduate school. [Denda and Hunter \(2016\)](#) detail the benefits of a team-based model where undergraduate interns and LIS students work together. The small team approach will foster relationships among participating students and coaches. Current ODU MLIS students will be invited to apply to these positions and BIPOC applicants will be

given priority during the selection process. Criteria for coaches will include a satisfactory academic progress, a letter of interest, and a faculty recommendation. Coaches will participate in a training session where they will discuss the expectations of the role and receive guidance on how to establish and sustain relationships with undergraduate students. Coaches will receive a \$250 stipend at the end of each of two semesters as well as membership in VLA and registration and travel expenses for the VLA conference. Since key features of the internship including the ePortfolio and impact project mirror those in the MLIS, the experience of coaching should provide coaches the opportunity to grow confidence and leadership skills to apply to their own graduate study and professional aspirations.

Supervisors. Supervisor work will begin the spring semester. Supervisors will be recruited from ODU Libraries [professional librarians and staff](#) through an informational meeting outlining the opportunity and responsibilities of supervising undergraduate interns. Detailed selection criteria will be developed by the project PIs.

Supervisor selection criteria and training materials will be reviewed and edited by the Advisory Board. A Site Agreement modeled after the one established for the [MLIS Internship Site Agreement](#) will detail the responsibilities of both supervisors and interns including goals and objectives developed collaboratively by the student and supervisor. During the fall semester the project PIs will develop training materials for supervisors in collaboration with the University's Director of the Office of Faculty Diversity and Inclusion (OFDI). An outside DEI expert will be asked to present at the year one training. It's likely that supervisors will be white professionals working as mentors to BIPOC students. Their training will include readings and conversations about [allyship](#) and other culturally responsive practices. Supervisors will be provided with a \$500 stipend in recognition of their time in training and supervision.

Fall Semester Professional Development. Four professional development and networking opportunities will be held during the **fall semester**. Interns will receive two \$500 stipends (total \$1000) during the fall semester for participating in the sessions. Catering of light meals is budgeted for all professional development events in order to save the time of participants and promote networking and community building. Food is also a draw for students to attend and persist in the program. The sessions will include:

1) A networking orientation for coaches, interns, and project PIs to tour a local school library and participate in a social event. Invited library and information professionals representing various kinds of libraries and information work will share their "library origin story." Ice-breaker activities will be designed to allow coaches and interns to get to know each other. At least one school library is within walking distance of the ODU campus, and the event will be scheduled after public school hours to enable access. Refreshments will be provided to facilitate socializing and informal conversations following the presentations.

2) A forum (possibly online) related to "Core Values of Librarianship" and "What to Expect at the VLA Conference." Readings including Core Values and the *Library Bill of Rights* along with general readings about library careers will be discussed in small groups led by MLIS coaches. This event will be held after the VLA conference schedule is released. VLA leadership and area librarians will be invited to talk about conference attendance and the benefits of professional membership. They will be asked to share their strategies for getting the most out of keynote speakers, concurrent sessions, exhibits, and social events as well as practical advice about how to dress, what to bring, and how to network. Refreshments will be provided if in person, but if online, there will be a drawing for banquet tickets.

3) Attendance together at the Virginia Library Association's (VLA) Annual Conference including networking with the VLA Librarians of Color forum with their coach, and tour of a local public library. VLA will be held in Norfolk, VA (2022) and Fairfax, VA (2023). Funds are budgeted for bus transportation to both conferences. Bus transportation to and from the conference, especially the 2.5 hour trip to Fairfax, will allow time on the way to and from the conference to prepare and debrief the conference. Students will be

encouraged to pair with a buddy, coach or PI to attend sessions or exhibits together. Library tours are often part of the conference experience and a couple of hours will be set aside to tour a downtown library near each conference. For example, [Slover Library](#) is unique and close to the Norfolk, VA conference site. The ODU MLIS regularly exhibits at VLA and participants will be encouraged to visit the booth for ODU swag and as a base camp for questions. The cost of lunch is included in the budget. Members of the Librarians of Color forum will be invited to share the meal with participants.

4) A “behind the scenes” tour and networking event at Perry Library where interns will learn about the different types of work in the library departments, meet possible supervisors, and consider impact project ideas. Current MLIS students will be invited to share what it’s like to be a graduate student. In particular, students with MLIS fall internships will be invited for Q&A about selecting and participating in an internship. Pizza will be served at this final meeting of the fall semester which will also serve as a celebration event.

Spring Semester Work and Professional Development

During the spring semester interns will work ten hours per week for fifteen weeks with a trained supervisor at one of the three libraries on the university campus: Perry Library which includes the Libraries’ Special Collections & University Archives, Hofheimer Art Library, or the Music Library. Interns will be paid \$3000 during the spring semester, split across five monthly payments. At the end of the fall semester, interns will have the opportunity to meet supervisors and learn about possible impact projects that are available for them to complete. Although interns will be encouraged to generate their own ideas for impact projects, having ideas for them to draw from will be helpful in guiding the process. Interns will provide their top three choices for supervisor placement and the project PIs will decide where to place them. Criteria for intern placement will include interests and availability. Priority for placement requests will be given first to BIPOC students, and then to seniors. They will work up to ten hours a week in a department that they are interested in, assisting with department activities and working on their impact project.

Spring Professional Development and Training. Students will participate in four sessions during the spring semester: 1) “Getting Started on Your Impact Project and ePortfolio Workshop.” 2) Impact Project Studio 3) Impact Project Presentations 4) Prepare for Graduate School: Resume workshop, essay for graduate school admissions, selecting a graduate program.

1) Getting Started on Your Impact Project and ePortfolio Workshop. This two-hour workshop will occur in early February and will detail the requirements and expectations for the impact project, and will give students the opportunity to share ideas and ask questions. Megan Mize, Associate Director for ePortfolios and Digital Initiatives, will facilitate the ePortfolio session. During this part of the workshop, students will create their ePortfolio templates and develop a plan for sharing their impact projects via the ePortfolio.

2) The Impact Project Studio will take place in April and will provide interns with the opportunity to work on finalizing their impact projects and ePortfolios in a lab setting. During this time Megan Mize will assist them with developing their ePortfolios and the project PIs will assist them with their impact projects. During this session interns will also become familiar with the ODU Digital Commons where their work will be made publicly available and discoverable, as well as other means of sharing their work such as [OUR Journal: the ODU Undergraduate Research Journal](#) and the [Undergraduate Research Symposium](#).

3) The Impact Project Presentations will take place at the end of the academic semester. At this event interns and their supervisors will present their impact projects. PIs, coaches, library staff, and library science faculty, as well as our partners in this project from ASIS and DFDR will be invited to attend. Advisory board members will be invited to attend virtually or in-person.

4) The Prepare for Graduate School workshop will take place in February. This workshop will be facilitated by coaches and MLIS faculty. During this session interns will receive feedback on their resumes and

other graduate school materials such as essays, and will become familiar with considerations when selecting a graduate program. The session will also provide information on how to identify funding opportunities including scholarships and graduate assistant positions.

Ongoing Assessment. The multi-year design and ongoing assessment plan for this project allows lessons learned in year one to be applied to year two with guidance from the Advisory Board and input from all participants. At the beginning and end of the internship, we will conduct entrance and exit interviews with interns and coaches to gain an in-depth understanding of their experiences and to explore their thoughts about pursuing a career in library and information science. This pre and post information will be compared to determine changes in perceptions and goals and to identify areas for improvement to the internship program. Given that we will take measures to protect the identity of participants, this is valuable information that can also be shared broadly in our dissemination plan. Throughout the year, interns will be asked to complete brief feedback forms following each event. The PIs will collect qualitative data by conducting monthly check-ins with interns and coaches to determine and make ongoing adjustments. Assessment data will be shared with the Advisory Board for input and recommendations. Although the grant period will end prior to this stage, we plan to keep track of participants to determine how many apply, enroll and complete an MLIS degree with employment in libraries or archives.

COVID-19 Contingencies. Old Dominion University has robust support for distance learning and the MLIS degree is offered in an online, asynchronous format. Some meetings including the Advisory Board and general information sessions will likely be conducted virtually for the convenience of participants. Other meetings, training sessions, and workshops can also pivot to online as needed. In-person internships offer the benefit of immersion in the library workplace and some tasks may best be conducted on site. However, the PIs recognize the need to consider flexible arrangements for virtual or hybrid work in case of a shut down. The opportunity to complete an online or hybrid internship may serve to reduce some barriers faced by students. Faced with the Covid shutdown, Juarez and Blackwood (2022) suggest “Virtual undergraduate internships: One Covid-19 side effect that academic libraries should keep.” Field trips including conference attendance will be more difficult to conduct remotely but the PIs have extensive experience over the past two years with online replacements such as online conference attendance.

Diversity Plan

Plans for the prioritization of diversity, equity, and inclusion (DEI) are at the center of this project, and embedded in every stage, including in developing this proposal. A current BIPOC student, Brea Gilliam, who is a candidate for spring graduation from ODU’s MLIS program, has reviewed a draft of this proposal to provide feedback representing the perspective of the target group. She has also volunteered to join the Advisory Board. We will collaborate with the University’s [Director of the Office of Faculty Diversity and Inclusion](#) (OFDI) and our Advisory Board to ensure that our call for participation, intern selection process, and supervisor training prioritizes BIPOC students and is accessible and appropriate for undergraduate students. The target population group for this grant was chosen based on ODU demographics and data provided by the [ALA Diversity Counts](#) report (2012) which points out a need for racial and ethnic diversity in librarianship. We plan to recruit from student organizations that promote and support diversity such as the Asian Pacific American Student Union, Black Student Alliance, Chinese Culture and Language Club, and Latino Student Alliance. We will also recruit from our Future Information Professionals Club for undergraduates and the broader ODU student population.

The selection criteria will first prioritize BIPOC students, and then students representing diverse populations such as LGBTQ, students with disabilities, and first generation students. Advisory Board members will be invited based on work experience in recruiting diverse individuals to librarianship, internship planning,

as well as representing a variety of types of libraries. Coaches will be selected giving priority to BIPOC MLIS students. Recognizing that the PIs and the intern supervisors reflect the current state of libraries in the United States and are mostly white women, we have developed a structure to facilitate the development of close relationships between coaches and interns by providing opportunities for networking and socializing. Intern supervisors will complete training that emphasizes DEI and working with BIPOC students. This training will be adapted from the existing training used by the MLIS program for internship supervisors with input from OFDI and the advisory board. Additionally, during the first year of the program supervisors and PIs will participate in a workshop with a guest expert on the topic of supervising BIPOC employees.

FIP seeks to identify and address barriers faced by BIPOC. A fund of \$2500 per year is included to provide mini-grants to students or coaches for needed technology, textbooks or other expenses related to participation such as transportation to events or campus, parking, materials for an impact project. Students will be asked to apply for these funds with a budget and justification. There is no cost for ODU students to apply to ODU's MLIS but students may choose to apply elsewhere. Funds may also be used to support an application to an MLIS graduate program for expenses such as GRE exam, application fee, and transcripts.

During the fall semesters, we will host a networking session at the VLA conference for interns to connect with members of the VLA Librarians of Color forum. We will share opportunities for our BIPOC interns such as the ALA Spectrum Scholarship and the VLA grant to attend the Joint Conference of Librarians of Color. Consulting the Advisory Board and OFDI, assessments will seek ongoing feedback and we will use assessments to inform adjustments to the program. For example, we plan to collect qualitative feedback from interns via monthly check-ins about their experiences in the internship, what they need, what should be changed, and how the program can be improved.

This project aligns with Goal 1, Objective 1.1 of the Laura Bush 21st Century Librarian program goals. The primary goal is to contribute to the recruitment and development of a diverse workforce of library and archives professionals. Interns will participate in professional development throughout the academic year and will have the experience of working in a library. Coaches will receive training in how to coach BIPOC students who are interested in pursuing a career in libraries or archives. Coaches are current MLIS students, and this training will continue to contribute to the field as they gain employment within the profession and continue to apply this knowledge. Intern supervisors will participate in training on supervising BIPOC students, which will benefit not only for this program, but also in future supervisory capacities which may lead to better retention of BIPOC employees. During the internship, interns will create an impact project and ePortfolio, which they can use when applying to graduate school and entering the job market and will receive guidance on applying to graduate programs. Completion of these activities will contribute to recruiting a diverse workforce.

Project Results

Lessons learned from this grant will inform similar future endeavors including recruitment and retention strategies for BIPOC. FIP will advance knowledge and understanding at every level: undergraduate interns, graduate coaches, internship supervisors, the grant PIs, and through broader national dissemination of the model and findings. The 20-24 undergraduate interns who engage in the project activities will learn about libraries, graduate education, careers in the field, and will develop digital literacy skills. We aim for a significant number of these participants to earn an MLIS and join the profession. The participants who do not choose this path will be more informed and potential advocates for libraries and archives in their communities. The knowledge, skills and abilities of the coaches, who are current MLIS students, will be reinforced as they serve in leadership positions coaching potential future MLIS students. The supervisors and PI's on the project who are librarians, library staff, and library educators seek to advance their knowledge and understanding of strategies and barriers to recruiting and retaining diverse candidates in the field. Beyond this local level, we

also argue that the impact of 20-24 new BIPOC professionals will extend beyond ODU as the participants go to graduate school and join the national workforce. Providing access to the diversity of ideas and information available through libraries and archives represents a core value of the profession. That core value cannot be realized without the inclusion of BIPOC individuals in the profession. This grant seeks to promote this benefit to librarianship and the society we represent and serve.

Project Dissemination and Model Sharing. FIP will extend learning beyond these participants. Frequent program assessment and guidance from a diverse and national advisory board will allow us to surface barriers for BIPOC in choosing librarianship and pursuing graduate education. At each level, new knowledge will be created and disseminated. The PIs are committed to sharing the model and findings at national conferences including ALISE, ALA, and ACRL and through publications in journals such as *Journal of Education for Library & Information Science* and *College & Research Libraries*. Supervisors, coaches, and interns will be invited as co-presenters and co-authors. We recognize that this model may be of interest to Graduate Admissions offices at universities with library programs and will disseminate the model through their organization: The Association for Graduate Enrollment Management (NAGAP). Additionally, undergraduate advisors will benefit from learning about the MLIS as a graduate program that is not limited to a particular undergraduate major so we will reach out to their professional organization NACADA: The Global Community for Academic Advising.

The interns will be encouraged to disseminate their action projects through ePortfolios, ODU undergraduate research programs, and other venues. The impact project will provide them with tangible evidence of their work to be used in graduate school and employment applications.

The Future Information Professionals Club for undergraduate students is a model for a student organization that can be adapted beyond this grant and beyond our university at our peer institutions. The professional development activities in this model can serve as examples to organizations seeking to develop similar internship programs. Field trips, partnerships with library and information schools, guest speakers, conference attendance, and opportunities to meet professionals are easily adaptable activities for an organization. Similar organizations can draw from lessons learned from the grant about how to recruit and retain diverse students to the organization's intern or student employee programs. This grant will fund internships, but academic libraries that employ undergraduate students might use the structures and materials to mentor students and assist them in applying to MLIS programs and other jobs in the profession.

Activities in this model will also be applicable to MLIS graduate programs. For example, as the model draws from an ePortfolio and internship course required of MLIS students, efforts to make those requirements more inclusive and culturally responsive for undergraduates will also apply back to MLIS programs. Additionally, understanding the undergraduate student population and their experiences is an important part of recruiting individuals to MLIS programs, and supporting their success as students.

The PIs will disseminate the model including coach and supervisor training, activity documents, application materials, and assessment methods, all of which can be adapted according to need, as a package through our [ODU Digital Commons](#) in order to make them as discoverable as possible. The ODU Digital Commons is indexed by GoogleScholar, tracks downloads geographically, and will provide a measure of international impact. In the Fall of 2024, PI's will apply to present at the ALISE Conference and will create a handout/brochure that features the model and links to materials that will be included in tote bags provided to attendees. The Advisory Board includes national representation and will be consulted for additional avenues of dissemination. Members of our advisory board will be encouraged to share the model with their institutions, related organizations, and peer institutions.

Future Information Professionals

YEAR TWO AUGUST 2023-JULY 2024

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
PI'S PLAN & EVALUATE												
RECRUIT INTERNS												
RECRUIT COACHES												
RECRUIT SUPERVISORS												
PD FOR INTERNS												
PD FOR COACHES												
PD FOR SUPERVISORS												
INTERNSHIP												
CONFERENCE			VLA									
ADVISORY BOARD MEETING												
DISSEMINATION												

YEAR THREE: AUGUST 2024- DECEMBER 2024

	AUG	SEP	OCT	NOV	DEC
PI'S EVALUATE					
DISSEMINATION					
CONFERENCE		ALISE			

Digital Products Plan

Type

Two kinds of digital products will be created in this program: Digital files documenting the model including recruitment, training, and evaluation materials and instruments will be placed in Old Dominion University's Digital Commons, a repository indexed in Google Scholar and ePortfolios created in Wordpress by the participating interns.

ePortfolios can be a valuable professional tool useful in applying to graduate school and jobs and for creating a professional identity. Through workshops, handouts, individual sessions, and videos, interns will be informed of these benefits and strategies for making their content widely available, if desired. At the same time, the interns will learn about the levels of sharing options and the advantages and disadvantages of these choices. While interns can make their ePortfolios public and will have the choice to make the product widely available, they will also have the agency to limit access through invitation or password.

Availability and Access

Files documenting the model will be made publicly available in the university's repository: ODU Digital Commons and shared via a Creative Commons license. The Digital Commons is discoverable through Google Scholar and the ODU website. PI's will also prioritize publishing articles related to the project in open access journals.

ePortfolios are created by students using ODU's Wordpress license. Students have the option to make their ePortfolios public or not, or to require an invitation password to view. ePortfolios are professional yet personal student creations and therefore do have privacy and cultural implications. Therefore, students will choose how to share their work and will retain ownership of their ePortfolio. Students will be informed of the benefits of creating a public and professional identity. As student produced materials, the program will not assert any claim to the student-generated content. Any program-generated material might be subject to intervention from administrators during a review process, should it be deemed necessary for the intern to remove that material prior to graduation.

Sustainability

ODU Libraries are committed to providing an open access repository for digital content. They are currently updating their long-term storage plan.

Intern-created ePortfolios will be created with ODU accounts that expire 18 months after graduation. However, since the portfolios are created on the institutional WordPress platform, students will be given both written, video, and in-person instructions for migrating their ePortfolios to external WordPress personal accounts. This way, students retain control and access to their materials indefinitely.

In terms of programmatic assessment, the grant team can create archived versions of the websites, saving them as PDFs or video walkthroughs if necessary. At the same time, alumni who migrate and continue the use of their portfolios will be asked for permission to access and share their websites as models for future students.

Organizational Profile

Old Dominion University (ODU) is a public research institution located in the city of Norfolk, VA in the metropolitan Hampton Roads region of coastal Virginia. Our central purpose is to provide students with the best education possible. We seek to provide access for a diverse array of student populations, make innovative use of modern learning technologies, and insist on an arts-and-sciences based general education for all students. We explore ways to address critical needs in the professions, increase service to the Commonwealth of Virginia, find practical solutions for modern needs, and to be a resource for the citizens of Hampton Roads and beyond ([ODU, 2/14/2019](#))

Our student population is diverse, and we are a minority serving institution. ODU has an enrollment of 24,286 students: 19,372 undergraduate and 4,804 graduate students. Our University has a large military presence with 25% of students being military affiliated. We have 769 international students. Forty-two percent of our undergraduate students are Pell Grant recipients. Prior to COVID-19 10,608 students took classes on-campus only, 6,518 were enrolled in both online and in-person courses and 6,549 were completely online students. Approximately 4,800 students live on-campus.

ODU is Governed by a 17-member Board of Visitors, appointed by the Governor of the Commonwealth of Virginia. The University President, Brian O. Hemphill, oversees 6 administrative divisions, including the Provost and Vice President for Academic Affairs. The three organizations that are participating in this project proposal reside within University Academic Affairs. The University Libraries, the MLIS program which is located in the Darden College of Education and Professional Studies, and the Office of Academic Success Initiatives (ASIS) report to the Provost and Vice President for Academic Affairs.

The ODU Libraries include the Patricia W. and J. Douglas Perry Library, F. Ludwig Diehn Composers Room, and Elise N. Hofheimer Art Library. Our purpose is to enrich the academic, research, and learning experience of the University community through people, collections, and spaces. We are committed to creating, nurturing, and sustaining an organizational culture built on core principles of diversity, equity, and inclusion. We provide students and faculty with access to millions of physical and electronic resources, an equipment loan program for students, online and in-person teaching, one-on-one research assistance, and a growing Special Collections and University Archives ([University Libraries, 2022](#)). The ODU Libraries opened in 1931 as part of the Norfolk Division of the College of William and Mary and had grown along with the university.

The Office of Academic Success Initiatives and Support (ASIS) at Old Dominion University supports academic success in the classroom beyond and through student-centered programs, tutoring, resources, and high-impact educational activities. ASIS houses our Learning Center, TRIO Student Support Services, ePortfolio and Digital Initiatives, Upward Bound, and academic initiatives such as our “LeADERS” academic program ([ASIS, 2022](#)).

The recently ALA-accredited Library and Information Studies program prepares students with the theoretical knowledge and practical skills that will enable them to become highly proficient librarians, media specialists, and information authorities ([Library and Information Studies, 2022](#)).