# ­­­Faculty Learning Community Members

Garrett Smith was an original member of the FLC but his role in the department changed and Ulrike (Uli) Ingram took over as the Geography internship faculty member. Therefore, Garrett stepped away from the FLC and Uli joined at our second meeting, in September. Marietta Monaghan became too busy due to other commitments in her department, so she had to leave the FLC at the end of the fall semester.

All other members attended at least 80% of the meetings, were active participants in the meetings, and wrote a reflection of their work in the FLC over the course of the year.

Meeting dates and attendees are shown in the table below.

Member

24-Aug-21

24-Sep-21

10-Oct-21

8-Nov-21

3-Dec-21

28-Jan-22

11-Feb-22

4-Mar-22

1-Apr-22

22-Apr-22

Susan Kirkpatrick Smith

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Darlene Xiomara Rodriguez

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Ulrike Ingram

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Tyra Burton

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Mike Serkedakis

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Garrett Smith

Marietta Monaghan

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# Summary Narrative

All members of our learning community were active and engaged members who participated in all discussions, did the agreed-upon readings, and brought in questions to discuss. This has been a productive community and we believe, based on our conversations and our individual final reflections, a useful way to gain insights into how we think internships should work at KSU.

Our FLC abstract was:

*This Faculty Learning Community (FLC) springs from the* It’s About Engagement Course Re-Design Institute Summer 2021. *We will be focusing on how we can provide meaningful assignments and feedback to foster high-quality student reflections on their internship experiences. This FLC will provide participating faculty with the time and space to evaluate current and prospective assignments in internship and co-op courses, investigate how feedback can improve student reflection, and pursue a research agenda based on* work in the FLC.

In the detailed description of our FLC we stated:

*Just as we want our students to reflect on their internship experiences, we should also be reflecting on the work we assign, the feedback we provide, and the benefit that students receive from their academic work in their internship. This FLC will be geared toward helping the faculty participants work toward meaningful reflective assignments for our students. During the fall semester, the FLC meetings will focus on discussions of theory and practice related to developing meaningful assignments for internship students. The spring semester will be devoted to putting these new ideas into practice ourselves, reflecting on our successes and failures, and making improvements for the semesters to come.*

It is this second paragraph that ended up forming the major part of our FLC. Our primary focus was on the reflections from our own classes, how we worked to support our students, and how we might tailor our assignments to meet students’ educational goals. Through this exchange, we engaged in collaborative autoethnography. The culmination of our work will be presenting at two conferences in the fall. The Engaged Scholarship Consortium (September 2022) and the Scholarship of Teaching and Learning Summit (October 2022), thereby fulfilling requirement #6 in the Letter of Understanding of the FLC Program Cover Sheet.

As stated above, each member of the FLC who remained for the full year contributed substantially to discussions, brought in questions to discuss, did the readings, and wrote reflection narratives after each meeting. Below is a summary of additional contributions made by each member beyond those required be CETL and the FLC.

# Contribution Spotlight

## Tyra Burton

Tyra was fantastic at helping us stay organized with our files on Teams. She modified the reflection prompts that we used after each of our FLC meetings, so that we could be modeling what we were going to ask our students to do.

## Uli Ingram

Uli joined us in the fall semester, but did not officially start as internship faculty coordinator until the spring. She was great at asking questions about how the rest of us were currently handling our classes and I believe that helped us all to be thoughtful about the way our courses were structured. It can be easy to just keep on doing what you are doing until someone asks why and forces you to think. In addition, Uli’s foster kitties often appeared with her on the Teams meeting and spread their cheer.

## Darlene Xiomara Rodriguez (co-leader)

Darlene has spearheaded the research part of our FLC. She took the lead on writing two abstracts for two different conferences so that we could present our research. She has also worked with Susan on supervising an undergraduate student who is coding the transcripts of our FLC meetings to use as the data for our presentations and ultimately for at least one publication. Her background in social work was also incredibly helpful to us as we were struggling with the stresses of teaching during a pandemic.

## Mike Serkedakis

Mike was great at sharing his experiences and frustrations with internship classes and their coordination, especially as workplace and societal needs change. He was also actively training Tyra to take on this role after his retirement in 2023. As such, much leadership succession planning was done in consultation with the group and an added learning opportunity for all.

## Susan Kirkpatrick Smith (co-leader)

Susan wrote the FLC proposal, selected the readings, and worked with Darlene to set agendas for each meeting. She recruited an undergraduate student to assist with data collection and is continuing to supervise the student in a research practicum in summer of 2022. Finally, she conducted an interview with Michele DiPietro about the history of FLCs at KSU and about CETLs role in supporting faculty in the QEP.

# ­­­­­­Summative Reflections on FLC Experience and Impact

This has been a very successful FLC and it has strengthened us as faculty members with the internship classes and beyond. Although participants wrote reflections after each session based on the readings, discussions, and tasks. In the successive pages, you will find the final reflections written by each faculty member so that we too reflect the formative and summative experiences of the reflective process and align with the larger QEP goals for Kennesaw State.

# Tyra Burton

Our Faculty Learning Community grew out of our experiences in a CETL workshop on *It’s About Engagement*, and I had no idea what to expect. This was my first experience with an FLC and the impact on me as a faculty member and my classes was substantial. Validation of experience, support, class redesign, and assignment changes are four ways the FLC impacted me as a faculty member and my students.

This fall is the start of my 20th year at KSU, and never have I had an extended experience with a group of faculty members where we were actively trying to improve our courses and talking about the struggles we face as faculty. After COVID, this could not have come at a better time. I never realized how important it was to have my experiences validated by others and see the same experiences and struggles in others across various disciplines. Fall semester 2021 was one of the most stressful of my entire career. I was out of the classroom since March 2020, and I was honestly frightened to go back to in-person classes. This FLC gave me the support I needed to be successful while also providing me affirmation I was not alone in what I was experiencing. Many companies have affiliation groups (veterans, LGBTQIA+, women, BIPOC, etc…) and my friends in the corporate world told me of their experiences and support they received from them. I believe the FLC offered me this same experience, and honestly, I hope we can continue officially or unofficially.

I believe the diversity of fields of study of our FLC was important because not only was I engaging with other faculty from outside my college for the first time in an extended capacity but finding out that our shared experience was frequently the same was important. Students and teaching are changing, and to have others to bounce ideas and frustrations with was invaluable to me.

I joined the FLC for three reasons. In the future, I believe I will be the internships/co-ops faculty coordinator for our department taking over when fellow FLC member Mike retires. I wanted to be prepared for this passing of the baton. Secondly, I already teach high-impact, real-world classes that are in many ways like internships. Fall semester 2021, I taught our Digital Marketing Consulting special topics class for the first time. This course has students working with a client for the entire semester. Lastly, I have used free-form reflection in my classes for years, but I wanted to improve the process.

One pain point for me as an educator is getting students to connect the dots between what they are learning in the classroom to the real world. I wanted my students to reflect on what they learned, how it connected to their education, and the value going forward.

For my Fall semester course, I didn’t have the opportunity to incorporate assignments throughout the semester, but instead used the experience gained in the FLC to create their final Individual Contribution and Reflections assignment. In the past, I did not structure the reflective paper.

The reflective assignment for my Social Media Marketing course was:

*At the end of the semester, you will submit a one-page paper on what you learned, skills you developed and thoughts about the project as well as thoughts and reflections about what you learned in class, social media in general or any connected topic.*

Writing my own reflections after our FLC meetings allowed me to see that having prompts was invaluable. Students tend to like more structure when they are unsure about a process or activity. Also, many business students have not done reflective writing, so the prompts help to guide them and give them structure. While my free-form assignment above works for the basic social media marketing course, it wasn’t enough for the consulting course.

This is the assignment that I used as a final reflection in the consulting course in Fall 2021.

***The Reflection part of the assignment Fall 2021:***

Write reflections based on the following prompts to reflect on your group experience.

* What was the most important thing you learned from your project/group experience?
* What critical issues surfaced as you worked on the project and how were they dealt with?
* What did you do to receive help and input from your group members? How did you help others?
* What surprised you the most about the project and your experience?
* What were your most important accomplishments in terms of the project or learning connected to the course?
* If you could start the project over, what would you change?
* Any additional reflections on the project or class.

While this reflection did encourage students to review what they accomplished and see areas of growth, educational value, and problem-solving it did not connect the dots well from their academic work to their work as a professional. I also learned from colleagues the importance of continual reflection on a weekly basis. I used these insights and the prompts the FLC used for our own reflections to design a weekly assignment for the course.

Throughout the semester the reflections helped me to see where students needed assistance as well as topics I needed to cover in class. At the end of the semester talk with students, they indicated that the reflection was valuable to them, but they often did not feel they had unique enough experiences on a weekly basis to write about. With client-based projects versus internships, it is possible students will have a week or two where they are not focused on the client, are waiting for a client response, etc… From this student feedback, I will be utilizing the reflective prompts on a bi-weekly basis in the Fall 2022 class.

I have been involved with SOTL before and I’m excited to have colleagues to present and work on research within this area. Without the FLC I would not have this experience as few/none of the faculty members in my department are working on SOTL related material.

Currently, I’m finishing up a submission for a marketing conference based on our FLC experience for the FLC, hoping to bring the importance of reflection and faculty working together to my primary discipline. This FLC helped to connect to research I have previously done on faculty engagement and its impact in the classroom. Lastly, I realized that we need better text on SOTL for faculty and on using reflection. While our readings always had nuggets of goodness and usefulness, they were not always great overall.

As I reflect on my own experiences in the FLC and the impact it made on myself and my students, I’m astounded. I believe I grew as an educator and learned new practices, techniques, and coping skills that I otherwise would not. Just to have a community of fellow faculty to share our victories, failures, doubts and struggles with made me a better teacher and helped me grow as an individual. I’m still using the calming techniques we talked about and reflecting more in my daily meditation practice because of this group. I had no idea going into this last fall that it would mean so much to me at a personal level.

***Reflective Assignment Spring 2022***

The client project is an extension of your classroom learning and provides you with an opportunity to take your classwork beyond the classroom. By writing a weekly journal of your client and class experiences, you will be able to document your work, explain your learning experiences, and think critically about your client project. The reflections will help you formulate potential examples for potential job interviews.

You want to avoid writing just a list of tasks or accomplishments and move into higher level analysis of your experience. You should write each journal entry as a minimum of 1 well-written paragraph of at least 250 words. You should provide data, details, and/or facts to support your response. You will need to refer to your journal entries when you write your final reflection paper.

## Potential Prompts

Below are some prompts that you can use to help you focus your thoughts and ideas. Feel free to write your own prompt if you would like. You can use these prompts more than once, but you need to use several throughout the semester.

1. What was the most important thing I learned this week and why?
2. What critical issues surfaced that I want to think more about?
3. What did I do when I needed help?
4. What facts or terms do I want to remember?
5. How did this week’s work connect with my coursework?
6. What attempt did I make to link my marketing knowledge or experiences to my client work?
7. What moral and ethical questions did I face or ignore?
8. What has most surprised me about my work?
9. What have I learned about the culture of the client my team is working with?
10. What team member problems occurred? Could I have done anything to improve them?
11. Did I hear any opinions or interpretations that differ from my own? How did I handle it?
12. What was my most important accomplishment?
13. How would I change this week if I had a redo?
14. How did I change based on my client experience?

This is based on the original assignment created by Dr. Susan Kirkpatrick Smith

# Uli Ingram

Meeting with colleagues, as well as discussing and sharing our experiences working with internship students was very rewarding and beneficial to me this last year. I oversaw the GIS/GSS internships in 2019, and just took on the position of geography internship coordinator starting in spring 2022. I have a lot to learn, especially considering the emphasis on the final reflections as a requirement of an internship course.

The other faculty in this faculty learning community are much more experienced when it comes to supervising and mentoring internship students, so I appreciated them sharing their experiences about how their internship courses are set up and structured.

For spring 2022, I used the materials from the previous internship coordinator. Based on this FLC and talking to other colleagues, I am planning to make changes to the internship course starting in summer 2022 and/or fall 2022.

Assignments: The assignments that the previous instructor used are helpful and informative. However, I could imagine expanding on them. Some internship coordinators help the students with writing their cover letter, resume, social media presence, interview skills, etc. We2-houra 2 hour course that is called “Professionalism and Ethics” which covers all the above items and skills. Therefore, I do not anticipate adding those tasks to the internship course. Some geography students sto incorporateporating what they learned in their degree with real-world, hands-on skills that make them marketable. I will research assignment prompts on addressing that potential issue.

Journals: Some geography students do 3 internship credit hours, others as many as 9 credit hours. This semester all students were required to submit 3 journal entries. When I was the GIS/GSS internship coordinator, the amount of the work in the course was based on the number of credit hours the student signed up for. So a student pursuing 9 credit hours had to complete 9 journal entries and write a 15 page paper. A who student signed up for 3 credit hours had to only complete 3 journal entries and write a 5-page paper. I am planning to make changes to the journal requirements based on credit hours.

Final reflection essay: Since I have incorporated undergraduate research into some of the geography, cartography and GIS courses that I teach, I am planning to use a modified version of the reflection essay I have used for the last few semesters. It uses a Pause and Ponder approach asking the students to reflect about the educational value, the connectedness, problem solving, and growth in value and self confidence in their skills. I was very impressed with the reflection essays my cartography and GIS students wrote about their final projects/posters, so I think it will also work well for the internship students. Some internship students do the internship just because it’s required, not because they see an intrinsic value in the internship itself. I hope that the reflection essay will make them reflect on the value that they did receive from their internship experience.

Part of the learning community focused on doing SOTL research related to internship supervision. Although I thought the books we read and discussed were very insightful and informative, I am not sure that I will pursue SOTL research related to my internship coordination. I am a lecturer, therefore I do not have a research requirement or workload, and it is difficult to spend time on research due to my high teaching load.

I would recommend joining a faculty learning community to all faculty who feel they are somewhat in a silo. Especially with more and more online teaching, it is difficult to feel connected to students, as well as colleagues. Having monthly meetings with the faculty learning community participants (even if online) was very helpful and beneficial to me this past year.

# Darlene Xiomara Rodriguez (co-leader)

As I think about the Faculty Learning Community based on the Quality Enhancement Plan for “It’s About Engagement” -- I start with how we first started out during the spring 2021 boot camp on how to improve our internship courses or at least how to reconceptualize them. I realize that the value-added of the boot camp wasn’t necessarily the boot camp itself but was actually getting to know other people across the institution who valued internships as a high-impact practice. In particular, how to do this work better for me and for my students before, during, and after the pandemic.

As we commenced in the fall we had a lot of discussions that were prompted by our readings but also based on the collective wisdom. I would argue at least a hundred years of shared experience in this craft (of internship supervision or coordination) to compare notes across disciplines learn about our foibles, faults, and false starts but also to share in our successes and help the other be more successful.

However, much of this was theoretically grounded. This was because we were still trying to get to know each other considering that we had limited interaction with each other during the summer boot camp. So our conversations were very applied and pragmatic when it comes to the body of work we were doing as well as how we can theoretically make things better. Our aim was to try to do at least one new good thing during the fall and plan ahead for the future.

Our conversations were robust sound and thoughtful.

By the time the fall semester ended, we had collected over 400 pages worth of notes through transcribed conversations via Microsoft Teams. Throughout the term, we critique the texts’ authors, questioned their assumptions, and, in fact, questioned how approaches to internships need to be transformed in a virtual age post-pandemic as well as social unrest and incivility across the United States. Our discussion were all the more rich because we had faculty from various colleges, levels as well as multiple age ranges and generational perspectives both domestic and overseas to contribute to our lively discussions.

Each of my colleagues from Susan being the co-leader who is as committed as I to meet to check for blind spots but also encourage one another and stay accountable to the group. Our mission from those who joined in from the first session and/or dropped off, all the way to those who remained steadfast the entire year was to grow our skillset and strengthen our community.

At a time when there was so much change going on as we were reentering “normalcy” or at least “new normal” having a place to try to get one's academic mindset back in tow was really helpful. Especially in an area of work that was across disciplines that truly has a direct impact on emerging and future leaders in our respective fields.

During the fall as Susan and I considered where we were and how things were shaping up we followed up and engaged in conversations more intentionally about writing a manuscript based on our own discoveries as a collective and began the process of scrubbing the data and doing qualitative analysis based on major and minor themes.

We knew that the second half of the semester would be important and so we would not jeopardize what would happen in the spring but something novel and unexpected but well appreciated happened.

As we were seeing students struggle or question why things were done a certain way and how could they be done more effectively. We also spoke more deeply about our own lives in the moment. The group rather than being a theoretical group on internships ended up being one on caring for the internship faculty. In short, caring for the ones who have to care for others, steward others, supervise others, champion others, encourage others, advocate for others, and sometimes rebuke others.

While the first half was very arm’s length, this semester (spring) became one more intimate as we dealt with how we as internship faculty trying to steward and guide students. We realized and confessed how it has taken a toll on us. And in many ways how it’s taken a toll on our students. And how little-to-nothing has been done to address our issues or concerns nor theirs. Therefore, our sessions in the spring were far more cathartic in our personal lives and as compared to cathartic in our academic theoretical lives.

At several points in the semester, I questioned if this was something of a moral failure of the group for we were not abiding by the full intent of our faculty learning community. However, by the end of the semester I came to embrace if a faculty learning community is a *faculty learning about community* than ours was a resounding success.

We have celebrated achievements and we’ve also mourned heartbreak. We prepared for retirement as well as understanding when too much is too much and one needs to step away. We’ve dealt with students’ apathy, as well as our own, while also trying to reignite a spark that desperately wants to be reflamed.

As I organized our transcripts from the spring compared to the fall it was a great surprise to see that we had nearly double the amount of pages of transcripts when it came to our conversations and insights. Although this is not scientific, I would say the depth of expression just on the page count alone is a reflection of the depth of community building that took place.

When we met to celebrate the conclusion of the year and to actually meet face-to-face for the first time. This was the first time for many in the group to meet in person. It was as though we were meeting old friends for the hundredth time.

We fellowshipped at a local Greek establishment that was well loved by our team. Many in our community had connections to Greece and it was a way to celebrate together the “Year of Greece” at KSU as well. During our multi-hour lunch conversation, I found that many of us came away with similar feelings as my own.

During late spring and summer Susan and I worked with an undergraduate research assistant named Chandler Wooten to help us with the major and minor themes of our collaborative autoethnography. I had already created a matrix with at least 30 major headings of themes that showed up over the course of the year. Chandler’s task as a co-researcher was to cross check and confirm major themes as well as the nesting process of the minor themes. Likewise as a student who is engaged in her own internship experience, with Susan as her actual internship supervisor, we encouraged her to take on the role of co-researcher to critically look at the data. We invited her to make comments on what we said throughout the year and identify themes from her perspective as a student and emerging professional.

Through her own analysis, she added an additional 10 major themes that without her own reflection and contribution we would have minimized or ignored. Therefore, from conception to completion our group has truly tried to embrace collaborative learning collaborative support from lecturers to assistant associate and full professors to students who will eventually become our colleagues.

At the time of the submission of this reflection and in preparation of our final CETL report, I’m pleased to inform you that our small group has been quite productive not just in our intentions but in our actions as a faculty learning community. This has resulted in two accepted conference proposals for the 2022-2023 academic year, which includes Chandler as a co-presenter. We will be seeking funding from CETL and OUR to see if about underwriting the costs of Chandler’s participation.

In addition to these presentations in fall 2022, we will be completing the write-up of the analysis as well as utilizing an annotated bibliography to craft a literature review with the intent of submitting a full manuscript in fall 2022 to journal outlets associated with the conferences we are presenting at.

The FLC, the process, and its outcomes have been a wonderful transitional learning experience. For Chandler as a student preparing to transition to graduate school. For Mike, as he retires and Tyra takes on his role within the College of Business. For Susan as she more intentionally takes on the role of internship coordinator within Anthropology. For Uli as she leads the geographic information systems leadership within the within Geography. And for me, as the Human Services Program has been undertaking our accreditation process and trying to figure out how to make online or virtual internships of equal value in use to those that are brick and mortar locations.

Each of the faculty learning communities I have been a part of have been informative and have cemented great relationships with colleagues throughout the University. This one happened to come at an integral point in time during our world’s events that will soon not be forgotten.

# Mike Serkedakis

It has been an interesting, refreshing session with colleagues and the opportunity to share educational and life lessons has been invaluable. I will address, in this narrative, changes made to the Marketing and Sales Department Internship program, as a result of this collaboration.

**New Learning Modules:**

Given that the Internship Program is about exposure to the career market, learning and application of learning, I felt it important to add a module; Elevator Speech. It is important that students take the time to reflect on themselves, their skills, value add to the prospective employer and to simply get more comfortable about talking about themselves. Included instructions on Elevator speech and preparation. Implemented Spring 2022.

Weekly Journal. Beginning Fall 2022, I will add a journal requirement. Interns will be required to submit a weekly journal entry to the Assignment Box. Each week, starting end of week two, interns will submit a journal entry. Entry will explain a good experience, skills utilized and any ethical issues and their outcome. A table will be provided for the submission.

**Revisions to Syllabus :**

The Internship program had been managed by ONE faculty member, who retired, for 18 years. As such, many minor edits, clarifications, deletions and additions were made to the syllabus to freshen and update the document. Other significant changes are included elsewhere in this document under New Learning Module, New Assignments, Pedagogical Changes and Revised Assignments.

**Pedagogical Changes:**

It is important to always be updating and improving. Two years ago we began a frantic leap into REFLECTION as a part of Its About Engagement. As the faculty better understand reflection, it is important to integrate this idea into course work. First step in the Internship program was a reflection document without much guidance, allowing a free flow of thoughts. Next step, adding some structure with Borton’s Dynamic Model (What?, So What!, What Now?) in Fall of 2022. This will make the reflection more meaningful for the intern.

In the area of grading, I have made some significant changes. Previously in our internship program, interns received a Pass or Fail grade for assignments. I personally have never liked Pass/Fail, as it does not relay the extent of success or learning to the intern. I now grade on a numerical scale, which in the grade schema converts to a Pass or Fail. Grades are now 0-10 and 0-100. A minimum of 7 or 70 is required to receive a PASS. I have also added significant clarity to the requirement to PASS every assignment to PASS the course. I think receiving a 70 or 100 tells the student much more about the quality of the submission.

One other pedogeological change I have made is with some apprehension. Previously during the first two weeks of the semester, the course required a virtual or physical meeting with each intern to discuss the most important assignment of the semester, THE ACADEMIC ASSIGNMENT. While this was barely doable with 20 or 25 interns, it is not possible for 50 or 60. Instead, during week 2 of the semester (week one in Summer) I will schedule 4 one hour teams meetings for students to join and discuss the assignment. The meetings will be at 12 NOON, figuring most get a lunch hour and will be abe to join one of the 4 meetings. While this feel like a step back, it will allow the interns to meet in groups and establish a bit of the class/classroom experience.

Finally, I will provide a bit more structure to their Reflection submission. I will utilize the following structure: Purpose: Reflect on

1. **Educational Value**, identify 2-3 key learnings from your experience this semester that advanced your understanding of Finance beyond your coursework Reflect on advice provided and record advice
2. **Connectedness**, identify courses/coursework in your program of study at KSU (major courses, business core, general education) that particularly prepared you for this job.
3. **Integrated Problem Solving**, analyze one or more issues or challenges you faced in this internship that required you to apply a variety of your knowledge and skills to solve a problem.
4. **Personal Value**, identify how this experience has changed you personally. What did you feel/see/experience that really impacted you? Is this job/organization a good fit for you? Did you receive an offer to continue? Why or why not? How will this impact your future plans?

**Revised Assessments:**

In addition to the revised Pass/Fail schema discussed in Pedagogical Changes discussed above, I have added a second chance opportunity to PASS an assignment if I judge that it does not meet requirements. I will give interns 48 hours to revise an assignment and return. I will provide this notice in the Feedback section of the Assignment and via email. The challenge of course is interns checking email.

**Summary Thoughts:**

This Faculty Learning Community came at a very interesting time. Coming out of a pandemic, we valued the collaboration, reflections and discussion more than we would have in “normal” times. Wwe became a support group. So while I have made (or will implement) numerous changes to my internship course, the fellowship and comradeship that developed during our year together will be the most important to me.

# Susan Kirkpatrick Smith (co-leader)

For my final reflection on the work in our FLC, I am going to use the assignment I am now asking my internship students to use when they complete their internship experiences.

Identify and discuss at least 5 specific and important or significant things you learned during your internship. This can be knowledge, skills, observations about how working in an office works, etc. Make sure you discuss *why* they were important or significant.

* Evaluate your overall internship experience.
* Discuss the most positive aspects.
* Discuss the most negative or disappointing aspects.
* Was the experience what you expected? Explain.
* Discuss which of your college classes helped prepare you for your internship.
* Has your internship had an effect on your plans for a career or for further education? Explain.
* If you could go back in time and speak to yourself from just before the internship started, what tips would you provide to your past self to enhance your work, progress, and satisfaction with your internship experience?

**My modified prompt:** Identify and discuss at least 5 specific and important or significant things you learned during your participation in the FLC.

I have learned that having a group of peers to work with strengthens me as a faculty member and mentor to undergraduate students. I found that working with faculty members from disciplines outside of my own department and college was so helpful because it provided me with new ways of conceptualizing what I wanted my students to be learning in their internship experiences. I have worked with interns in my department (Geography and Anthropology) for over 15 years, and have often struggled with what I wanted them to take away from the academic portion of their internship. This FLC and my peers, and now friends, in the community helped me to do this.

1. I have made changes to the assignments that my students are completing. Rather than writing a series of research papers, as was formerly the major assignment, I am having the students focus on career development. They have several assignments that build on each other. The assignments are focused on what the student’s interests are in a broad sense, what they believe they are good at, what they enjoy. They then take that information and use it to identify career paths that align with their interests and abilities.
2. While I have removed the research requirement, I realized that I still wanted the students to delve into the academic literature related to their internship area, so I am requiring them to write an annotated bibliography of 10 scholarly articles related to their workplace. In their annotations, they are required to link what they are learning about at their intern sites with what the articles discuss.
3. In the past, our interns have been required to do a presentation of their experience to the other interns in the class and to any faculty members who wish to attend. These presentations have often been of the “what I did on my summer vacation” style. I have modified the requirement and now have a template for the presentations that requires students to reflect on how some of their anthropology classes have been useful in the work they’ve done at their internships, how the articles from their annotated bibliography have helped them to understand their work in a new way, and what they have learned about where they want to go next in terms of career or graduate school. I believe that these final presentations are now more meaningful to the students.
4. Students have always had to write journal entries about their work, but there was little structure to this assignment. After doing some research, I found that the Swarthmore College Department of Anthropology had a wonderful list of prompts for their students to use as they wrote their journal entries about their internship experience. I took their list and modified it slightly for my students to use. I have found their journal entries to be much more meaningful than they were before. In addition, Tyra, in our FLC, modified the prompts for us to use after our monthly meetings. I was therefore, able to really see how these reflections were useful for gathering my thoughts.

**My modified prompt:**

Evaluate your overall FLC experience.

* Discuss the most positive aspects.
* Discuss the most negative or disappointing aspects.
* Was the experience what you expected? Explain.

This FLC was so much more beneficial than I could have predicted. The most positive aspect was developing a cohort of colleagues with whom I could discuss issues related to the internship, as well as issues related to being a faculty member in general. We became a strong support group for each other and that was the most positive aspect of the experience. However, I also found the readings from two of our books to be particularly helpful in thinking through what I wanted my interns to learn. I would never have read these books if it weren’t for the FLC.

The most disappointing aspect was that we met virtually. I appreciated why we did this, and it made it easier for us all to attend all of the meetings, but I am becoming aware of how virtual meetings seem to be taking over and I do not think that this is always a good thing. However, we were able to work well together, attend all of the meetings even when we needed to be out of town, and that was a plus. Being virtual I believe has also helped me think about how my students are often doing all or part of their internships virtually. I can relate to problems they might be having with feeling disconnected, or out of touch sometimes.

The experience was so much more than I expected. I honestly was not sure what I was going to get out of it, and thought that based on the summer course redesign institute that I had made all of the changes to my internship class that I needed to. This FLC showed me new things to think about with my course and helped me to tweak the changes I had already made to provide a better experience for my students.

**My modified prompt**: If you could go back in time and speak to yourself from just before the FLC started, what tips would you provide to your past self to enhance your work, progress, and satisfaction with your FLC experience?

I would look for better readings for us to use. One of them was not particularly helpful. I think that I would have tried to have at least one more participant as well. Overall, though, there is not much else that I would change.