

Self-Assessment Statement

Summary

- Research
 - Broadened horizons with additional coursework in LIS and cognate fields
 - LIS 6289 Seminar in LIS Education (Spring 2011)
 - ISM 5046 Social and Organizational Issues in MIS (Spring 2011)
 - Also continued with LIS 6919 Research and Teaching Proseminar
 - Participated in research collaboration with Dr. Sanghee Oh
 - Co-presented preliminary findings in poster at ASIST 2011
 - Continued work on NSF-funded VOSS project
 - Observations, interviews, presenting and publishing research, other activities
 - Researched and wrote four preliminary exam statements
 - Major area, minor area, theory, methods
 - Works-in-progress poster at ALISE 2012 from major area / theory statements
- Teaching
 - Mentored students through facilitating Agraphia writing support group
 - Guest speaker (via Skype) in Digital Libraries course at Dalhousie University
 - Led session during LIS 6289 Seminar in LIS Education; rated highly
 - Attended and participated in teaching-related sessions in LIS 6919 Proseminar
 - Refined and tweaked my teaching philosophy statement
- Service
 - Secretary of the Gamma Chapter of Beta Phi Mu (through 12/2011)
 - One of four CCI representatives in Congress of Graduate Students (through 7/2011)
 - Vice Chair of Academics and Student Life Committee 12/2010 - 7/2011
 - One of four doctoral student representatives to SLIS Doctoral Program Committee
 - Peer review: 2012 iConference papers and posters; *Journal of Internet and Information Systems*
 - Secretary of ASIST SIG SI (Social Informatics)

Introduction

My last year in the doctoral program at the School of Library and Information Studies (SLIS), finishing my coursework and progressing from my second year to my third year, has been very supportive of my progress towards the PhD and my career objective of becoming a faculty member in the library and information science (LIS) field. In this self-assessment statement I discuss my progress in the areas of research, teaching, and service; my statements specific to these areas provide additional context.

Research

Coursework

In Spring 2010, I completed my coursework with two courses which broadened my research horizons. The first was LIS 6289, the Seminar in LIS Education, taught by Dr. Kathy Burnett. It examined (per its syllabus and my experience) “the research literature on LIS

education, with a critical focus” on a variety of trends, tensions, and issues in the area. While I learned a great deal about research and educational practice in each of these, I focused on the tension and divide between theory-based and practice-based curricula in LIS. I led the class session on this topic and researched and wrote a thorough literature review, focusing on the last 20 years (1991-2011) and grouping it by key themes. This process broadened my knowledge of the research and practice of LIS education. My literature review concluded with recommended research questions; while others could pursue these, they could provide an additional research project once I have completed my dissertation.

The other course I took in Spring 2010 was ISM 5046, Social and Organizational Issues in MIS, taught by Dr. Joey George. The course readings and assignments related to “the social impacts of information and communication technologies” within individual, group, and organizational contexts, as stated in the course syllabus. It presented an interdisciplinary view of these contexts, but one focused in management information systems (MIS) that all but ignored LIS. The course readings—both academic and professional—and a group assignment to present a topic of relevance not covered in the syllabus allowed me to explore these additional perspectives and consider alternative approaches to my research. My experiences in this and other courses outside of SLIS will help me present my research to audiences who are not as familiar with information science research.

I also continued taking the required Research and Teaching Proseminar (LIS 6919, now LIS 6936), during Spring and Fall 2010. The spring offering was focused on research, and I was part of a panel of three doctoral students who led and contributed equally to a discussion session on current and future research questions in LIS. We covered key challenges suggested by the National Science Foundation (NSF); the implications of questions in relation to professional organizations, conferences, funding sources, and publication outlets; and developing personally relevant research questions. In preparing and presenting this, I learned about how my research interests and agenda could fit into the broader agendas of iSchools, professional organizations, journals, and funding agencies. While the Fall 2011 offering was primarily focused on teaching, I presented (alongside Yong Jeong Yi) on my research collaboration with Dr. Sanghee Oh (see below). This offered me further experience in presenting research to others and in answering their questions about our methods and findings.

Research Collaboration

My research collaboration with Dr. Sanghee Oh was entitled *Quality Evaluation of Health Answers in Social Q&A: A Comparison between Health Reference Librarians and Questioners* (Web site: <http://socialqa.cci.fsu.edu/hae.html>). I earned LIS 6911 Research Collaboration credits for my work during Spring and Summer 2011, although my work continued (to a lesser extent) after this. I worked with Dr. Oh and alongside her graduate research assistant, Yong Jeong Yi, to investigate the influence of social media in and on health information seeking and sharing behaviors. We compared health reference librarians, nurses, and questioners’ quality evaluations of answers to questions on Yahoo! Answers, a social Q&A Web site. I helped with reviewing literature, applying for human subjects approval, survey design, recruiting participants, collecting data, analyzing results, and publishing and presenting findings. This broadened my research experience in online data collection and content analysis and furthered the mutual research interests Dr. Oh, Yong, and I share. I also helped present our

preliminary findings in a poster at ASIST 2011, which gave me even more experience in presenting research to others and answering questions.

Graduate Research Assistantship

For all of 2011 I continued to be a graduate research assistant for a National Science Foundation (NSF)-funded VOSS project: *Virtual Scientific Teams: Life-Cycle Formation and Long-Term Scientific Collaboration*. I worked with numerous FSU SLIS faculty under the leadership and supervision of Dr. Kathy Burnett (PI). This project, taking place at the National High Field Magnetic Laboratory (“Mag Lab”) in Tallahassee, aims to identify what social and organizational factors best support the transition from short-term, experiment focused, virtual scientific collaborations to long-term productive, innovative programs of scientific research. My contributions to this project have been wide-ranging, including observation sessions of scientific teams conducting experiments at the Mag Lab, transcribing interviews, helping with both quantitative and qualitative data analysis and coding (using NVivo), writing portions of papers and posters, taking notes during interviews and meetings, assisting with writing follow-up grant proposals, helping to organize our private project management site, and maintaining the Web site for the project (<http://voss.cci.fsu.edu>). Being part of the project has allowed me to gain experience in all phases and aspects of a collaborative research project; qualitative data collection and analysis; and presenting and writing up results and findings. The latter included being first author on an accepted poster for the 2012 iConference and second author on a paper to be submitted soon to *Social Studies of Science*, both reporting on the observation sessions. I am fourth author on another paper under review; it reports on citation analysis of Mag Lab publications.

Preliminary Exam Statements

Finally, during Summer and Fall 2011 I researched and wrote four statements in preparation for my preliminary exam. Each of these consisted of a thorough literature review of a given area of topic:

- Major area: Social digital libraries, communities, and collaboration
- Minor area: Knowledge sharing and transfer and communities of practice
- Theory: Boundary objects, also bringing in social worlds and information worlds
- Method: Interviews, with a focus on the critical incident technique

Besides preparing me to take my preliminary exam—a necessary part of my progress as a doctoral student—these statements also contributed to my establishing of a research agenda. I also took portions of my major area and theory statements and used them towards a works-in-progress poster submission for the ALISE 2012 conference, presenting a preliminary theoretical framework for conceiving of digital libraries as boundary objects and for examining such integration through the twin lenses of the social worlds perspective and the theory of information worlds.

Teaching

I was not a teaching assistant during this past year, due to my work with the NSF-funded VOSS project noted above, but many of my other activities included elements of teaching. I was able to mentor fellow doctoral students through facilitating the student-run Agraphia writing support group. This group meets once a week during semesters to discuss writing and career progress and goals, with the intention to help support each other's writing and career activities and keep motivations high. Our group is also facilitated by Dr. Gary Burnett, our faculty advisor, who I work with in mentoring newer students as they complete their coursework and face becoming part of the world of academic writing. In sharing our experiences, goals, and knowledge, we are all able to better our writing and ease our progress through SLIS's doctoral program towards becoming faculty, administrators, or other career goals.

I was also a guest speaker (via Skype) in a Digital Libraries course taught by Dr. Anatoliy Gruzd at Dalhousie University in Halifax, Nova Scotia, Canada. I presented, in the context of a session on design and usability, a theoretical view of and framework for social digital libraries. This was an early version of part of the material that went into my ALISE 2012 poster, stemming from my preliminary exam statements and previous research I completed. In preparing and delivering this presentation, I experienced having to target a talk at a given audience and learned more about presenting my research to different audiences and in different contexts. I received great feedback on my presentation and believe the students learned from the theoretical perspective I provided.

My activities in the LIS 6289 Seminar in LIS Education and LIS 6919 Research and Teaching Proseminar also contributed towards learning about and experiencing teaching. In the Education seminar, I led a session on theory- and practice-based LIS curricula, preparing a lesson plan with notes, a schedule, activities, and measurable goals (as required); worksheets for each of the two activities I planned; and collected job ads for pairs to look at during one of the activities. My classmates and Dr. Kathy Burnett (the instructor) rated my performance highly and agreed I had achieved the goals set out at the beginning of the session. In the Proseminar, I attended and participated in sessions on being a teaching assistant, teaching master's students, teaching online, teaching with new technologies, and teaching philosophy statements, among others. While some of these sessions included material I had previously been exposed to during previous semesters and years, most contained new ideas, knowledge, and experiences that I can draw upon to improve my teaching. I also refined and tweaked my teaching philosophy statement based on that session and feedback from other doctoral students.

Service

I have also been active in service, especially at FSU. During 2011 I continued to serve as Secretary of the Gamma Chapter of Beta Phi Mu. In this role I had primary responsibility for sending out invitations to new nominees, handling incoming membership applications and other mailings, maintaining the chapter's membership database, and taking notes at officers' meetings. In conjunction with other officers, I also helped maintain a Facebook presence for the chapter and plan and execute a second successful annual meeting and evening of events. Through our combined service activities, we have been able to renew the chapter's commitment to providing value to our members and recognize their efforts as they begin and continue their careers as FSU

alumni. I have now passed on my role to another Gamma Chapter member so that I may focus on passing my preliminary exam and on my dissertation.

Second, I was one of four representatives for the College of Communication and Information in COGS, the Congress of Graduate Students, until July 2011. I attended almost all of the main body meetings as well as the meetings of the COGS Academics and Student Life Committee, of which I was also a member and Vice Chair until July. My service and participation in COGS allowed me to learn about and express the concerns of graduate students in the College—as well as those of the graduate student body at large—and work towards solving the needs and concerns of these students. As with my Beta Phi Mu activities, I stepped down from COGS to devote more time to my progress in the doctoral program and to the research I am part of.

Third, I am one of four doctoral student representatives to the SLIS Doctoral Program Committee (DPC). In this role I have been able to express any concerns and opinions that my cohort of doctoral students have and provide valuable input on planned activities and changes to the doctoral program. In particular, my work with the DPC has included helping update the guidelines for the doctoral degree to accurately reflect current practices, providing advice and guidance to first-year doctoral students as they prepare for their first-year exam, and providing input on changes in admission and degree completion requirements. I hope to continue this service and be able to contribute further to the DPC's business and activities.

In addition to the three FSU organizations noted above, I have also provided service to the field in the form of peer review. During 2011, I reviewed paper and poster submissions for the 2012 iConference, as well as a paper for the *Journal of Internet and Information Systems*. I also have remained a member of the American Library Association (ALA), American Society for Information Science and Technology (ASIST), and the Association for Library and Information Science Education (ALISE). Finally, since October 2011 I am the Secretary of the ASIST Special Interest Group for Social Informatics (SIG SI), taking notes at SIG meetings and helping in organizing events and other SIG activities. These service activities contribute further to my successful progress in the doctoral program and towards a career as a faculty member in the LIS field.