

PERSONAL NARRATIVE

In the five years that I have been part of the tenure-stream faculty at Simmons School of Library and Information Science, I have had the opportunity to develop and refine my teaching practice, explore new areas of research and scholarship, and engage in a variety of service activities. In adherence to the SLIS Implementation Guidelines, this narrative details my work and achievements in each of the three areas of teaching, research, and service, ending with a brief overview of my future goals related to each area.

Teaching

Teaching is central to the Simmons mission, and excellence in teaching is essential in tenure and promotion reviews. This focus on teaching aligns with my own values, and is one of the reasons that I was interested in pursuing a career at SLIS. Engaging with students as they move through the program, watching and contributing to their development as professionals, and following their successes as they move into the field is incredibly rewarding, and I sincerely appreciate my role as an instructor and advisor. I understand the investment of time and money that our students make to attend our program, and with that the responsibility I have to ensure the value of that investment. I do this by providing them with a strong foundation of theory and practice in their coursework, timely and constructive feedback on their assignments, and by being available to them as an advisor and resource as they plan their programs and embark on their careers. That responsibility extends to my own continuous improvement of my practices. To that end, I make every effort to seek out and engage in professional development opportunities in order to keep abreast of developments in the field and to learn about and implement best practices in teaching, learning, and assessment.

During my time at SLIS, I have taught a total of nine distinct courses, with substantial or sole course development responsibilities in most of them. My teaching responsibilities are a blend of practice-based courses focused on development of professional skills and competencies and more theoretical courses that emphasize the ethical and philosophical foundations underpinning the field. My main teaching responsibilities include reference, user instruction, academic libraries, information services for diverse users, and intellectual freedom and censorship. In addition, I have developed new and special topics courses in Multiple Literacies and Radical Librarianship, and twice participated in the undergraduate Simmons World Challenge with colleagues from Computer Science and Communications. I am currently working with a colleague from Sociology to develop a learning community class for the new general education program focusing on information and media literacy. The teaching section of this dossier goes into greater detail about my teaching activities and accomplishments, including specific details about each course, and offers a full reflection on my teaching philosophy. In this section, I highlight some of my main achievements and the professional development activities in which I have engaged.

My main achievements with regard to teaching are: my proactive approach to continuous improvement, my responsiveness to students, and my ability to engage students across different content areas and delivery formats. These achievements are all reflected in my consistently positive course evaluations. As noted above, I have taught nine different courses, which span a range of content areas. Although other faculty members have always been generous in sharing course materials with me, I was responsible for creating three (LIS 408, LIS 505D and LIS 505J) and substantially revising the content of five of those nine courses (LIS 401, LIS 407, LIS 451,

LIS 410, LIS 493), which included developing learning outcomes, identifying core topics and readings, and creating assignments. I make every effort to keep abreast of the literature in each of the areas in which I teach and revise my syllabi every semester to ensure that my content and readings are always current and fresh. I have also made efforts to connect with practitioners in formal and informal ways to help ensure that the skills and topics emphasized in my courses reflect the needs of the field, some of which are detailed in the scholarship section of this dossier.

Theories and best practices for teaching and learning are always evolving and are impacted by changes in our learners and the development of new technologies. Understanding this, I am proactive in seeking out opportunities for professional development related to teaching and learning. Further, my scholarship and service are both heavily focused on assessment, which informs my practice as an instructor as I strive to gather and use feedback to improve my courses and my teaching methods. I have taken advantage of the range of services provided by the Center for Excellence in Teaching (CET). For example, in the summer of 2014, I attended a course design institute where we spent three days learning about and employing backward design techniques to redesign a course. I have also attended CET lectures on course design and assessment from speakers like Stephen Brookfield and Thomas Angelo, and peer-led discussions on topics such as accessibility in the classroom. These activities have inspired me to try new approaches to teaching and assessment in the classroom, including use of the Critical Incident Questionnaire and other meta-cognitive and reflective activities which encourage students to think about what they have learned, and provide me with feedback on where learning is occurring and where students might still be confused.

I have also engaged staff from the CET to conduct a Small Group Individual Diagnosis (SGID) for several of my courses. In this program, a staff member from the CET attends one of my classes and observes my teaching for half an hour. At that time, I leave and the staff member uses a variety of small group activities to get feedback from students on the course and my instruction. I debrief with the staff member afterward, and receive a report on the feedback with recommendations for new approaches and improvements. While the results of these sessions have always been largely positive, they have also raised issues that I was not aware of, such as students' discomfort with the arrangement of the classroom, and provided me with suggestions, such as ideas for drawing some of the more quiet students into the discussions.

In addition to the activities listed above, I try to integrate formative feedback into my classes each semester. In general, I do this using anonymous minute papers, based on the writings of Angelo and Cross¹ in which I ask students three or four open-ended questions about what they have learned, what questions they have, what has been working well for them, and what they wish I would do differently. I compile the feedback and then respond to any outstanding questions and speak to any trends that I observed in the following class. Overall, I have found this to be an effective method for taking the temperature of the class and making any necessary adjustments to course content or teaching methods. In addition, students have told me anecdotally that they appreciate the opportunity to provide feedback in that way, and they see the value in being able to comment on issues before the end of the course. The [Teaching](#) section of the dossier includes a reflection with further examples of how I incorporate feedback from these assessment and professional development activities to improve my teaching.

These assessment activities are just one example of the ways in which I try to be responsive to students and their needs. I try to be as flexible and approachable as possible, and to support students both inside and outside of the classroom. One example of this flexibility and responsiveness arose in the Radical Librarianship course that I taught in spring 2016. That

course included some sensitive topics, including conversations about race, gender, sexual identity and even intimate partner violence. I worked with the students at the beginning of the semester to establish ground rules for discussion, and worked hard to build a sense of trust and community in which all voices could be heard and feel safe. At students' request, I integrated trigger warnings to alert them when we would be discussing particularly sensitive or controversial topics. I also added a new approach to gather student feedback in addition to my regular minute paper. While minute papers are generally thought to be safe for students because they are anonymous, some students are still concerned that they might be identified by their handwriting or even by the order of the papers when they are collected. In order to give students an additional forum for feedback, I created a classroom suggestion box through Google forms, in which students could provide suggestions or voice concerns without any identifying information. While the form was not used extensively, my sense was that students appreciated the effort and that it contributed to their sense of trust and support.

The third area of achievement with regard to teaching is my ability to engage my students in both in-person and online courses. As the course evaluation summary at the end of my [Teaching Reflection](#) demonstrates, my course evaluations are highly positive. The course evaluation includes questions such as "this instructor encouraged me to think critically," "the instructor communicated ideas and information clearly," "this instructor provided constructive feedback on assignments," "this instructor treated me with respect," and so on. According to the Likert scale scores, in which 5 is strongly agree and 1 is strongly disagree, I consistently score above 4 across all of the courses that I teach, and over the five years that I have been teaching on tenure-track. Students particularly point to my enthusiasm, respect for them, and constructive feedback as areas that they appreciate. The course evaluation also asks whether the respondent would encourage other students to take a class with the instructor. On average, 96% of my students say that they would encourage other students to take classes with me, and in 18 of the 25 courses that I have taught, 100% of students said they would recommend me.

While the bulk of my teaching experience has been in the face-to-face format, in spring of 2012 I taught LIS 407 online. This was my first experience teaching online, and I was fully responsible for migrating the course to the online format, including building the course, learning the technology, and creating new content. Since then, I have taught the course online five times, always with excellent evaluations. The course evaluation summary at the end of my [Teaching Reflection](#) includes a comparison of responses from my online and face-to-face classes which shows the scores are comparable for both formats. I am currently in the process of developing two more courses for the online environment (LIS 410 in the "Master" model, and LIS 401 as part of a team of instructors), and am scheduled to bring three additional courses online over the next several semesters. In each of my courses, regardless of format, I focus on active learning techniques and practice-based assignments where students can apply the skills they are learning. My course evaluations consistently show that students appreciate my energy and enthusiasm, and that they feel connected to me as the instructor and to the course content.

Research and Scholarship

I truly enjoy engaging in research and scholarship. I appreciate the opportunity to delve into interesting questions, to develop ideas that can impact practice, and to use what I learn in my research to inform what and how I teach. My main achievements with regard to research are the number of publications I have achieved, and the impact of those publications as evidenced by citation counts and feedback from colleagues in the field. In total, I have had published 21 peer-

reviewed articles. Fifteen of those were published since I started the tenure track position in 2011, with eight coming out since my mid-point review in 2014. In addition to these articles, I have also published two books, four book chapters, and six conference proceedings. As illustrated in my dossier, many of these papers have been cited by other authors. Google Scholar counts 419 citations to my articles; 329 since 2011. ResearchGate shows 199 citations, with an h-index of 6. My article “Significantly Different” won the RUSA Press Award in 2013, while “Faculty Perspectives on Information Literacy as a Student Learning Outcome” is currently listed as one of the top-cited articles in the *Journal of Academic Librarianship*.

The impact of my work on the field is further evidenced by various speaking and publishing invitations. For example, this past year I was invited to present on information literacy outcomes and assessment at the New England Association of Schools and Colleges (NEASC) annual conference, as well as at several ACRL New England events. I was also invited to contribute the chapter on evaluation and assessment to the new edition of *Reference and Information Services: An Introduction*, a seminal textbook on reference services edited by Linda Smith and Melissa Wong. In July I will be conducting a workshop with Lisa Hinchliffe for CCIL, a group of Catholic colleges in the San Francisco area, on integrating social justice into reference and instruction services. The [Research and Scholarship](#) section of my dossier includes a reflection with further details about the content and impact of my work. Table 1 below provides a brief outline of my work and its impact, showing publications of peer-reviewed articles and monographs by year and listing the number of citations to-date for each publication.

Table 1: Overview of Research and Scholarship

Year	Publication (Peer-Reviewed Articles & Monographs)	Number of Citations
In Production	Saunders, L., Severyn, J., Freundlich, S., Shaw-Munderback, J., Piroli, V. (accepted). Assessing Graduate Level Information Literacy Instruction with Critical Incident Questionnaires. <i>The Journal of Academic Librarianship</i> .	
	Saunders, L. (forthcoming). Teaching the reference interview through practice-based assignments. <i>Reference Services Review</i> .	
	Estell, A., & Saunders, L. (forthcoming). Librarian copyright literacy: Self-reported copyright knowledge among librarians in the United States. <i>Public Services Quarterly</i> .	
	Saunders, L. & Ung, T. (forthcoming). Striving for success in the reference interview: A case study. <i>The Reference Librarian</i> .	
2016	Saunders, L. (2016). Room for improvement: Priorities in academic libraries’ strategic plans. <i>The Journal of Library Administration</i> , 56(1), 1-16. doi: 10.1080/01930826.2015.1105029	
2015	Saunders, L. (2015). Professional perspectives on Library and Information Science education. <i>Library Quarterly</i>	

	85(4), 427-453. doi: 10.1086/682735	
	Saunders, L., Kurbanoglu, S., Boustany, J., Dogan, G., Becker, P., Blumer, E., Chowdhury, S., Dobрева, M., Gendina, N., Grgic, I.H., Haddow, G., Koltay, T., Kortelainen, T., Krakowska, M., Majid, S., Mezhova, M., Repanovici, A., Rudžioniene, J., Schneider, R., Terra, A.L. (2015). Information behaviors and information literacy skills of LIS students: An international perspective. <i>The Journal of Education for Library and Information Science</i> 56(1), S80-S99.	
	Saunders, L. (2015). Academic libraries' strategic plans: top trends and under-recognized areas. <i>The Journal of Academic Librarianship</i> 41(3): 285-291.	10
	Saunders, L. (2015). Education for instruction: A review of LIS Instruction Syllabi. <i>The Reference Librarian</i> 56(1):1-21.	
2014	Saunders, L. (2014). The public service job hunt: Observations and Advice. <i>Public Services Quarterly</i> 10(3):193-203.	
	Saunders, L. Rozaklis, L., & Abels, E. (2014). <i>Repositioning reference: New methods & new services for a new age</i> . Lanham, MD: Rowman & Littlefield.	
2013	Saunders, L. & Wilkins-Jordan, M. (2013). Significantly different? Reference services competencies in public and academic libraries. <i>RUSQ</i> , 52(3), 216-223.	4
	Saunders, L. (2013). Learning from our mistakes: Reflections on customer service and how to improve it at the reference desk. <i>College & Undergraduate Libraries</i> , 20(2), 144-155.	3
	Saunders, L., Kurbanoglu, S., Wilkins-Jordan, M., Boustany, J., Chawner, B., Filas, M., Hebrang Grgic, I., Haddow, G., Helvoort, J., Kakouri, M., Landoy, A., Minch, K., Oliver, G., Polydoratou, P., Repanovici, A., Sanchez Vanderkast, E. J., Todorova, T., Virkus, S., Wolodko, A., Zidkovic, D. (2013). Culture and competencies: A multi-country examination of reference service competencies. <i>Libri: International Journal of Library and Information Services</i> , 63(1), 33-46.	4
2012	Saunders, L. (2012). Faculty perspectives on information literacy as a student learning outcome. <i>The Journal of Academic Librarianship</i> , 38(4), 226-236.	51
	Saunders, L. (2012). Identifying core reference competencies from an employer's Perspective: Implications for instruction. <i>College & Research Libraries</i> , 73(4), 390-404.	19
	Saunders, L. (2012). The reality of reference: Responsibilities and competencies for current reference	10

	librarians. <i>Public Services Quarterly</i> 8(2), 114-135.	
2011	Saunders, L. (June 2011). <i>Information literacy as a learning outcome: The perspective of institutional accreditation</i> . Santa Barbara, CA: Libraries Unlimited.	16
2009	Hernon, P., & Saunders, L. (July 2009). The federal depository library program in 2023: One perspective on the transition to the future. <i>College & Research Libraries</i> , 70(4), 351-370.	11
	Saunders, L. (2009). The future of information literacy: A delphi study. <i>portal: Libraries and the Academy</i> , 9(1), 99-114.	44
2008	Saunders, L. (2008). Perspectives on accreditation and information literacy as reflected in the literature of library and information science. <i>The Journal of Academic Librarianship</i> , 34(4), 305-313.	16
	Saunders, L. (2008). Exploring connections between information retrieval systems and information literacy standards. <i>Library & Information Science Research</i> , 30(2), 86-93.	4
2007	Saunders, L. (2007). Regional accreditation organizations' treatment of information literacy: Definitions, outcomes and assessment. <i>Journal of Academic Librarianship</i> , 33(3), 317-326.	49
	Hernon, P., Hopper, R., Leach, M., Saunders, L., & Zhang, J. (2007). E-book use by students: Undergraduates in economics, literature, and nursing. <i>The Journal of Academic Librarianship</i> , 33(1), 3-13.	59

At my midpoint review, I noted that I had found a community of international scholars with whom I was conducting occasional projects. The first project grew out of a survey I had developed to gather feedback from practicing reference librarians on the most important skills and competencies for the job now and in the near future. That study was later replicated in 13 countries. I received an OCLC/ALISE research grant to support the hosting of the survey and analysis of the data, and the results of the cross-country comparison were published in *LIBRI*. Since then, I was asked to take the lead in writing up the results of a new study, which involved an examination of LIS student information behaviors in nineteen countries. That study was published last summer in *JELIS*. Finally, I was recently involved in a third study with the same group looking at the copyright literacy of professional librarians. I invited a SLIS student to work with me on that study, because I knew of her personal interest in copyright law. Our paper on the results from the United States portion of the survey was accepted by *Public Services Quarterly* and is currently in production. The lead researcher on the international study has indicated that she would like me to be directly involved in writing the cross-country comparison.

While I enjoy research for its own sake, one of the major benefits of my research is that it often informs my teaching practice. I have integrated the results of many of my studies into relevant courses, and used ideas gained from the studies to develop new activities or assignments that reflect trends in the field. For example, participants in a focus group of library employers indicated the importance of “real-life” assignments that would require students to practice the

kind of flexibility and adaptability they would need in professional positions. Based on that feedback, I have been cognizant of developing practice-based assignments that either involve actual work in the field, or mimic that work as closely as possible. For example, in my academic libraries class, I put students into various committees that work together throughout the semester to fulfill their committee charge. Part of the assignment includes developing a budget to support their activities. Several weeks before the final report is due, I inform the committees that their budgets have been cut by 10%, and their final report has to account for and justify how they will implement that reduction. Similarly, in spring 2015, I coordinated with a faculty member in the School of Social Work (SSW) to pair her students up with students in my LIS 407 Information Sources and Services course for a reference interview assignment. I have my 407 students engage in a reference interview assignment every semester, but usually they recruit family and friends to act as patrons. While that assignment gives students practice in negotiating a reference question and communicating an answer, it is ultimately artificial as their “patrons” usually do not have a real information need, and the familiarity between the patron and librarian often results in a more casual interaction than might be expected in a professional situation. By working with SSW students who had a real information need, my students experienced the immediacy and urgency of a “real” reference interview, and had to work to communicate with and adapt to a patron with whom they were previously unfamiliar. Feedback from the students indicated that the assignment was effective in helping them practice the skills of the reference interview. Thus, my research not only adds to the body of knowledge in the field, but contributes to my growth and efficacy as a teacher.

Service

I engage in a wide variety of service activities at the school, local, national, and international level. Within SLIS, I have participated in over ten committees, including Curriculum and Diversity & Inclusion, as well as committees to revise the LIS 401 Foundations of Library and Information Science course and to develop the new Planning & Evaluation course. My biggest contribution, however, has been acting as chair of the Assessment Committee over the past five years. In this role, I have coordinated several retreats which have resulted in the development of a new set of program learning outcomes (PLOs) for the Master of Science program, and a curriculum map tracing each course in the program back to the relevant program outcomes. I also developed and oversee the administration of the Alumni Survey, assisted in the development of the Exit Survey, spearheaded the complete revision of the course evaluation form, and coordinated a process for program-level assessment using course-embedded assignments. Over the next year, I will be closely involved in the self-study for reaccreditation, with lead responsibility on the chapter on systematic planning. I also recently accepted the position of Online Coordinator for the upcoming academic year. In this role, I will work closely with the M.S. Program Director and Simmons Online to ensure a smooth transition to a fully online program. I will act as a liaison between Simmons Online and SLIS faculty, and supervise the two Technology, Teaching, and Learning Specialist positions.

As chair of the SLIS Assessment Committee, I also sit on the All Simmons Assessment Committee (ASAC). As a part of that committee, I contributed to the development of the college’s biennial report to NEASC, including a credit-hour review of courses. I also participated in planning annual assessment retreats, and developing the college-level assessment process. In addition, I have been participating in the development of the new General Education program at the undergraduate level by helping to develop information literacy learning outcomes and by

providing training in instructing and assessing for those outcomes at Course Design Institutes through the Center for Excellence in Teaching (CET). I have just been asked to join the CET's advisory board for a three year term beginning spring of 2016.

I am also involved in service outside of Simmons College at the local, national, and international levels. I have been on the Board of Trustees of the Somerville Public Library for four years, currently serving as the Vice President of the Board and chair of the Communications Subcommittee. I have delivered training sessions on user instruction for the Boston Public Library (BPL) and consulted with BPL administrators and staff during union negotiations. At the national level, I recently completed a term on the ACRL Instruction Section's Management and Leadership Committee, and just began a term on their Best Practices Committee. At the ALA Conference this June, I was nominated to the Board of Beta Phi Mu for a one-year term. I am currently on the editorial board of *Library and Information Science Research and Publications*, and I serve as an occasional peer-reviewer for a variety of journals including *The Journal of Academic Librarianship*, *The International Journal of Library and Information Science*, and *Studies in Higher Education*. At the international level, I have acted as a proposal reviewer for the European Council on Information Literacy's annual conference and the Information Management in a Changing World's annual conference.

Overall, I am proud of my service record. Feedback on my annual report when I first began on the tenure-track indicated that my service involvement was not as strong as my other areas. Since that time, I made a concerted effort to identify and pursue impactful opportunities. I believe I have developed a very strong service record and demonstrated a commitment to service at many levels. I have also found service to be very fulfilling, as it has given me an opportunity to meet and work with faculty and professionals from many different areas. Further, it has given me an opportunity to contribute to my department, institution, and profession in ways that teaching and research simply do not allow. For instance, my work on the assessment committee has helped to establish important procedures for systematic planning and continuous improvement within SLIS, which will be important to our accreditation review. As a Board member for the Somerville Public Library, I have advocated for the library within the community and to the city administrators, helping to secure important renovations to one of our branch libraries and increase the number of staff positions. This position has had the added benefit of supporting and informing my teaching. My professional background before completing my PhD and joining the faculty was almost exclusively in academic libraries. Through my work with the Somerville Public Library, I have learned a lot about the management of public libraries, and I have been able to integrate some of that into my courses. For instance, I used the recent development of a patron behavior policy as the basis of a case study in *Radical Librarianship*. I recognize service is a crucial part of the role of any faculty member, and I am glad that I have had these opportunities to serve.

Goals

I have several goals for myself as I look ahead to the next few years:

1. Apply for grant funding for a large-scale project
2. Help establish a curriculum focused on social justice in the *ACRL Framework for Information Literacy*, and continue to advocate for the addition of a new frame on information social justice

3. Collaborate on a book focused on the intersection of online privacy/security and information literacy
4. Explore new service areas

I elaborate briefly on each of these goals below.

1. Continue to build my information literacy research and scholarship agenda

As noted in Goal 2 above, information literacy has been a major area of focus in both my scholarship and teaching throughout my careers. My dissertation research focused on college and university responses to information literacy accreditation standards. After successfully completing my dissertation defense, I expanded on the research and published my first book, *Information Literacy as a Student Learning Outcome: The Perspective of Institutional Accreditation* in 2011. Since then, I have conducted research on faculty perspectives on information literacy as a student learning outcome, as well as the intersection of information literacy and social justice. Going forward, I plan to build on this foundation and expand my research related to information literacy. Currently, I am in the midst of a national study examining and comparing the perspectives of college and high school librarians on the importance of various information literacy competencies, as well as their perceptions of student abilities and opinions of when and where each competency should be addressed within the K-16 curriculum. There is a widespread perception in higher education that incoming students are not prepared for college-level research, and in particular that they lack the skills associated with information literacy. Not surprisingly, instructors in higher education have a tendency to push blame onto the K-12 education system for not adequately preparing students, apparently assuming that any gaps in incoming student knowledge reflect gaps in their previous education. However, very few studies examine the arc of instruction and expectations as students transition from high school to college in order to determine whether information literacy skills are being taught and, if they are, whether that instruction aligns with the expectations and assignments students will encounter in their early college career. This study will help to address a gap in the current literature, and hopefully initiate greater dialogue and collaboration between high school and college librarians.

Additionally, I am working on a book proposal focused on privacy, security, and information literacy for librarians and their patrons. This book would be co-authored with Frederick Lane, a lawyer who has written extensively on issues of free speech and obscenity, and is also a cybersecurity/cyberforensics expert. I became acquainted with Fred in the summer of 2015 when he came to speak to my Intellectual Freedom and Censorship class. At the time he introduced me to a series of books he has published on “cybertraps,” or issues of online privacy and security for specific populations such as children, parents, and educators. After his guest lecture, Fred suggested that we collaborate on a book of “cybertraps for librarians.” This book would serve two purposes: first it would address library systems and processes to identify ways in which these systems either promote or endanger the privacy and security of library staff and patrons, with suggestions for improving online safety in the library. In addition, the book would offer guidance for librarians to incorporate issues related to online safety, privacy, and security into their patron education in order to support the development of digital/cyber literacy. Essentially, this book will be handbook for public and academic librarians to enhance online security for

themselves and their patrons. The focus of this book aligns well with my interests in intellectual freedom and censorship as well as information literacy, and I believe it would be of strong interest to practitioners.

Additional projects include a content analysis of information literacy tutorials, a survey of instruction librarians on their understanding and use of the *ACRL Framework* and critical information literacy practices, and a survey of faculty expanding on my previous study and including the new *Framework*. These projects are all in different stages, but they all build directly on my previous work on information literacy and point toward a strong research agenda going forward.

2. Help establish a curriculum focused on social justice in the *ACRL Framework for Information Literacy*

Information literacy is one of my major interests in both research and teaching. I developed and regularly teach the User Instruction course, and also created a short course on Multiple Literacies. In 2013, I was invited to be one of the experts on a Delphi study that helped to create the new *Framework for Information Literacy for Higher Education*, adopted by ACRL in 2015. It was an honor to be a part of this process and to be able to contribute to such an important document. Since the Framework was adopted, I have continued to work with it, in particular advocating for the adoption of a new frame on social justice. I actually suggested this frame during the Delphi study. It was incorporated into the proposed *Framework* at one phase, but ultimately was dropped from the final version. The reasons for dropping the frame are unclear, but there is a substantial contingent of librarians who believe that the *Framework* can and should take a stronger stance on the topic. I have developed a full frame on information social justice, which I have presented at several conferences. The response from the field has been very positive. In fact, after one such presentation, I was contacted by a member of the CCIL colleges in California, inviting me and my co-presenter Lisa Hinchliffe to offer a full day workshop on information social justice to member colleges. Lisa and I have also submitted a proposal to offer a full-day preconference workshop on information social justice at the upcoming ACRL 2017 conference, and I have had two related proposals accepted to the ECIL 2016 conference in Prague. I feel quite strongly that attention to social justice issues belongs in the *Framework*, as it relates back to professional values of social responsibility and diversity. Teaching students to critically analyze information and interrogate the power structures that create it also aligns with my personal values and commitment to critical pedagogy and critical information literacy. I intend to continue to advocate for this important cause. Information literacy has been my focus since I was a doctoral student, and has continued to shape my teaching and research agendas. As my interest in and knowledge of critical theory and critical pedagogy have grown, I have become very interested in the convergence of these areas in the practice of critical information literacy. The focus on a curriculum for information literacy social justice, and a possible expansion of the *ACRL Framework*, relates to my previous research, expands on Goal 2 above, and is the next logical step in my information literacy work.

3. Apply for grant funding for a large-scale project

Since starting on tenure track, I have received several small grants, including the OCLC/ALISE Research grant. I also have twice applied for the IMLS Laura Bush Early Career grant, and was not funded either time. Both of the IMLS proposals were based on expanding the

research I had done for my dissertation. Currently, I am exploring the possibility of applying for a Laura Bush project grant that would bring together several strands of my research and general interest areas. I am very interested in the scholarship of teaching and learning as it applies to LIS education. Knowing that the MSLIS is, in theory, applicable to a wide variety of positions and settings, I am interested in which skills and competencies LIS schools should focus on in order to best meet the needs of the profession. Indeed, several of my research projects have looked at practitioner and employer perspectives on the issue of job preparation. The results of these studies often have implications for curriculum development, and as such they dovetail well with my interests in assessment and accreditation. My idea is to develop a proposal loosely based on the Strategic National Arts Alumni Project (SNAAP) which tracks graduates of arts administration programs across the country. In an LIS version, schools could locally administer an alumni survey and the results could be aggregated to examine national trends in terms of job placement, types of positions, and types of settings. However, this project would go beyond existing efforts such as the *Library Journal* Salary Survey to drill down into job responsibilities, expected skills and competencies, and perceived levels of preparedness. Combined with focus groups or interviews, this information could then be used to analyze LIS curricula and perhaps develop new areas of concentration or pathways to careers in the field. As noted, this project would build on previous research I have done examining teaching and learning in LIS, accreditation and assessment, and the education/practice balance. However, this project would allow me to take the research to a new level with a national scope that could have major implications for informing LIS curricula.

4. Explore new service areas

In 2017 we will submit our self-study for reaccreditation to ALA's CoA, and shortly thereafter I will cycle off of the assessment committee. As I noted above, chairing this committee has been both challenging and fulfilling. It has offered me the opportunity to help establish some important processes and to be closely involved in reaccreditation, which has long been an interest of mine. However, as I look ahead to finishing active work with this committee, I am excited about the possibility of exploring some new areas. In particular, I would be interested in getting more involved with the doctoral committee. I have already co-chaired one dissertation committee, and overseen three doctoral-level independent studies. Currently, I am co-chairing one dissertation committee, am a member of three other dissertation committees, and am acting as advisor to three doctoral students who are still completing coursework. I find working with students at this level to be incredibly rewarding. It is very exciting to help them develop their research agendas and watch them grow as scholars and professionals. I would love to sit on the doctoral committee and be involved from the application process through admissions and reviews. Increased work with doctoral students and the Doctoral Committee would allow me to build and expand on my previous experiences. While I have been involved with a number of doctoral students in different capacities and at different points in their programs, I have not yet had the opportunity to work with a student all the way through the dissertation process from the development of a research question to a full proposal to a completed and successful dissertation defense. Until now, I have always either been a committee member, or have taken on a student after they completed the proposal phase. Working with a PhD student through the entire dissertation process would allow me to take on a more fully developed mentoring role.

In addition, I would also like to expand my service at the international level. I have found working with scholars and researchers in other countries to be extremely interesting and rewarding. It is invaluable to share ideas and get perspectives from colleagues outside of the United States, and to see where our questions and concerns dovetail and where they diverge. I have been acting as a proposal reviewer for the ECIL conference since its inception, and going forward I might be interested in participating in planning the conference. This goal aligns with my own interests in international librarianship and international perspectives on information literacy, and also aligns with the Simmons College goal to increase our global presence.

In sum, I have appreciated every opportunity that Simmons and SLIS have provided me over the years. I believe I have worked hard to take advantage of those opportunities and to give back to the college and to the profession through my contributions in the areas of teaching, scholarship, and service.

¹ Angelo, T.A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. New York, NY: Wiley.