

EVIDENCE OF ACHIEVEMENT IN SERVICE

My service activities have given me the opportunity to give back to, and have some impact on, my department, the college, and the profession. The [Service](#) section of the dossier includes a list of service activities, and identifies my role in each. Some service activities resulted in tangible products, like annual reports or other documentation. Where possible, I have included examples of such products.

SLIS

In the past six years, I have participated in fourteen different committees, task forces, and working groups, and have acted as chair for three of those. My most significant contributions have come through my work on the assessment committee, which I have chaired for nearly my entire time here at SLIS. As part of my work on the assessment committee, I coordinated with the Center for Excellence in Teaching (CET) to initiate a set of workshops that led to the creation of a new set of program learning outcomes (PLOs) for the Master of Science degree. These PLOs are crucial to our accreditation as well as ongoing assessment and continuous improvement efforts. Once the PLOs were approved, I continued to work with the CET and the LIS faculty to map existing courses to the PLOs. This curriculum map helps us to identify how well our current curriculum leads to mastery of the various PLOs, and also allows us to identify courses where we now embed common assignments that can be used for program level assessment. To date, I have led two program level assessment sessions, in which the assessment committee collected a random sample of these course-embedded assignments and scored them against a common rubric to establish how well students, in the aggregate, are achieving the outcomes. The committee used this activity to make recommendations regarding the courses, assignments, and/or rubrics, and this activity will be an important addition to our accreditation self-study.

In my capacity as chair of the assessment committee, I also developed and oversee the administration of the SLIS alumni survey. This survey gives us insight into alumni satisfaction with various aspects of the program and perceptions of their learning and the relevance of the program to the profession. This past year, we revised the survey to ask direct questions about achievement of the new PLOs. We also expanded the survey to include the Children's Literature degree programs, so the survey now goes to both sets of alums. The assessment committee also helped to design, administer, and analyze the new Exit Survey given to outgoing Master of Science students. Information from these surveys provides us with indirect measures of achievement of learning outcomes, as well as data on satisfaction. Results of the surveys have been used for assessment and have informed decision making around curriculum other aspects of the program. Finally, the assessment committee undertook a major revision of the course evaluation form. This revision involved question development and a series of open meetings to gather feedback. At the request of students and in support of the school and college-wide efforts to support diversity and inclusion on campus, the resulting form integrates questions on classroom climate and diversity and inclusion. I am especially proud of my work on the assessment committee. Not only is assessment and systematic planning integral to our accreditation process, but I believe over these last few years we have developed a greater culture of assessment within SLIS, which sets a foundation for continuous review and improvement of our programs and services.

I have also been actively involved in various aspects of curriculum design and review at SLIS. I have served on the Curriculum Committee, the Core Implementation Committee, and two Capstone committees, and I coordinated a task force to review and revise the LIS 401 Foundations of Library and Information Science course. As part of the User Services Group, I am helping to design an Advanced Information Sources and Services course which will consolidate the Literature of the Humanities, Social Sciences, and Science & Technology courses. I am part of the Task Force that is developing a new Planning and Evaluation course. Finally, I was an inaugural member of SLIS' Diversity & Inclusion Task Force, where I participated in a series of listening sessions, helped to launch an inclusion email and action box, and made a recommendation leading to a diversity audit of the SLIS curriculum. I have found that my service activities related to curriculum often intersect with assessment service. For instance, as a member of the assessment committee, I was aware of the fact that our current core courses were not sufficiently addressing our program learning outcomes related to applying research and understanding leadership. I was able to use that knowledge to help inform the development of the new Planning and Evaluation course to help to address gaps in the curriculum. Likewise, when concerns arose on the Diversity & Inclusion Task Force about integrating more attention to diversity issues in the curriculum, I was able to coordinate with assessment to investigate options and ultimately suggest a diversity audit to the curriculum committee.

Most recently, I have taken on the position of Online Coordinator for the LIS degree program at SLIS. Although this role is mainly administrative, some of the work I do in that role overlaps with service activities. For example, I am meeting regularly with the Simmons Online team and the M.S. Program Director to help track our progress as we convert our full degree program to online. I am also in the process of helping to develop an Intellectual Property Policy for SLIS, and coordinating a series of workshops for online instructors. One of my main objectives in this position is to increase communication among the various stakeholders. I am proactive in sharing information with the faculty, and gathering concerns and feedback from the faculty for the Simmons Online team. To that end, I set up a survey to determine faculty interests for training topics, and have instituted regular email updates.

Some of my activities span both teaching and service. Since starting the tenure track position in 2011, I have overseen 22 independent studies, including three at the doctoral level. In addition, I have been a part of four SLIS dissertation committees, and two external dissertation committees. I am also the adviser for three SLIS doctoral students who are still completing coursework. Advising for independent studies and dissertations is a big time commitment, but I believe it is an important service to both the students and the department. Students benefit from independent studies because it gives them a chance to delve more deeply into topics of interest to them, and provides them with an opportunity to study areas outside of the current curricular offerings. Advising doctoral students is also an important responsibility, as I help to guide student through the program, select courses, develop independent study and research projects, and prepare for comprehensive exams. As a dissertation committee chair or member, I guide candidates through the process, help to shape the research direction, and mentor the candidate as a scholar and a professional.

Institution

As chair of the SLIS Assessment Committee, I also act as the liaison to the All-Simmons Assessment Committee (ASAC). In this role, I have created annual reports of SLIS assessment activities for the Provost's office, and represented SLIS at college-wide assessment retreats and

workshops. I am one of the only junior faculty members on ASAC. As a member of ASAC, I have contributed to the campus-wide developments around assessment that have taken place over the last few years. The committee worked closely with the Director of Assessment and the Provost's office to develop and implement an institutional-level assessment process in compliance with NEASC standards. I was involved in drafting the institution-level learning outcomes, and have since been involved in the process to create general education learning outcomes. As with the SLIS Assessment Committee, ASAC's work is critical in meeting accreditation standards. My work on this committee has helped ensure that Simmons College as a whole continues to stay in compliance.

This past year, Simmons launched a new General Education curriculum. Under the new PLAN, all first year students enroll in an "@Boston" course. One of the learning outcomes for the @Boston courses is related to information literacy. At the request of the Director of the CET, I worked with Vivienne Piroli of Beatley Library to develop and implement training for instruction and assessment of information literacy learning outcomes for instructors of these courses. These sessions introduce the ACRL standards and *Framework* for information literacy, discuss how to write course level learning objectives related to information literacy, and explore various activities and assignments that could be used for assessment. Vivienne and I have integrated these trainings into the mandatory Course Design Institutes run by the CET for all @Boston instructors.

I have also served on some short-term committees and task forces. As a member of ASAC, I was part of the search committee to fill the Director of Assessment and Institutional Research positions. As with most search committees, this one involved a series of interviews and meetings to discuss the candidates' qualifications, and finally make a recommendation to the Provost's office. I participated in a task force charged with selecting a vendor for course evaluations on campus in which we reviewed demos, compared the advantages and disadvantages of each product, and made a recommendation for purchase. Finally, I also participated in a credit-hour review task force, which involved reviewing syllabi and course evaluations to ensure that undergraduate courses met NEASC requirements for credit hours. Participation in these short-term committees helps to get the business of the college done in an efficient manner.

The Profession

Over the years, I have sought out opportunities to contribute to the profession. I have served as an ad-hoc peer reviewer for several high-profile journals, including *Library and Information Science Research*, *The Journal of Academic Librarianship*, *Public Services Quarterly* and *JELIS*. I am also on the editorial review board of both *Library and Information Science Research* and *Publications*. I strive to meet high professional standards when undertaking peer-review work. I always meet or exceed the deadlines set by the editors, and I take the time to give the editors and authors substantive feedback. I performed similar work as a program reviewer for two international conference committees. These services are important, as scholars and researchers need to publish in peer-reviewed journals and present juried conference papers, and reviewers are needed to facilitate that process. At a national level, I am currently a member of the ACRL Instruction Section's Best Practices Committee. I served on the ALISE Teller's Committee, and as a member of the ACRL Instruction Section's Management and Leadership Committee. I was recently nominated to the board of Beta Phi Mu, where I will serve a one-year term. I also volunteered as a doctoral poster judge at the ALISE 2015 national conference.

In addition, I have been on the Somerville Public Library Board of Trustees for three years, and have served as the Vice-President for the past two years. In this role, I attend regular meetings, set the agenda and lead the meeting in the absence of the President, and take minutes in the absence of the Secretary. I also represent the Board at library and other community events. I advocate for the library at community events and city meetings. Currently, I am also coordinating the Board's Communications sub-committee. In that role, I oversee the Board's social media outlets, manage the Board's Facebook page, and contribute to that page. I have also set up a Twitter account for the Board. In all, serving as a Library Board member is a big commitment, but I see it as a way of giving back to both the profession as a whole by advocating for the library in a variety of outlets, and to my particular community by volunteering to provide guidance and oversight to a crucial community service.

Summary & Future Directions

Service can be an incredibly rewarding part of my job. In addition to giving back to my community and profession, I appreciate the opportunity to meet and work with colleagues within LIS and across different disciplines and fields. In fact, I believe I have learned a lot through my engagement in service activities. For example, in my work on the assessment committees at both the school and institution level I have engaged in new practices such as curriculum mapping, rubric creation, and course-embedded assessment and learned about accreditation standards and assessment practices in other fields. These experiences, in turn, have informed my scholarship and teaching as I have integrated exercises on curriculum mapping and rubric writing into courses like User Instruction, and implemented assessment techniques to study graduate-level library instruction at Beatley Library. Being involved in ACRL committees, the Credo Reference Advisory Board, and the Somerville Public Library Board of Trustees helps me to keep abreast of trends, issues, and new resources impacting the field, which again I take back to the classroom in my teaching.

Looking ahead, I am excited to explore new areas of service. As I noted in my [Personal Narrative](#), I will be cycling off the assessment committee after our upcoming accreditation visit. At that time, I would like to build on the mentoring and advisory roles that I have begun to take on with my current doctoral students by becoming more involved with the doctoral committee, and by taking full responsibility as chair of a dissertation committee. As a junior faculty member, thus far I have only had the opportunity to participate in dissertation committees as committee member or a co-chair, but I would love the opportunity to guide a student through from the initial stages of developing a research question to a successful dissertation defense. Beyond that, I would also like to become more involved in some of the national and international conferences related to information literacy and academic libraries, including ACRL and ECIL. Thus far, I have participated in these conferences as a presenter and a peer-reviewer and I believe the next step would be to participate in conference planning. Serving on a planning committee would allow me to gain experience in logistics planning, offer me an opportunity to help shape some of the conference themes and directions, and create new networking opportunities to meet with colleagues and professionals. I look forward to exploring all of these areas in the coming years.