

SAMPLE 1

NFS Development Project Reports

Metadata Standards Librarian
Harold B. Lee Library
February 2024

Professional Project

My professional project entailed creating a formalized digital metadata internship design which I can utilize each time I have the opportunity to mentor an intern. This internship was designed utilizing the principles learned at the Effective Teaching Principles Through a Gospel Lens Workshop in its creation and incorporates the *Core Competencies for Cataloging and Metadata Professional Librarians* and the *NACE Career Readiness Competencies*.

I built the internship in Learning Suite as a Learning Community, which ensures that the digital metadata internship experience will be consistent over time. My intern during the Fall 2023 semester was added to this Learning Community, went through my prepared internship materials, and provided me with feedback at the end of the semester.

I also had an intern that I worked with last Spring 2023 term, who stayed on afterwards to work with me and another colleague as a regular student employee, go through the internship materials and provide feedback. Though that student had technically completed the internship and an associated project prior to going through my internship Learning Community, I felt her feedback would still be useful.

Internship/Project Assessment

In my proposal, I stated that I'd assess the organization and effectiveness of the internship design in the following ways:

- Collect learning assessment scores
- Complete an interview with the student intern on the organization of the internship learning activities and assessments
- Compile quality assurance results from completed internship project work

Learning Assessment Scores

	Types of Metadata Assessment	Standardizing Metadata Assessment	LC Subject Headings Assessment	Authorized Heading Search
Fall 2023 Intern	12/14 (86%)	9/10 (90%)	14/14 (100%)	10/10 (100%)

Previous Intern	13/14 (93%)	9/10 (90%)	13/14 (93%)	10/10 (100%)
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The learning assessments were intended to check reading comprehension as well as provide opportunities to apply certain concepts, especially those that would pertain to the internship project. The assessment scores tell me that the questions generally fit the material and readings provided. The LC Subject Headings Assessment and Authorized Heading Search were the more practical assessments which related directly to the internship project. These scores tell me that the instructions were generally clear and easy to understand, and that they provided a good foundation for the internship project.

Student Feedback

Overall, the feedback from both students was positive. The background and history section of the content was informative and the information about controlled vocabulary, content standards, etc., were appreciated. Both felt the assessments were great for helping them wrap their head around concepts and they liked how it allowed them to practice skills.

One student reported that the number of acronyms were overwhelming (librarianship has many of them). Also, that the related articles were too much. I will need to review those sections and possibly revise. The other student provided an organizational suggestion to move a definitions section to the learning path so that it would be easier to access while reading. I will make that change as well.

Quality Assurance Results

I didn't keep numerical results on my quality assurance reviews for both students. My observation was that the intern that completed the internship Learning Community prior to the internship project generally had fewer mistakes on her project than the student that went through the Learning Community after completing her internship project. Though I can hardly draw a strong conclusion on the effectiveness of my internship design based on only two students, this does provide some suggestion that the content and assessments may be beneficial to quality of work on the internship project. As I utilize this approach more, I may find stronger evidence of its effectiveness.

Overall, I feel like this approach to an internship will be beneficial. It appears to have been a positive resource for students so far and will ensure consistency over the course of its use.

Scholarship Development Project

For my scholarship project, I set the following goals:

Scholarly-specific Goals to Complete by December 2023

1. Submit an article for publication.
 - Submit article draft to the Faculty Publishing Service for review.

- Upon receipt of feedback, schedule a meeting with co-authors to review feedback and edit paper.
 - Submit article to editor for review.
 - If accepted, review any suggested edits, and submit the final version. If not accepted, submit to a different journal.
2. Create a plan and an outline for a new research paper.

Evaluation of Success

I planned to evaluate my success by determining whether I stuck to my plans for implementing the following strategies:

- Did I set aside a regular time each month to stay current on librarianship literature? Did I use that time as intended?
- Did I set aside a regular time to hold “writing office hours”? Did I use that time as intended or did I let phone/email distract me?
- Upon embarking on a new research project, did I start writing?

Goals

In my first goal above, I worked on a research article with three colleagues. We completed the first three sub bullets, but not the fourth. Our article was rejected, but we were encouraged to submit it again after completing revisions. We are still in the revision process and hope to resubmit it next month.

I was able to complete my second goal for planning and outlining a new research paper by the end of December. I wrote another article with other colleagues and submitted it to the Faculty Publishing Service (FPS) for review at the end of January 2024. We plan to submit it to a journal at the beginning of March 2024 after the FPS review has been completed.

Strategies

Though I nearly completed my scholarship goals, I was less successful in implementing the strategies I chose.

- Did I set aside a regular time each month to stay current on librarianship literature? Did I use that time as intended?

I wasn't good at setting and keeping a regular time to stay current on librarianship literature. I did occasionally review literature, but it was more random and unplanned.

- Did I set aside a regular time to hold “writing office hours”? Did I use that time as intended or did I let phone/email distract me?

I set some time aside for writing, but it tended to be in larger chunks of time nearer to deadlines set as a group for the research article in progress. I was pretty good about ignoring email/phone during those times, though didn't do so perfectly.

- Upon embarking on a new research project, did I start writing?

With the new research paper I began at the end of December, I feel I did better at starting to write right away rather than waiting for research to be completed.

I feel I need to be more intentional in trying to implement these strategies. Having completed Tara Gray's seminar "Publish & Flourish" in December 2023, I understand that these strategies do help researchers work consistently towards publishing. I plan to be more intentional in setting aside time and keeping it focused. I also appreciated Tara Gray's key sentence approach to writing and revision and have been using that to help with my current research articles.

Also, I have learned that I do better when I'm writing an article with others. I have a solo article that I'd like to write, but working on that tends to get bumped down my to do list. Working with others makes me more accountable for my writing time. I feel my scholarly productivity will be helped as I look for opportunities to collaborate on publications and work towards a common goal or deadline.

Citizenship Development Project

For my Citizenship project, I served on the conference planning committee for Core Forum, which is a conference hosted by the *Core: Leadership, Infrastructure, Futures* division of the American Library Association. The conference was held October 19-21, 2023. The conference planning committee consisted of twelve people from various locations and types of libraries (public, academic, and special).

My role on the committee was two-fold. Firstly, I was assigned to a subgroup tasked with fundraising and finding library-related businesses to sponsor aspects of the conference or be an exhibitor. Secondly, I helped send out promotional emails to listservs and otherwise spread information throughout the lead-up to the conference. I also provided feedback on the conference program and other general considerations and moderated individual sessions.

On the fundraising and sponsorship subgroup, I worked with the incoming Core President, Core's executive director and another librarian. We had several subgroup meetings to determine what library-related businesses we could reach out to, then divided up the businesses among the subgroup members to make contact. Having worked in industry before working in academic libraries, I found that some of the relationships and knowledge I had acquired then helped in brainstorming who to reach out to for sponsorships.

For general committee work, I helped send out emails and provide feedback on the conference program. The emails included calls for proposals, registration announcements and other

reminders. Wanting the announcements to have the furthest reach possible, each committee member communicated which groups or listservs they were members of. Because the committee was made up of individuals in a variety of library settings and roles, the committee was able to send announcements widely. I was the only committee member in many of the metadata and cataloging groups, so my contributions were helpful in communicating to that demographic of the Core division.

At the conference, I signed up to moderate several sessions. I checked in with the presenters of each session before it began to make sure they had everything they needed. I made sure any technical issues got resolved. I also counted the number of attendees in the session to report back to the committee chairs.

Throughout the planning process, the committee meetings took place virtually since committee members were from all over the US and Canada. At the conference I had the opportunity to speak more one-on-one with a few of the other committee members, both about work and about personal things.

Overall, my experience on the conference planning committee was positive. I was able to use my current and past experiences to help with marketing and sponsorships. Working with other committee members at the conference allowed me to create connections I wouldn't have otherwise made because the members were from different areas of librarianship.

I plan to engage in more national committee work to expand my network of colleagues and hopefully create some connections that may enhance future citizenship and research experiences.