

Faculty Development Plan

Life Sciences Librarian
Harold B. Lee Library
Brigham Young University

Part 1: Self-Assessment

A. Academic Background

- B.S. Wildlife and Range Resources, Brigham Young University, December 2003
- M.S. Integrative Biology, Brigham Young University, April 2006
- Master of Library and Information Science, University of North Texas, December 2012

B. Library Experience

- HBLL life sciences librarian since February 2011
- Subject Specialist for Departments of Biology, Health Science, Plant & Wildlife Sciences, and Recreation Management
- Chair Library Liaison Group
- Member Scholarship and Creative Works Committee
- Member Scholarly Communications Committee

C. Strengths

- Extensive background in subject areas, including education and employment opportunities in biological conservation and public health
- Strong interest in scientific discovery and effective dissemination of scientific knowledge
- Team player. Very approachable and willing to collaborate with others to complete scholarship and other library assignments
- Willing to learn from others and from constructive criticism

D. Skills and Competencies

- I enjoy interacting with people and have extensive experience working with the general public.
- I regularly teach subject specific library instruction sessions and am confident at adjusting these sessions to meet user needs.
- I am proficient at searching the databases within my assigned subject areas and regularly assist patrons in their searches.

E. Research Interests

- Innovation in library instruction at academic institutions
- Tools to enhance student group activities and collaborations
- Student information seeking behavior
- Library involvement at all stages of the academic research cycle
- Academic library outreach to faculty, students, and research centers
- Intersection of libraries and scientific research

F. Citizenship Opportunities

1. Professional Organizations

- Utah Library Association- I have been a member of ULA since 2011 and have attended each annual conference since that time. I served as the vice-chair of the ULA Academic Library Section from 2013-2014 and am currently serving as the chair of this section. This has allowed me the opportunity of attending quarterly board meetings and to help coordinate the academic programming for the annual conference.
- American Library Association- I have been a member of ALA since 2012 and have attended the ALA annual conference in 2012 and 2013. I plan to attend the 2014 annual conference in June.
- Association of College and Research Libraries- As part of my ALA membership, I also belong to ACRL. Within ACRL, I have participated extensively with the Science and Technology Section (STS). In 2012, I began a two year term on the STS Liaison Committee.
- American Association for the Advancement of Science- I have been a member of AAAS since 2011 and have attended the AAAS Annual Meeting in 2012, 2013, and 2014. During the annual meeting, I have participated in the Science Librarian Orientation.

2. BYU Citizenship

- Library Liaison Group- In the fall of 2013, I was asked to chair the newly formed Library Liaison Group (LLG). The creation of LLG was partially in response to the 2013 external library review, suggesting the library enhance the liaison program. LLG consists of approximately 25 librarians with liaison responsibilities to academic departments and centers. As the chair, along with two co-chairs, I have organized and planned monthly meetings to discuss various issues pertinent to library liaisons. Some of the main purposes of LLG are to develop guidelines for the liaison program and to provide a venue for liaisons to meet and brainstorm ways to improve liaison services to the rest of the university.
- HBLL Scholarship and Creative Works Committee- I was elected to the library's scholarship and creative works committee in the fall of 2013. The main purposes of this committee are to encourage the development of scholarly and other creative

works by library personnel and to evaluate proposals requesting library funds for creative projects.

- **HBLL Scholarly Communications Committee-** In the spring of 2014, I was asked to serve on the newly formed Scholarly Communications Committee. This committee is charged with coordinating scholarly communications between library personnel and university faculty. This includes educational outreach promoting the library's institutional repository as well as determining data management strategies for faculty research projects.

G. Areas I Wish to Develop

- **Scholarship and creative works** - I would like to maintain a steady output of creative works by instituting research and writing as part of my daily routine. Rather than focusing irregular large blocks of time on my scholarship, I would prefer to devote small blocks of time each day, such as 30 minutes, to my creative works. This would include time for research, reading, outlining, writing, and revising. Initially, I would like to focus my research and writing around library instruction methodologies, but will also be involved in various projects in the life sciences disciplines. Particularly, I am interested in collaborating with teaching faculty on research projects involving library resources. I have been approached by a few faculty members who are interested in collaborating on research projects, such as gathering historical data on biological phenomenon or conducting thorough literature reviews. I also am planning on working on one or two manuscripts from data I collected during my graduate project on amphibian conservation and movement patterns.
- **Knowledge of subject information sources-** I want to develop a more comprehensive knowledge base of information sources in all of my assigned disciplines. Continuing education and interaction with other science librarians, particularly in the life sciences, will be important ways to increase this knowledge and expertise.
- **Online Research Guides-** I would like to develop more interactive online research guides for students, including subject specific tutorials that can be used in conjunction with library instruction.
- **Faculty Collaborations-** One of the areas of most concern is developing long-term working relationship with teaching faculty in my assigned subject areas. I have had positive interactions with many faculty, such as course integrated instruction and new resource requests. However, I would like to cultivate more in depth working relationships, such as developing unique instruction session plans or co-authoring research articles or other creative activities.

Part II Professional Goals and Action Plans

A. Librarianship: Professional Assignment

Goal: Develop working relationship with faculty in each of my assigned departments

Plan:

- Use Biology 100 and 130 as models for future instruction sessions
- Meet with all new faculty to provide orientation to library resources
- Continue scheduling periodic office visits with other faculty, including department chairs
- Develop and distribute yearly newsletter to all assigned faculty at the start of fall semester highlighting new resources and services in the library

Goal: Maintain useful online research guides for students and faculty

Plan:

- Evaluate research guides at least once per semester to verify active links and relevant information
- Where appropriate, embed relevant subject specific tutorials in subject guides
- Regularly ask for faculty and student feedback on guide content

Goal: Continue to regularly assess and improve library instruction

Plan:

- Develop and incorporate online tutorials for library instruction sessions
- Seek student feedback to improve relevancy and effectiveness of the structure and content of instruction sessions
- Seek faculty input when developing and modifying instruction sessions

Goal: Maintain relevant and updated physical and electronic collections

Plan:

- Conduct systematic weeding project of print monograph collections in my subject areas
- Regularly review GOBI slips and new publication catalogs
- Communicate regularly with faculty and review course syllabi to determine trends in research and curricula in my assigned subject areas
- Focus collection development in areas of active research and teaching

B. Librarianship: Professional Development

Goal: Actively pursue learning opportunities to increase my knowledge and skills as an academic librarian

Plan:

- Continue to participate in professional conferences and meetings relevant to librarianship and the science disciplines I support
- Regularly participate in webinars, training sessions, lectures, and other learning opportunities within the library and scientific community
- Schedule time each week to read current research literature in library and assigned science disciplines

C. Librarianship: Scholarship & Creative Works

Goal: Develop areas of active research in library science and subject disciplines

Plan:

- Schedule at least 15 minutes each workday for writing, preferably in the morning
- Participate regularly in library writing group
- Ask colleagues to read and critique all manuscripts prior to submission
- Use Faculty Editing Service for all manuscripts
- Consider applying for a poster or speaker presentation for each conference I attend

D. Citizenship

Goal: Actively contribute to the HBLL and BYU community

- Accept assignments to serve on library and university committees
- Serve as chair of the Library Liaison Group through December 2014
- Seek input from other subject librarians to improve the relevance and effectiveness of LLG meetings
- Continue to actively participate in the Scholarship and Creative Works committee by thoroughly reviewing applications and providing feedback during committee meetings

Goal: Regularly participate in citizenship activities in the broader library and science community

- Continue serving as the chair of the academic library section of the Utah Library Association. Attend regular ULA board meetings and look for additional opportunities to serve.

- Seek continued involvement in the Science and Technology Section of ACRL. Regularly participate in the Liaison Committee of STS until term ends in July 2014. Actively look for additional committee participation.

PART III: Relationship Between Individual Goals and University Aspirations and Resource Needs

A. Relationship between Individual Goals and University Aspirations

These individual goals are intended to help me contribute to the overall mission of BYU and the Harold B. Lee Library. As an employee, I have a responsibility to uphold and advance the purposes adopted by the library and the university. The vision of the Harold B. Lee Library is to “actively participate in learning, teaching, and research by identifying and responding effectively to the information needs of students and faculty.” Likewise, the mission of BYU is to “assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.” My individual goals will provide a framework for me to increase my knowledge and skills. While this process will be valuable to me personally, it also will be beneficial to university students and faculty. Successful completion of these goals will allow me to more effectively assist students and faculty in their educational and research pursuits.

B. Resources needed to accomplish goals

- Financial support to attend professional conferences and meetings
- Financial support for collection development activities
- Time and financial support to devote to creative works
- Software tools and technical support to create online guides and tutorials
- Institutional support for additional training opportunities, such as webinars and guest lecturers

PART IV: Summary of Goals

- Develop working relationship with faculty in each of my assigned departments
- Maintain useful online research guides for students and faculty
- Continue to regularly assess and improve library instruction
- Maintain relevant and updated physical and electronic collections
- Actively pursue learning opportunities to increase my knowledge and skills as an academic librarian
- Develop areas of active research in library science and subject disciplines
- Actively contribute to the HBLL and BYU community
- Regularly participate in citizenship activities in the broader library and science community

PART V: Time Line for Accomplishing Goals

2014-2015

- Submit manuscript for boreal toad movement project
- Conduct assessment of advanced writing library tutorials during fall and winter semesters
- Complete analysis for advanced writing tutorial assessment
- Install 3D printing display on library 3rd floor and regularly update associated video loop and LibGuide
- Attend ALA Annual Conference in Las Vegas, Nevada
- Continue meeting with new faculty in my departments as they arrive at BYU
- Maintain regular contact with all faculty regarding new acquisitions and services
- Develop website for the Academic Library Section of ULA
- Continue serving as chair of LLG through end of 2014
- Actively participate on STS Liaison Committee through end of term in July 2014
- Look for additional committee service opportunities in STS
- Participate in writing group during fall and winter semesters
- Participate in University Faculty Development Series

2015-2016

- Prepare portfolio for third year review - due December 7, 2015
- Identify top two or three journals for one-shot library instruction manuscript and submit for publication
- Submit poster presentation proposal for ACRL Annual Meeting in Portland, Oregon
- Attend ALA Annual Conference in San Francisco, California
- Attend AAAS Annual Meeting in San Jose, California
- Submit presentation proposal for AAAS librarian session at Annual Meeting
- Participate in writing group during fall and winter semesters
- Attend departmental seminars during fall and winter semesters
- Participate on STS committee
- Continue participation in ULA. Look for ULA roundtable leadership opportunities

2016-2017

- Attend ALA Annual Conference in Orlando, Florida
- Submit conference presentation proposal for ALA Annual Meeting
- Attend AAAS Annual Meeting in Washington, DC
- Participate in writing group during fall and winter semesters
- Attend departmental seminars during fall and winter semesters
- Participate on STS committee
- Complete monograph weeding project in assigned call number ranges

2017-2018

- Attend ALA Annual Conference in Chicago, Illinois
- Submit poster presentation proposal for ALA Annual Conference
- Attend AAAS Annual Meeting in Boston, Massachusetts
- Submit presentation proposal for AAAS librarian session at Annual Meeting
- Participate in writing group during fall and winter semesters
- Continue scholarship and creative works activities
- Attend departmental seminars during fall and winter semesters

2018-2019

- Prepare portfolio for sixth year review - due August 27, 2018
- Attend ALA Annual Conference in New Orleans, Louisiana
- Attend AAAS Annual Meeting in Austin, Texas
- Submit presentation proposal for ACRL Annual Meeting in Baltimore, Maryland
- Participate in writing group during fall and winter semesters
- Continue scholarship and creative works activities
- Attend departmental seminars during fall and winter semesters

_____ Date: _____

Life Sciences Librarian

_____ Date: _____

Science and Maps Department Chair

Faculty Development Series Project Proposals

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Course Development Project Proposal

Course: Advanced Writing Library Session- Life Sciences

Purpose: To assist students develop and implement effective search strategies for research questions in the life sciences.

Learning Outcomes: After completing the library tutorial and attending the in-person library session, students will be able to do the following:

- Create effective search strategies to find research articles in the life sciences using tools such as Boolean operators and database limiters
- Identify and use relevant databases in the life sciences
- Evaluate the credibility of information sources, such as peer-reviewed journal articles and websites
- Identify the strengths, limitations, and potential uses of primary, secondary, and tertiary sources

This course consists of a single 50 minute session. Students are majors in the College of Life Sciences and are required to attend this session as part of their advanced writing course. Students have a specific writing assignment and are expected to use the skills learned during this session to find credible sources for this research paper. Most students will have already selected their topic prior to this session. Before attending the library session, students are expected to complete an online library tutorial introducing them to available library resources and helping them to evaluate sources and develop effective search strategies. During the in-class session, I briefly demonstrate how to develop an effective search strategy. Students have the remainder of the class period to work in pairs to find relevant sources on their selected topics. The learning model I use during this session is the Student Facilitated Reference Interview. In this model, students search on their partner's topic in an effort to increase accountability and minimize topic burnout. It is often helpful to have a second individual searching on a topic. During this activity, students are required to complete a worksheet listing their partner's topic, relevant keywords, synonyms, useful databases, and the search strategy used to find information on this topic. Students will then search these databases to find at least two relevant articles on their partner's topic. After students have completed this activity with their partner, I regroup the class for the few remaining minutes of the session to debrief. This gives the students an opportunity to share with each other

what worked well in their searches and areas where they struggled. Students often will offer suggestions on how others in the class could improve their searches. At the end of the session, students turn in their worksheets for attendance purposes and to allow me the opportunity to evaluate their search strategies.

Currently, all advanced writing students, regardless of their subject discipline, complete the same online tutorial. This tutorial provides a general overview to the research process, but lacks subject specific instruction for students in the life sciences. In an effort to improve the relevancy of this instruction for students, I recently helped develop a life sciences subject specific tutorial to replace the general tutorial for my students. I would like to conduct an assessment using student performance on the Student Facilitated Reference Interview worksheet as a means of comparing the general and life sciences online tutorials. To conduct this assessment, I propose randomly selecting half of my instruction sessions to view the general tutorial and the other half to view the life sciences tutorial. I typically have 6 to 8 advanced writing instruction sessions each semester. Students are sorted into sessions based on their availabilities, not by their instructors or sections, resulting in a random mix of students from multiple sections in each library session. Apart from the assigned tutorial, each instruction session will be identical regarding the material presented. I will be the sole instructor for each of these sessions. In order to standardize the worksheet evaluation, student partnerships will all be assigned the same two topics, rather than searching on their own topics. Otherwise, the sessions will be conducted as described previously.

Student worksheets will be evaluated and assigned a grade based on the completeness of the developed search strategy and the relevance/credibility of retrieved articles. Worksheet scores will then be compared between students viewing the general tutorial and those viewing the life sciences tutorial, to observe any significant differences between the two groups.

Citizenship Project Proposal

As outlined in my faculty development plan, I have been actively engaged in several significant citizenship responsibilities while here at BYU, both within and outside of the university. I will continue to actively participate on library committees and assignments, such as the Library Liaison Group, the Scholarship and Creative Works Committee, and the Scholarly Communications Committee.

I would like to continue to serve on the ULA Board as the Academic Libraries Section Chair. I recently rotated from the vice-chair to the chair position in this section and I see many opportunities to enhance my service on this board. As the vice-chair, I observed several areas that needed improvement, but was unable to effectuate most of these changes. As the chair of this section, I am excited to look for ways to improve the organization, particularly regarding communication between academic librarians and the association. I plan on developing greater outreach to academic librarians by improving the section website to include useful information for academic librarians. I also would like to develop more training opportunities and programming for academics throughout the year, not just during the annual conference. ULA typically has a

fall workshop, which in the past has not included academic programing. I would like to solicit academic presentations for the fall workshop.

Another goal that I would like to develop over the next year is to look for additional committee involvement in the Science and Technology Section of ACRL. I will be rotating off of the STS Liaison Committee at the next ALA Conference in July 2014 and I will look for additional service opportunities within this organization.

Methods of Evaluation

For this proposal, I would like to use observable outcomes from these citizenship activities as a means of evaluation. For the ULA Academic Library Section, this will include the creation of a meaningful website and the number of educational programs made available throughout the year.

Scholarship Strategies Project Proposal

Faculty Development Plan- Scholarship and Creative Works

I would like to maintain a steady output of creative works by instituting research and writing as part of my daily routine. Rather than focusing irregular large blocks of time on my scholarship, I would prefer to devote small blocks of time each day, such as 30 minutes, to my creative works. This would include time for research, reading, outlining, writing, and revising. Initially, I would like to focus my research and writing around library instruction methodologies, but will also be involved in various projects in disciplines of the life sciences. Particularly, I am interested in collaborating with teaching faculty on research projects involving library resources. I have been approached by a few faculty members who are interested in collaborating on research projects, such as gathering historical data on biological phenomenon or conducting thorough literature reviews. I also am planning on working on one or two manuscripts from data I collected during my graduate project on amphibian conservation and movement patterns.

Scholarly Goals to be Completed by February 2015

- Submit manuscript for boreal toad movement project
- Identify top two or three journals for one-shot library instruction manuscript and prepare for submission
- Complete analysis for advanced writing tutorial assessment
- Install 3D printing display on library 3rd floor and regularly update associated video loop and LibGuide

Strategies of Scholarly Productivity

I feel that the most important strategy is to devote time each day to writing. I do not intend this to be a large period of time, just 15 to 30 minutes each workday, as a minimum. This time writing

could be used for various purposes, as long as it is related to a current or potential creative project. This would include brainstorming, outlining, and summarizing articles, as well as working on actual manuscripts.

I will continue to participate in the library's scholarly writing and research groups. During winter semester, I participated in a weekly library writing group. I have found this to be extremely valuable and plan on participating in this group during fall semester. I am also participating in a library research group that meets periodically to discuss and analyze various research projects. I anticipate that this research group will lead to future collaborative research activities within the library.

One potentially useful strategy is to work closely with teaching faculty in developing potential collaborative research projects (i.e., American Plum historical article).

Another strategy that I would like to implement is to diversify my creative works across applicable disciplines and mediums. For example, I would like to look for more opportunities to present at conferences on my current research activities, in addition to preparing manuscripts for publication. Also, other means of scholarship include curating displays or exhibitions related to my subject disciplines.

Methods of Evaluation

The primary method of evaluation will be the actual manuscripts accepted for publication, presentations given, or displays curated. I also will keep track of my daily writing schedule, including the total number of minutes I write each week as well as the total number of pages written.

Faculty Development Series Course Development Grant Proposal

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In conjunction with my course development project, I would be interested in attending a conference on library instruction. Of particular interest is the annual LOEX (Library Orientation Exchange) conference. LOEX (<http://www.loex.org/index.php>) is a clearinghouse for information on library instruction, providing resources and training for academic librarians. As BYU currently is an institutional member of LOEX, I would be eligible to attend this conference at the discounted member rate (approximately \$280). The next LOEX conference is from April 30 to May 2, 2015 in Denver, Colorado.

I believe that this conference would allow me to further develop my teaching skills as an instruction librarian. I regularly collaborate with teaching faculty to develop library instruction sessions and I am continually looking for new ideas and methods to engage students in active learning. LOEX is a highly respected organization within the academic library community. Presentations at this conference focus specifically on improving library instruction, highlighting best practices from within the discipline. I believe that this specialized conference would allow me to interact with other instruction librarians and explore new teaching pedagogies relevant for academic libraries.

If awarded, I would use most of this \$300 grant to cover the conference registration fee. Any remaining money would then be applied toward associated travel expenses.