

Curriculum Vitae of Beth St. Jean

University of Maryland
Room 4117K Hornbake Building, South Wing
College Park, MD 20742-4325
bstjean@umd.edu
(301) 890-3610

1. Personal Information

Current Rank Associate Professor, College of Information Studies
Assistant Director, Information Policy & Access Center (iPAC), College of Information Studies
Senior Fellow, Center for the Advanced Study of Communities and Information (CASCI), College of Information Studies
Affiliate Faculty Member, The Herschel S. Horowitz Center for Health Literacy, School of Public Health

Appointment January 2012

Telephone (301) 890-3610

Email bstjean@umd.edu

Website <https://ischool.umd.edu/faculty-staff/beth-st-jean>

Academic Background

Ph.D.	Information, University of Michigan School of Information Dissertation: <i>Information Behavior of People Diagnosed with a Chronic Serious Health Condition : A Longitudinal Study</i> (https://deepblue.lib.umich.edu/handle/2027.42/91570) [D01]	2012
Graduate Teacher Certificate	University of Michigan, Horace H. Rackham School of Graduate Studies and the Center for Research on Learning and Teaching (CRLT)	2010
M.S.	Information (Library & Information Services), University of Michigan School of Information [Recipient of full 4-term scholarship]	2006
B.A.	Mathematics, Smith College, Northampton, MA	1988

Professional Work Experience

2018 – Pres.	Associate Professor	University of Maryland College of Information Studies
2012 – 2018	Assistant Professor	University of Maryland College of Information Studies
2008 – 2011	Research Assistant	Credibility 2.0 project led by Prof. Soo Young Rieh University of Michigan School of Information, Ann Arbor, MI Funding: MacArthur Foundation
2009 – 2011	Research Assistant	BiblioBouts project led by Professor Karen Markey University of Michigan School of Information, Ann Arbor, MI Funding: Institute of Museum and Library Services (IMLS)
2008 – 2009	Graduate Student Instructor	University of Michigan School of Information: Master of Science in Information (MSI) Program, Ann Arbor, MI. Supervised by Professor Ixchel Faniel.
2006 – 2008	Research Assistant	Engaging Undergraduates in Research through a Storytelling and Gaming Strategy led by Professors Karen Markey and Victor Rosenberg University of Michigan School of Information, Ann Arbor, MI Funding: Delmas Foundation
2005 – 2009	Research Assistant	MIRACLE (Making Institutional Repositories A Collaborative Learning Environment) Project led by Professors Soo Young Rieh, Karen Markey, and Beth Yakel University of Michigan School of Information, Ann Arbor, MI Funding: Institute of Museum and Library Services (IMLS)
1995 – 2004	Senior Statistical/ Financial Analyst	The Fontana Group, Inc., Tucson, AZ
1995	Controller	Saguaro Food Products, Tucson, AZ
1994 – 1995	Asset Management Accountant	Overland Property Management Co., Tucson, AZ
1991 – 1993	Fraud Auditor	Williams-Sonoma, Inc., San Francisco, CA
1990 – 1991	Sales Audit Team Leader	Williams-Sonoma, Inc., San Francisco, CA
1988 – 1990	Sales Audit Clerk	Williams-Sonoma, Inc., San Francisco, CA

2. Research, Scholarly and Creative Activities^a

A. Books

i. Books authored

- BA01 **^*St. Jean, B.**, Gorham, U., & Bonsignore, E. (2021). *Understanding Human Information Behavior: When, How, and Why People Interact with Information*. Lanham, MD: Rowman & Littlefield.
<https://rowman.com/ISBN/9781538119129/Understanding-Human-Information-Behavior-When-How-and-Why-People-Interact-with-Information>

ii. Books edited

- BE01 **^*St. Jean, B.**, #Jindal, G., #Liao, Y., & Jaeger, P. T. (Eds.). (2021). *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities (Advances in Librarianship, Volume 47)*. London: Emerald Group Publishing Limited. <https://www.emerald.com/insight/publication/doi/10.1108/S0065-2830202047>

iii. Chapters in Books

- BC03 **^*St. Jean, B.**, Jaeger, P. T., #Jindal, G., & #Liao, Y. (2021). Chapter 1: Introduction: Libraries and Librarians as Agents of Health Information Justice. In B. St. Jean, G. Jindal, Y. Liao, & P. T. Jaeger (Eds.), *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities (Advances in Librarianship, Volume 47)*. London: Emerald Group Publishing Limited. <https://www.emerald.com/insight/content/doi/10.1108/S0065-28302020000047001/full/html>
- BC02 **^*St. Jean, B.**, #Jindal, G., Jaeger, P. T., #Liao, Y., & #Barnett, B. (2021). Chapter 15: Libraries and Librarians as Agents of Health Information Justice: Concluding Thoughts. In B. St. Jean, G. Jindal, Y. Liao, & P. T. Jaeger (Eds.), *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities (Advances in Librarianship, Volume 47)*. London: Emerald Group Publishing Limited. <https://www.emerald.com/insight/content/doi/10.1108/S0065-28302020000047014/full/html>

^a For each entry in this section: my name is shown in bold; the '^' symbol indicates intellectual leadership; the '*' symbol indicates the corresponding author; and the '#' symbol indicates student co-authors whom I mentored.

- BC01 ^*Jaeger, P. T., Barlow, D. L., & **St. Jean, B.** (2016). The arc of activism: The James Partridge Award in the context of 50 years of attempts to influence diversity and inclusion in the field of library and information science by the University of Maryland. In D. L. Barlow & P. T. Jaeger (Eds.), *Celebrating the James Partridge Award: Essays toward the Development of a More Diverse, Inclusive, and Equitable Field of Library and Information Science (Advances in Librarianship, Volume 42)*. London: Emerald Group Publishing Limited. <http://dx.doi.org/10.1108/S0065-283020160000042003>

B. Articles in Refereed Journals

- RJA26 Luo, Y., Oh, C. Y., **St. Jean, B.**, & Choe, E. K. (2020). Interrelationships between patients' data tracking practices, data sharing practices, and health literacy: Onsite survey study. *Journal of Medical Internet Research (JMIR)*, 22(12), paper e18937. Available: <https://www.jmir.org/2020/12/e18937/>
- RJA25 ^***St. Jean, B.**, #Jindal, G., #Liao, Y., & Jaeger, P. T. (2019). The central roles of information in health justice, Part 2: Consumer Health Information Justice and the connections between health, ability, and literacy. *International Journal of Information, Diversity, & Inclusion*, 3(4), article 33057. Available: <https://jps.library.utoronto.ca/index.php/ijidi/article/view/33057>
- RJA24 ^***St. Jean, B.**, #Jindal, G., #Liao, Y., & Jaeger, P. T. (2019). The central roles of information in health justice, Part 1: Toward a new field of Consumer Health Information Justice. *International Journal of Information, Diversity, & Inclusion*, 3(3), article 32961. Available: <https://jps.library.utoronto.ca/index.php/ijidi/article/view/32961>
- RJA23 ^***St. Jean, B.**, #Jindal, G., & #Chan, K. (2018). "You have to know your body!": The role of the body in influencing the information behaviors of people with type 2 diabetes. *Library Trends*, 66(3), 289-314. Available: <https://muse.jhu.edu/article/691948> [JIF: 0.208; 5-year IF: 0.326]
- RJA22 ^***St. Jean, B.**, #Taylor, N. G., #Kodama, C., & Subramaniam, M. (2018). Assessing the health information source perceptions of tweens using card-sorting exercises. *Journal of Information Science*, 44(2), 148-164. Available: <http://journals.sagepub.com/doi/10.1177/0165551516687728> [JIF: 0.878; 5-year IF: 1.479]
- RJA21 *#Douglass, C., Gorham, U., Hill, R. F., #Hoffman, K., ^Jaeger, P. T., #Jindal, G., & **St. Jean, B.** (2017). Information access and information literacy under siege: The potentially devastating impacts of the proposed 2017 White House budget on already-marginalized populations in the United States. *First Monday*, 22(10), October 2017. Available: <http://firstmonday.org/ojs/index.php/fm/article/view/8088/6554>

- RJA20 ^*#Kodama, C., **St. Jean, B.**, Subramaniam, M., & #Taylor, N. G. (2017). "There's a creepy guy on the other end at Google!: Engaging middle school students in a drawing activity to elicit their mental models of Google. *Information Retrieval Journal*, 20(5), 403-432. Available: <https://link.springer.com/article/10.1007/s10791-017-9306-x> [JIF: 0.896; 5-year IF: 1.226]
- RJA19 ^***St. Jean, B.**, #Taylor, N. G., #Kodama, C., & Subramaniam, M. (2017). Assessing the digital health literacy skills of tween participants in a school-library-based after school program. *Journal of Consumer Health on the Internet*, 21(1), 40-61. Available: <http://www.tandfonline.com/doi/full/10.1080/15398285.2017.1279894>
- RJA18 ^***St. Jean, B.** (2017). Factors motivating, demotivating, or impeding information seeking and use by people with type 2 diabetes: A call to work toward preventing, identifying, and addressing incognizance. *Journal of the Association for Information Science & Technology (JASIS&T)*, 68(2), 309-320. Avail.: <http://onlinelibrary.wiley.com/doi/10.1002/asi.23652/full> [JIF: 2.322; 5-year IF: 2.351]
- RJA17 ^*Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., #Kodama, C., #Follman, R., & Casciotti, D. (2015). Bit by bit: Using design-based research to improve the health literacy of adolescents. *JMIR Research Protocols*, 4(2), e62. Available: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4464334/> [JIF: 4.532; 5-year IF: n/a]
- RJA16 ^*Subramaniam, M., #Taylor, N. G., **St. Jean, B.**, #Follman, R., & #Kodama, C. (2015). As simple as that?: Tween credibility assessment in a complex online world. *Journal of Documentation*, 71(3), 550-571. Available: <http://www.emeraldinsight.com/doi/full/10.1108/JD-03-2014-0049> [JIF: 1.063; 5-year IF: 1.480]
- RJA15 ^***St. Jean, B.**, Subramaniam, M., #Taylor, N. G., #Follman, R., #Kodama, C., & Casciotti, D. (2015). The influence of positive hypothesis testing on youths' online health-related information seeking. *New Library World*, 116(3/4), 136-154. Available: <http://www.emeraldinsight.com/doi/full/10.1108/NLW-07-2014-0084>
- RJA14 ^***St. Jean, B.** (2014). Devising and implementing a card-sorting technique for a longitudinal investigation of the information behavior of people with type 2 diabetes. *Library & Information Science Research*, 36(1), 16-26. Available: <http://www.sciencedirect.com/science/article/pii/S0740818814000061> [JIF: 1.230; 5-year IF: 1.981]

- RJA13 ^*Martinez, C. H., **St. Jean, B.**, Plauschinat, C. A., Rogers, B., Beresford, J., Martinez, F. J., Richardson, C. R., & Han, M. K. (2014). Internet access and use by COPD patients in the National Emphysema/COPD Association survey. *BMC Pulmonary Medicine*, 14(66).
Available: <http://www.biomedcentral.com/content/pdf/1471-2466-14-66.pdf>
[JIF: 2.329; 5-year IF: 2.445]
- RJA12 ^***St. Jean, B.**, Rieh, S. Y., Kim, Y.-M., & Yang, J. Y. (2012). An analysis of the information behaviors, goals, and intentions of frequent Internet users: Findings from online activity diaries. *First Monday*, 17(2), February 2012. Available: <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3870/3143>
- RJA11 ^***St. Jean, B.**, Rieh, S. Y., Yakel, E., & Markey, K. (2011). Unheard voices: Institutional repository end-users. *College & Research Libraries*, 72(1), 21-42. Available: <http://hdl.handle.net/2027.42/106414> [JIF: 1.568; 5-year IF: 1.617]
- RJA10 ^*Markey, K., Leeder, C., & **St. Jean, B.** (2011). Students' behavior playing an online information literacy game. *Journal of Information Literacy*, 5(2), 46-65. Available: <http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/PRA-V5-I2-2011-3/1574>
- RJA09 ^*Markey, K., Swanson, F., Leeder, C., Peters, G. R., Jr., Jennings, B. J., **St. Jean, B.**, Rosenberg, V., Rieh, S. Y., Carter, G. V., Packard, A., Frost, R. L., Mbabu, L., & Calvetti, A. (2010). The benefits of integrating an information literacy skills game into academic coursework: A preliminary evaluation. *D-Lib Magazine*, 16(7/8), July/August 2010. Available: <http://www.dlib.org/dlib/july10/markey/07markey.html>
- RJA08 ^*Markey, K., Swanson, F., Jenkins, A., Jennings, B., **St. Jean, B.**, Rosenberg, V., Yao, X. & Frost, R. L. (2009). Will undergraduate students play games to learn how to conduct library research? *Journal of Academic Librarianship*, 35(4), 303-313. Available: <http://www.sciencedirect.com/science/article/pii/S0099133309000652>
[JIF: 1.150; 5-year IF: 1.181]
- RJA07 ^*Rieh, S. Y., **St. Jean, B.**, Yakel, E., Markey, K., & Kim, J. (2008). Perceptions and experiences of staff in the planning and implementation of institutional repositories. *Library Trends*, 57(2), 168-190. Available: <http://hdl.handle.net/2027.42/106419>
[JIF: 0.208; 5-year IF: 0.326]
- RJA06 ^*Yakel, E., Rieh, S. Y., **St. Jean, B.**, Markey, K., & Kim, J. (2008). Institutional repositories and the institutional repository: College and university archives and special collections in an era of change. *The American Archivist*, 71(2), 323-349. Available: <http://hdl.handle.net/2027.42/106421>

- RJA05 ^*Markey, K., **St. Jean, B.**, Rieh, S. Y., Yakel, E., & Kim, J. (2008). Institutional repositories: The experience of master's and baccalaureate institutions. *Portal: Libraries and the Academy*, 8(2), 157-173. Available: <http://hdl.handle.net/2027.42/106420> [JIF: 1.286; 5-year IF: 1.088]
- RJA04 ^*Markey, K., Swanson, F., Jenkins, A., Jennings, B., **St. Jean, B.**, Rosenberg, V., Yao, X. & Frost, R. L. (2008). Designing and testing a Web-based board game for teaching information literacy skills and concepts. *Library Hi Tech*, 26(4), 663-681. Available: <http://www.emeraldinsight.com/doi/full/10.1108/07378830810920978> [JIF: 0.798; 5-year IF: 0.741]
- RJA03 ^*Markey, K., Swanson, F., Jenkins, A., Jennings, B., **St. Jean, B.**, Rosenberg, V., Yao, X. & Frost, R. L. (2008). The effectiveness of a Web-based board game for teaching undergraduate students information literacy concepts and skills. *D-Lib Magazine*, 14(9/10), September/October 2008. Available: <http://www.dlib.org/dlib/september08/markey/09markey.html>
- RJA02 ^*Rieh, S. Y., Markey, K., **St. Jean, B.**, Yakel, E., & Kim, J. (2007). Census of institutional repositories in the U.S.: A comparison across institutions at different stages of IR development. *D-Lib Magazine*, 13(11/12), November/December 2007. Available: <http://www.dlib.org/dlib/november07/rieh/11rieh.html>
- RJA01 ^*Markey, K., **St. Jean, B.**, Rieh, S. Y., Yakel, E., Kim, J., and Kim, Y.-M. (2007). Nationwide census of institutional repositories: Preliminary findings. *Journal of Digital Information*, 8(2). Available: <http://journals.tdl.org/jodi/article/view/194/170>

C. Monographs, Reports and Extension Publications

- R06 ^*Markey, K., Rieh, S. Y., Rosenberg, V., Swanson, F., Peters, G. R., Jr., Wong, M., Jennings, B., Leeder, C., **St. Jean, B.**, Calvetti, A., Johnson, C., Martin, A., Packard, A., & Toth, G. (2010). *Building the games students want to play: BiblioBouts Project interim report #4*. Ann Arbor, MI: University of Michigan School of Information. Available: <http://hdl.handle.net/2027.42/78021>
- R05 ^*Markey, K., Rieh, S. Y., Rosenberg, V., Swanson, F., Peters, G. R., Jr., Jennings, B., Leeder, C., **St. Jean, B.**, Calvetti, A., & Raymond, M. (2010). *Building the games students want to play: BiblioBouts Project interim report #3*. Ann Arbor, MI: University of Michigan School of Information. Available: <http://hdl.handle.net/2027.42/69157>
- R04 ^*Markey, K., Rieh, S. Y., Rosenberg, V., Swanson, F., Peters, G. R., Jr., Jennings, B., Leeder, C., **St. Jean, B.**, & Calvetti, A. (2009). *Building the games students want to play: BiblioBouts Project interim report #2*. Ann Arbor, MI: University of Michigan School of Information. Available: <http://hdl.handle.net/2027.42/64293>

- R03 ^*Markey, K., Rieh, S. Y., Rosenberg, V., Swanson, F., Peters, G., Jennings, B., Yao, X., & **St. Jean, B.** (2009). *Building the games students want to play: BiblioBouts Project interim report #1*. Available: <http://deepblue.lib.umich.edu/handle/2027.42/62072>
- R02 ^*Markey, K., Swanson, F., Jenkins, A., Jennings, B., **St. Jean, B.**, Rosenberg, V., Yao, X., & Frost, R. L. (2008). *Engaging undergraduates in research through a storytelling and gaming strategy: Final report to the Delmas Foundation*. Available: <http://deepblue.lib.umich.edu/handle/2027.42/58630>
- R01 ^*Markey, K., Rieh, S. Y., **St. Jean, B.**, Kim, J., & Yakel, E. (2007, February). *Census of institutional repositories in the United States: MIRACLE Project research findings*. Washington, D.C.: Council on Library and Information Resources. Available: <http://www.clir.org/pubs/reports/pub140/pub140.pdf>

D. Book Reviews, Other Articles, Notes

- BR01 ^***St. Jean, B.** (2019). Invited Book Review – Promoting Individual and Community Health at the Library, *Library Quarterly*, 89(2), 175-177.

E. Talks, Abstracts and Other Professional Papers Presented

i. Invited talks

- IT04 ^***St. Jean, B.** (2020). COVID-19 Panel: How can we crowdsource scientists to improve public information? *NASEM Forum on Postsecondary Response to COVID-19* (virtual). The National Academies of Sciences, Engineering, and Medicine (NASEM) Board on Higher Education and Workforce. April 16, 2020.
- IT03 ^***St. Jean, B.** (2019). Consumer health information justice: Identifying and addressing information-related factors that contribute to health disparities. Invited *National Network of Libraries of Medicine (NNLM) Webinar*, November 15, 2019.
- IT02 ^***St. Jean, B.** (2017). Health Justice: The roles of health literacy and health-related information behaviors in optimizing patient health outcomes and reducing health disparities. Invited keynote talk delivered at the *2017 Mid-Atlantic Chapter of the Medical Library Association (MAC-MLA) Annual Meeting*, Staunton, VA, October 24, 2017.
- IT01 ^***St. Jean, B.** (2017). Partnering with school librarians: Impacts of the *HackHealth After School Program*. Mini-Talk delivered online for the *Mortenson Center for International Library Programs, iSchool of Illinois*, October 10, 2017.

ii. Refereed conference proceedings

- RCP51 ^***St. Jean, B.**, #Jardine, F., & #Jindal, G. (2020). Teaching consumer health informatics and health justice within UMD iSchool's new undergraduate specialization in health informatics. Presentation at the *Public Interest Technology University Network (PIT-UN) Conference on Undergraduate Informatics Education (Informatics Education 2020)*, Austin, TX, March 3-4, 2020.
- RCP50 ^***St. Jean, B.**, #Jindal, G., & #Liao, Y. (2019). Consumer health information justice. Panel presentation at the *Medical Library Association Annual Meeting (MLA '19)*, Chicago, IL, May 5, 2019.
- RCP49 ^***St. Jean, B.**, #Jindal, G., & #Liao, Y. (2018). Toward a Consumer Health Information Behavior Model of Health Injustice. Research talk presented at the *2018 ASIS&T SIG-USE Research Symposium: Moving Toward the Future of Information Behavior Research and Practice*, Vancouver, BC, Canada, November 10, 2018.
- RCP48 ^***#Oh, C.**, Butler, B. S., & St. Jean, B. (2018). Wandering as information behavior in new environments. Research poster presented at the *ASIS&T 2018 Annual Meeting*, Vancouver, BC, Canada, November 10-14, 2018.
- RCP47 ^*#Liao, Y., #Jindal, G., & St. Jean, B. (2018). The role of self-efficacy in cancer information avoidance. Research paper presented at *iConference 2018*, Sheffield, UK, March 25-28, 2018.
- RCP46 ^***St. Jean, B.**, #Jindal, G., & #Liao, Y. (2017). Is ignorance really bliss?: Exploring the interrelationships among information avoidance, health literacy, and health justice. Research paper presented at the *ASIS&T 2017 Annual Meeting*, Crystal City, VA, October 27 – November 1, 2017. [**Winner of the 2017 ASIS&T SIG-USE Innovation Award**]
- RCP45 ^***St. Jean, B.**, #Jindal, G., & #Liao, Y. (2017). Health Justice: The Central Roles of Health Literacy and Information Behavior. Research talk presented at the *2017 ASIS&T SIG-USE Research Symposium: Framing Inclusion and Exclusion in Information Behavior Research and Practice*, Crystal City, VA, October 28, 2017.
- RCP44 ^***St. Jean, B.**, #Kodama, C., & Oxley, R. (2017). HackHealth: The promise of broadband access through school libraries to improve student health and reduce health disparities. Panel presentation at the *2017 SHLB (Schools, Health & Libraries Broadband Coalition) Annual Conference*, Crystal City, VA, June 2, 2017.
- RCP43 ^*Bonsignore, E., **St. Jean, B.**, #Jindal, G., & #Jardine, F. (2017). Maiden, mother, crone: The influence of digital marketing on women's health information seeking behavior during life transitions. Presentation at the "Hacking Women's Health" Workshop, *Conference on Human Factors in Computing Systems (CHI 2017)*, Denver, CO, May 7-8, 2017.

- RCP42 #Jindal, G. & ^***St. Jean, B.** (2017). Shame, blame, and stigma: The experiences of people with type 2 diabetes. Research talk presented at the *2017 UMD Disability Summit: Disability in a Polarized Nation*, College Park, MD, April 21, 2017.
- RCP41 ^*#Kodama, C., **St. Jean, B.**, Subramaniam, M., & #Taylor, N. G. (2017). Creepy guys at Google: Tweens' mental models of Google. Research poster presented at *University of Maryland Social Justice Day*, College Park, MD, April 18, 2017.
- RCP40 ^*#Kodama, C., Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., Casciotti, D., & #Follman, R. (2017). HackHealth: Engaging tweens in seeking and utilizing health information. Research poster presented at *University of Maryland Social Justice Day*, College Park, MD, April 18, 2017.
- RCP39 ^***St. Jean, B.** & #Jindal, G. (2016). Bumps along the road from compliance to self-management: Patient and doctor information behaviors that can reinforce health disparities and lead to poor health outcomes. Research talk presented at *CIDLIS (Conference on Inclusion and Diversity in Library and Information Science) 2016*, College Park, MD, October 21, 2016.
- RCP38 ^***St. Jean, B.** & #Liao, Y. (2016). Not one America: Demographic differences in health- and information-related self-efficacy and health information source access, preferences, perceptions, and use. Research talk presented at *CIDLIS (Conference on Inclusion and Diversity in Library and Information Science) 2016*, College Park, MD, October 21, 2016.
- RCP37 ^*Subramaniam, M., **St. Jean, B.**, & #Taylor, N. G. (2016). Teaching credibility assessment to children. Workshop conducted at the *MLA & DLA Joint Library Conference*, Ocean City, MD, May 5, 2016.
- RCP36 ^***St. Jean, B.** (2016). Information-related strategies for preventing and mitigating diabetes-related disabilities and their negative impacts. Research talk presented at the *2016 UMD Disability Summit: Activism and Advocacy in the Academy*, College Park, MD, April 8, 2016.
- RCP35 ^*#Kodama, C., **St. Jean, B.**, Subramaniam, M., & #Taylor, N. G. (2016). There's a creepy guy on the other end at Google: Tweens' mental models of Google's inner workings. Research poster presented at *iConference 2016*, Philadelphia, PA, March 20-23, 2016.
- RCP34 ^***St. Jean, B.**, #Taylor, N. G., #Kodama, C., Subramaniam, M., & Casciotti, D. (2015). Impacts of the HackHealth after-school program: Motivating youth through personal relevance. Research paper presented at the *ASIS&T 2015 Annual Meeting*, St. Louis, MO, November 6-10, 2015. Available: <http://onlinelibrary.wiley.com/doi/10.1002/pr2.2015.145052010032/full>

- RCP33 ^***St. Jean, B.**, Subramaniam, M., #Taylor, N. G., #Kodama, C., & Casciotti, D. (2015). Following the thread of Social Cognitive Theory through the development, implementation, and outcomes of the HackHealth after-school program for disadvantaged youth. Lightning talk delivered at the *2015 ASIS&T SIG-USE Research Symposium: Making Research Matter: Connecting Theory and Practice*, St. Louis, MO, November 7, 2015.
- RCP32 ^***St. Jean, B.**, Subramaniam, M., #Taylor, N. G., #Kodama, C., & Casciotti, D. (2015). Leveraging school-library-based after-school programs to motivate, engage, and benefit youth from disadvantaged backgrounds. Research talk presented at *CIDLIS (Conference on Inclusion and Diversity in Library and Information Science) 2015*, College Park, MD, October 16, 2015.
- RCP31 ^*#Taylor, N. G., #Kodama, C., **St. Jean, B.**, Subramaniam, M., #Follman, R., & Casciotti, D. (2015). The Google, the Bing, and the open Web: Teaching credibility assessment to young adults. Preconference program held at the *American Library Association's 2015 Annual Conference*, San Francisco, CA, June 26, 2015.
- RCP30 ^***St. Jean, B.** & #Chan, K. M. (2015). Leveraging libraries to facilitate connections between novice and expert type 2 diabetes patients. Research poster presented at the *Medical Library Association (MLA) Annual Meeting*, Austin, TX, May 15-20, 2015.
- RCP29 ^***St. Jean, B.**, Subramaniam, M., #Taylor, N. G., #Follman, R., #Kodama, C., & Casciotti, D. (2015). "Because I just know things and I'm sure!": How socioeconomically disadvantaged tweens' pre-existing beliefs can influence the success of their online health-related information searches. Research talk presented at the *ALISE (Association for Library and Information Science Education) 2015 Annual Conference*, Chicago, IL, January 27-30, 2015.
- RCP28 ^*Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., #Follman, R., #Kodama, C., & Casciotti, D. (2015). Bit by bit: Unpacking health literacy instruction for young people. Research paper presented at the *ALISE (Association for Library and Information Science Education) 2015 Annual Conference*, Chicago, IL, January 27-30, 2015. [**Winner of the 2015 ALISE/LMC Paper Award**]
- RCP27 ^*#Taylor, N. G., Subramaniam, M., **St. Jean, B.**, #Kodama, C., #Follman, R., #Ambrosini, F., Casciotti, D., Bethea, M., Montgomery, S., & Oxley, R. (2014). Exploring health and information literacy: How to reach tweens. Talk presented at the *Maryland Association of School Librarians 2014 Annual Conference*, Linthicum Heights, MD, October 17, 2014.
- RCP26 ^*#Follman, R., #Kodama, C., #Taylor, N. G., Subramaniam, M., **St. Jean, B.**, & Casciotti, D. (2014). The HackHealth Pods. Research poster presented at the *Maryland Association of School Librarians 2014 Annual Conference*, Linthicum Heights, MD, October 17, 2014.

- RCP25 ^*#Kodama, C., Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., Casciotti, D., & #Follman, R. (2014). HackHealth: Engaging tweens in seeking and utilizing health information. Research poster presented at the *American Library Association Annual Conference*, Las Vegas, NV, June 26 - July 1, 2014.
- RCP24 ^*Subramaniam, M., #Taylor, N. G., **St. Jean, B.**, #Follman, R., #Kodama, C., & Casciotti, D. (2014). The hows and whys of disadvantaged tweens' online credibility assessment: Implications for digital literacy instruction. **[Winner of the 2014 Beta Phi Mu/LRRT (Library Research Round Table) Research Paper Award]**
- RCP23 ^*Subramaniam, M., **St. Jean, B.**, #Follman, R., #Ambrosini, F., #Taylor, N. G., #Kodama, C., & Casciotti, D. (2014). From eye rolls to "I can!" – Understanding the health literacy of disadvantaged tweens. Research poster presented at Public Health Research@Maryland 2014, University of Maryland, College Park, April 8, 2014.
- RCP22 ^*Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., Casciotti, D., #Follman, R., #Ambrosini, F., & #Kodama, C. (2014). "Nobody will have to suffer what I suffer": Weaving personal relevance into interest-driven learning pathways. Research talk presented at the *Digital Media and Learning Conference (DML2014)*, Boston, MA, March 6-8, 2014.
- RCP21 ^*Subramaniam, M., **St. Jean, B.**, #Follman, R., #Taylor, N. G., #Goldberg, G. & Casciotti, D. (2014). From eye rolls to "I can!" - Understanding the health literacy of disadvantaged tweens. Research poster presented at the *iConference 2014*, Berlin, Germany, March 4-7, 2014.
- RCP20 ^*Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., #Follman, R. & Casciotti, D. (2014). Tweens HackHealth: Working with school librarians to engage disadvantaged youth in health entrepreneurship. Paper presented at the *ALISE (Association for Library and Information Science Education) 2014 Annual Conference*, Philadelphia, PA, January 21-24, 2014. Available: http://hackhealth.umd.edu/wp-content/uploads/2013/09/ALISE2014_HackHealth.pdf
- RCP19 ^***St. Jean, B.** & Subramaniam, M. (2013). Information behavior on the move: Information needs, seeking, and use in the era of mobile technologies. 13th Annual SIG-USE Research Symposium. *ASIS&T 2013 Annual Meeting*, Montreal, Quebec, Canada, November 2, 2013.
- RCP18 ^***St. Jean, B.**, Subramaniam, M., #Follman, R., #Taylor, N. G., & #Goldberg, G. (2013). HackHealth: Engaging youth in health-related information seeking, sharing, and use. Ignite talk delivered at the *2013 ASIS&T SIG-USE Research Symposium: Information Behavior on the Move: Information Needs, Seeking, and Use in the Era of Mobile Technologies*, Montreal, Quebec, Canada, November 2, 2013.

- RCP17 ^***St. Jean, B.** (2013). Participant reactivity in a longitudinal mixed-method study of the information behavior of people with type 2 diabetes: Research validity vs. “street validity.” Research paper presented at the *ASIS&T 2013 Annual Meeting*, Montreal, Quebec, Canada, November 1-6, 2013. Available: <http://onlinelibrary.wiley.com/doi/10.1002/meet.14505001063/full>
- RCP16 ^***Chan, K. & St. Jean, B.** (2013). Taking the HINTS about health: An analysis of the health information behavior of a sample of the U.S. public. Research poster presented at the *ASIS&T 2013 Annual Meeting*, Montreal, Quebec, Canada, November 1-6, 2013.
- RCP15 ^***St. Jean B.** (2012). “I just don’t know what I don’t know!”: A longitudinal investigation of the perceived usefulness of information to people with type 2 diabetes. Research paper presented at the *ASIS&T 2012 Annual Meeting*, Baltimore, MD, October 26-30, 2012. Available: <https://www.asis.org/asist2012/proceedings/Submissions/30.pdf>
- RCP14 ^***St. Jean, B.,** Shilton, K., & Butler, B. (2012). Self-tracking is social: Toward a model of the technologically-mediated information behavior of self-trackers. Paper presented at *The 8th Annual Social Informatics Research Symposium (ASIS&T SIG-SI): Social Informatics: Past, Present and Future*, Baltimore, MD, October 27, 2012.
- RCP13 ^***St. Jean, B.** (2012). Developing a card-sorting technique for use in information behavior research. Lightning talk given at the *2012 ASIS&T SIG-USE Research Symposium: Evolving and Emerging Research Methods in Information Behavior, Needs, Seeking, and Use*, Baltimore, MD, October 27, 2012.
- RCP12 ^***St. Jean, B.,** Rieh, S. Y., Yang, J. Y., & Kim, Y.-M. (2011). How content contributors assess and establish credibility on the Web. Research paper presented at the *ASIS&T 2011 Annual Meeting*, New Orleans, LA, October 9-13, 2011. Available: <http://onlinelibrary.wiley.com/doi/10.1002/meet.2011.14504801163/full>
- RCP11 ^***St. Jean, B.** (2011, January). A longitudinal exploration of the information behavior of people with type 2 diabetes. Research poster presented at the *2011 ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition, ALISE 2011 Annual Conference*, San Diego, CA, January 4-7, 2011. **[First-place winner of the 2011 ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition]**
- RCP10 ^***St. Jean, B.** (2010, November). Information behavior of people diagnosed with a chronic serious health condition: A longitudinal study. Presented at the *AMIA (American Medical Informatics Association) Doctoral Consortium on Sociotechnical Issues in Medical Informatics*, Washington, DC, November 13, 2010.

- RCP09 ^*Rieh, S. Y., Kim, Y.-M., Yang, J. Y., & **St. Jean B.** (2010). A diary study of credibility assessment in everyday life information activities on the Web: Preliminary findings. Research paper presented at the *ASIS&T 2010 Annual Meeting*, Pittsburgh, PA, October 22-27, 2010. Available: <http://onlinelibrary.wiley.com/doi/10.1002/meet.14504701182/pdf> [Winner of the ASIS&T 2010 Best Paper Award]
- RCP08 ^*Markey, K., Leeder, C., Swanson, F., Peters, G. R., Jr., Jennings, B. J., **St. Jean, B.**, Rosenberg, V., Rieh, S. Y., Carter, G. V., Packard, A., Frost, R. L., Mbabu, L., & Calvetti, A. (2010, April/May). BiblioBouts: A scalable online social game for the development of academic research skills. Paper presented by Karen Markey at the *LOEX (Library Orientation Exchange) 38th National Conference*, Dearborn, MI, April 29 – May 1, 2010.
- RCP07 ^*Markey, K., Leeder, C., Swanson, F., Peters, G. R., Jr., Jennings, B., Rieh, S. Y., **St. Jean, B.**, Rosenberg, V., & Calvetti, A. (2009, November). Building an online game to teach information literacy skills. Poster and online demonstration at *U-M Serious Games Expo*, Ann Arbor, MI, November 19, 2009.
- RCP06 ^***St. Jean, B.**, Rieh, S. Y., Yakel, E., Markey, K., & Samet, R. (2009, November). Institutional repositories: What's the use? Research poster presented at the *ASIS&T 2009 Annual Meeting*, Vancouver, BC, Canada, November 6-11, 2009.
- RCP05 ^*Kim, Y.-M., Rieh, S. Y., Yang, J. Y., & **St. Jean, B.** (2009, November). An online activity diary method for studying credibility assessment on the Web. Research poster presented at the *ASIS&T 2009 Annual Meeting*, Vancouver, BC, Canada, November 6-11, 2009.
- RCP04 ^*Yakel, E., Rieh, S. Y., Markey, K., **St. Jean, B.**, & Yao, X. (2009, May). Secrets of success: Identifying success factors in institutional repositories. Paper presented at *OR 2009: The Fourth International Conference on Open Repositories*, Atlanta, GA, May 18-21, 2009.
- RCP03 ^***St. Jean, B.**, Rieh, S. Y., Yakel, E., Markey, K., Kim, J., Yao, X., & Samet, R. (2008, October). Toward successful institutional repositories: Listening to IR staff's experiences. Research poster presented at the *ASIS&T 2008 Annual Meeting*, Columbus, OH, October 24-29, 2008.
- RCP02 ^*Rieh, S. Y., Markey, K., Yakel, E., **St. Jean, B.**, & Kim, J. (2007). Perceived values and benefits of institutional repositories: A perspective of digital curation. *An International Symposium on Digital Curation (DigCCurr 2007)*, Chapel Hill, NC, April 18-20, 2007. Available: http://www.ils.unc.edu/digccurr2007/papers/rieh_paper_6-2.pdf

- RCP01 ^*Lee, C. (Chair), Kaplan, E., **St. Jean, B.**, & Krizack, J. D. (2007, August/September). An archival voice in the institutional repository choir: How does it sound now and what would we like to hear? Panel discussion at *ARCHIVES/CHICAGO 2007: Society of American Archivists 71st Annual Meeting*, Chicago, IL, August 28 – September 1, 2007.

I. Contracts and Grants

- 8/2014 – 1/2016 *HackHealth 2.0: Outreach to School Libraries across the Nation*, NIH – National Library of Medicine. Co-PI with Mega Subramaniam. Total: \$123,317.
- 7/2013 – 6/2014 *Improving the Health Literacy, Health-Related Self-Efficacy, and Long-Term Health Outlook of Disadvantaged Youth through the Facilitation of Scientific Inquiry and Information Literacy Skills*, Center for Public Service Communication and National Library of Medicine. Co-PI with Mega Subramaniam. Total: \$68,500.

J. Fellowships, Prizes, Awards, and Recognition

- 2019 ASIS&T Best Reviewer Award.
- 2018 *Children and Youth Services Review* Certificate of Outstanding Contribution in Reviewing
- 2017 2017 ASIS&T SIG-USE (Special Interest Group on Information Needs, Seeking, and Use) Innovation Award:
^*St. Jean, B., #Jindal, G., & #Liao, Y. (2017). Is ignorance really bliss?: Exploring the interrelationships among information avoidance, health literacy, and health justice. Research paper presented at the *ASIS&T 2017 Annual Meeting*, Crystal City, VA, October 27 – November 1, 2017.
- 2017 ACM SIGCHI (Special Interest Group on Computer-Human Interaction) 2017 Excellent Reviewer Recognition.
- 2015 2015 ALISE/LMC Paper Award:
^*Subramaniam, M., **St. Jean, B.**, #Taylor, N. G., #Follman, R., #Kodama, C., & Casciotti, D. (2015). Bit by bit: Unpacking health literacy instruction for young people.
- 2014 2014 Beta Phi Mu/LRRT (Library Research Round Table) Research Paper Award:
^*Subramaniam, M., #Taylor, N. G., **St. Jean, B.**, #Follman, R., #Kodama, C., & Casciotti, D. (2014). The hows and whys of disadvantaged tweens' online credibility assessment: Implications for digital literacy instruction.
- 2014 iConference 2014 Exceptional Reviewer Award.

- 2013 ALISE/ProQuest Methodology Paper Award:
^***St. Jean, B.** (2013). Devising and implementing a card-sorting technique for a longitudinal investigation of the information behavior of people with type 2 diabetes.
- 2011 ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition (1st place):
^***St. Jean, B.** (2011). A longitudinal exploration of the information behavior of people with type 2 diabetes.
- 2011 Doctoral Student to ALISE Grant.
- 2010 -
2011 Rackham Predoctoral Fellowship.
- 2010 ASIS&T 2010 Best Paper Award:
^***Rieh, S. Y., Kim, Y.-M., Yang, J. Y., & St. Jean B.** (2010). A diary study of credibility assessment in everyday life information activities on the Web: Preliminary findings.
- 2010 Rackham Graduate Student Research Grant.
- 2008 -
2009 Gary M. Olson Outstanding Ph.D. Student Award.

K. Editorships, Editorial Boards and Reviewing Activities for Journals and Other Learned Publications

i. Journals

- 2018 – Pres. *Human Behaviors and Emerging Technologies* Editorial Board member (reviewed 1 paper during 2019)
- 2017 – Pres. *Library Quarterly* Editorial Board member
- 2019 – 2020 *Advances in Librarianship* (Co-Editor of Volume 47: “Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities”)
- 2009 – Pres. *Journal of the Association for Information Science & Technology (JASIS&T)* (reviewed 1 paper during 2021; reviewed 1 paper during 2020; reviewed 1 paper during 2019; reviewed 2 papers during 2018; reviewed 1 paper during 2017; reviewed 1 paper during 2015; reviewed 1 paper during 2014; reviewed 2 papers during 2009)
- 2012 – Pres. *Library Quarterly* (reviewed 1 paper during 2020; reviewed 2 papers during 2019; reviewed 1 paper during 2017; reviewed 1 paper during 2016; reviewed 1 paper during 2015; reviewed 1 paper during 2014; reviewed 3 papers during 2013; reviewed 1 paper during 2012)

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- 2020 – Pres. *Preventive Medicine Reports* (reviewed 1 paper during 2020)
- 2020 – Pres. *Advances in Librarianship* (reviewed 1 chapter during 2020)
- 2013 – Pres. *Computers in Human Behavior* (reviewed 1 paper during 2020; reviewed 1 paper during 2013)
- 2019 – Pres. *School Library Research* (reviewed 1 paper during 2019)
- 2018 – Pres. *Journal of Education for Library and Information Science (JELIS)* (reviewed 1 paper during 2018)
- 2018 – Pres. *International Journal of Communication* (reviewed 1 paper during 2018)
- 2018 – Pres. *International Journal of Human-Computer Studies* (reviewed 1 paper during 2018)
- 2017 – Pres. *Children and Youth Services Review* (reviewed 1 paper during 2018; reviewed 1 paper during 2017)
- 2014 – Pres. *Qualitative Health Research* (reviewed 2 papers during 2017; reviewed 3 papers during 2016; reviewed 3 papers during 2015; reviewed 1 paper during 2014)
- 2016 – Pres. *Journal of Documentation* (reviewed 1 paper during 2016)
- 2016 – Pres. *Journal of Health Communication* (reviewed 1 paper during 2016)
- 2016 – Pres. *International Journal of Information, Diversity, & Inclusion* (reviewed 1 paper during 2016)
- 2015 – Pres. *Journal of Information Science* (reviewed 1 paper during 2015)
- 2009 – Pres. *Library Hi Tech* (reviewed 1 paper during 2015; reviewed 1 paper during 2013; reviewed 2 papers during 2012; reviewed 2 papers during 2010; reviewed 3 papers during 2009)
- 2014 – Pres. *Journal of Medical Internet Research (JMIR)* (reviewed 2 papers during 2014)
- 2014 – Pres. *Government Information Quarterly* (reviewed 1 paper during 2014)
- 2012 *Canadian Journal of Information and Library Science* (reviewed 1 paper)
- 2012 *First Monday* (reviewed 2 papers)
- 2010 *International Information and Library Review* (reviewed 1 paper)

ii. Conferences

- 2011 – Pres. **ASIS&T (Association for Information Science & Technology):**
 2020: *ASIS&T SIG-USE Awards*: Reviewed 3 submissions.
 2020: *ASIS&T Annual Meeting*: Reviewed 1 paper and 1 poster submission.
 2019: *ASIS&T SIG-USE Awards*: Reviewed 2 submissions.
 2019: *ASIS&T Annual Meeting*: Reviewed 3 papers.
 2018 *ASIS&T Annual Meeting*: Reviewed 3 papers and 1 panel.
 2018 *ASIS&T SIG-USE Annual Research Symposium*: Reviewed 2 papers + 2 posters.
 2018 *ASIS&T New Leaders Award jury member*: Reviewed 10 applications.
 2017 *ASIS&T Annual Meeting*: Reviewed 2 papers and 1 panel.
 2017: Served as mentor for the *ASIS&T Annual Meeting Paper Mentoring Service*.
 2016: *ASIS&T SIG-USE Awards*: Reviewed 7 submissions.
 2016 *ASIS&T Annual Meeting*: Reviewed 2 papers and 2 panels.
 2015 *ASIS&T Annual Meeting*: Reviewed 2 papers and 2 posters.
 2014 *ASIS&T Annual Meeting*: Reviewed 4 posters.
 2013: *ASIS&T SIG-USE Awards*: Reviewed 7 submissions.
 2012 *ASIS&T Annual Meeting*: Reviewed 5 posters.
 2012 *ASIS&T SIG-SI Social Informatics Research Symposium*: Reviewed 2 papers.
 2011 *ASIS&T Annual Meeting*: Reviewed 3 papers.
- 2013 – Pres. **iConference:**
 2021: Reviewed 2 papers.
 2020: Reviewed 1 paper and 1 poster.
 2019: Reviewed 1 paper; Served as mentor for the *iConference Doctoral Colloquium*.
 2018: Reviewed 1 paper and 1 student application for the 2019 *iConference Doctoral Colloquium*.
 2017: Reviewed 2 papers and 1 poster.
 2015: Reviewed 2 papers.
 2014: Reviewed 5 posters.
 2013: Reviewed 2 papers and 2 notes.
- 2014 – Pres. **ALISE (Association for Library and Information Science Education) Annual Conference:**
 2020: Judge for the 2020 ALISE Jean Tague-Sutcliffe Doctoral Poster Competition.
 2020: Reviewed nominations for the ALISE / Pratt-Severn Faculty Innovation Award.
 2019: Judge for the 2019 ALISE Jean Tague-Sutcliffe Doctoral Poster Competition.
 2020: Reviewed 1 juried paper.
 2014: Reviewed 28 juried paper proposals.

- 2019 – Pres. **ACM Interaction Design and Children (IDC) Conference**
2019: Reviewed 1 paper.
- 2019 – Pres. **ACM SIGCHI (Annual CHI Conference on Human Factors in Computing Systems) PLAY:**
2019: Reviewed 1 paper.
- 2013 – Pres. **ACM SIGCHI (Annual CHI Conference on Human Factors in Computing Systems):**
2017: Reviewed 1 paper.
2015: Reviewed 1 paper.
2013: Reviewed 2 papers.

L. Other

i. Media Publications Highlighting Research Activities

- April 3, 2020 Why disadvantaged populations are at greater health risk from COVID-19 – and how libraries are helping, despite closing. *Afro.Com*. Available: <https://www.afro.com/news-release-why-disadvantaged-populations-are-at-greater-health-risk-from-covid-19-and-how-libraries-are-helping/>
- April 3, 2020 Why disadvantaged populations are at greater health risk from COVID-19 – and how libraries are helping, despite closing. *WhatWeekly.Com*. Available: <https://whatweekly.com/2020/04/03/why-disadvantaged-populations-are-at-greater-health-risk-from-covid-19-and-how-libraries-are-helping/>

3. Teaching, Mentoring and Advising

A. Courses taught in the last five years

University of Maryland

i. Required Graduate Courses

Doctoral Seminar (INST 888), University of Maryland College of Information Studies: PhD Program.

Currently teaching the second semester of the doctoral seminar for first-year doctoral students. In the second half of this two-semester course, we shift our focus from epistemologies and theories in Information Studies to research design and methodologies. The goal of this course is to acquaint students with various approaches to research and to provide a collaborative space in which they can learn about some of the major approaches to research (including qualitative, quantitative, mixed methods, arts-based, and community-based participatory methodologies) and then apply this knowledge to the design of their own research investigation within your particular area of interest. The course covers the nuts and bolts of research; research-related ethical considerations and the importance of reflexivity in the design and conduct of research; and the specific processes of selecting a topic of interest and pinpointing a particular

problem or challenge to address, reviewing the literature and identifying significant gaps therein, formulating an initial set of research questions to help to focus and bound the investigation, and designing a study that will optimize one's ability to answer them. We also discuss approaches to critically evaluating the scholarly work of other researchers working in the same field. The overarching goal of the course is to prepare doctoral students to write a literature review / research proposal such as their integrative paper, providing them with some scaffolding for undertaking this process and an opportunity to begin to work on this important (and fast-approaching!) milestone in their doctoral studies.

Enrollment: Spring 2021, College Park Campus: 20, Credits: 3

Serving Information Needs (LBSC 602), University of Maryland College of Information Studies: Master of Library Science Program.

Taught a full-semester course. In this foundational course for the MLIS program, we addressed the question of how to best help people with their needs for information. More specifically, we focused on the skills needed to successfully interact directly with individuals from diverse populations in the course of helping to fulfill their needs for information. We approached this topic from a number of different directions, including information professional practice and information behavior theory. The course touched on the following topics: collection development, reference services, user education, information literacy, search strategies, and policies and ethics of the information profession.

Enrollment: Fall 2020, Online: 29, Credits: 3

Enrollment: Spring 2020, College Park Campus → Online: 15, Credits: 3

Enrollment: Fall 2019, College Park Campus: 29, Credits: 3

Enrollment: Spring 2019, College Park Campus: 15, Credits: 3

Enrollment: Fall 2018, College Park Campus: 31, Credits: 3

Enrollment: Fall 2017, College Park Campus: 20, Credits: 3

Enrollment: Spring 2017, College Park Campus: 13, Credits: 3

Enrollment: Fall 2016, College Park Campus: 31, Credits: 3

Enrollment: Fall 2015, College Park Campus: 24 (section 0101), Credits: 3

Enrollment: Fall 2015, College Park Campus: 24 (section 0201), Credits: 3

Enrollment: Spring 2015, Online: 17, Credits: 3

Enrollment: Fall 2014, College Park Campus: 29 (section 0101), Credits: 3

Enrollment: Fall 2014, College Park Campus, 10 (section 0201), Credits: 3

Enrollment: Fall 2013, College Park Campus: 30, Credits: 3

Introduction to Research Methods (INST 701), University of Maryland College of Information Studies: Cross-Program Course.

Taught a full-semester survey course in which we examined the entire scope of the research process, beginning with reviewing the existing literature to identify significant

gaps, coming up with novel and important research questions to investigate, and preparing a research proposal. We discussed many of the different methods that information scientists use to investigate research questions, including interviews, focus groups, diaries, surveys, and experiments. Toward the end of the semester, we covered the processes of writing up and presenting reports of completed research.

Enrollment: Fall 2016, College Park Campus: 12, Credits: 3

Enrollment: Spring 2014, College Park Campus: 10, Credits: 3

Doctoral Seminar (INST 888), University of Maryland College of Information Studies: PhD Program.

Taught full-semester course for first-year doctoral students. The course covered foundational areas of Information Science, as well as some of the current trends in the field. This course was an integrative exploration of the main areas of the Information Studies field – information, people, environments, and systems. The goal for the semester was to investigate the important interconnections between various research areas and ideas across the field. Over the course of this semester, we touched on many of the fundamental areas, as well as novel trends, within information science, including information behavior, consumer health informatics, scholarly communication, incentive-centered design, universal access and accessibility, social network analysis, information visualization, and the social and ethical implications of emerging technologies.

Enrollment: Spring 2013, College Park Campus: 8, Credits: 3

Users and Information Context (LBSC 601), University of Maryland College of Information Studies: Master of Library Science Program.

Taught full-semester course. In this foundational course for the MLS program, I introduce the students to the Information Science discipline, with a particular focus on information behavior. We explore how we can design and tailor programs and services so that they will better meet the information needs of diverse user populations. Each student completes a final project for the course, which involves selecting a user population, exploring what we already know about the information behavior of this population, devising novel research questions that would be important to investigate, and then proposing a study that would successfully address these research questions.

Enrollment: Fall 2012, Shady Grove Campus: 6, Credits: 3

Enrollment: Spring 2012, College Park Campus: 19, Credits: 3

ii. Elective Graduate Courses

Consumer Health Informatics (INST 728K), University of Maryland College of Information Studies: Cross-Program Course.

Taught a full-semester course investigating the fields of Consumer Health Informatics and Information Behavior, focusing most heavily on their intersection – Consumer Health Information Behavior. We explored whether, how, and why people seek out and

use health information and the types of health information they need and find useful. During the second half of the course, we focused on the important concept of health justice – an ideal state in which everyone has an adequate and equitable capability to be healthy. We identified populations that frequently experience social injustice and explored the information-related causes and broader consequences of the health inequities members of these populations tend to face. In the final weeks of the course, we drew upon what we know about the health-related information behaviors of particular disadvantaged populations and the health disparities they face to envision potential information-related solutions to the current lack of health justice in the U.S. and many other countries world-wide.

Enrollment: Spring 2018, College Park Campus: 7, Credits: 3

Consumer Health Informatics (INST 728K), University of Maryland College of Information Studies: Cross-Program Course.

Taught a full-semester course investigating the following questions: (1) What types of information do people facing a health-related concern need and how do they go about looking for and making use of this information? and (2) How do their information-related behaviors (e.g., searching for information) relate to their health-related behaviors (e.g., dieting) and how do these both influence their ultimate health outcomes? This course provided students with an introduction to the field of consumer health informatics, with a particular emphasis on the interrelationships between consumer health information behavior and health behavior. We explored information behavior models, health behavior models, and the connections between them. We also discussed social support, social networks, and Medicine 2.0. The course wrapped up with a discussion of the outcomes found to be associated with health-related information seeking.

Enrollment: Spring 2014, College Park Campus: 7, Credits: 3

iii. Required Undergraduate Courses

Information User Needs and Assessment (INST 352), University of Maryland College of Information Studies: Bachelor of Science in Information Science Program.

Taught a full-semester course about the myriad relationships between users and the information they seek. The course focused on information use by individual users and specific user populations, covering the theories, concepts, and principles of information, information behavior, and mental models. We also examined various methods for assessing user needs and information behavior, covering techniques to evaluate and improve accessibility, usability, and the overall user experience in obtaining information to meet their needs. Our considerations of users included detailed examinations of issues of literacy, inclusion, and digital divides in terms of the roles of information, information professionals, and information technologies in supporting user information needs and behavior.

Enrollment: Fall 2018, College Park Campus: 38, Credits: 3

Enrollment: Fall 2017, College Park Campus: 32, Credits: 3

iv. Elective Undergraduate Courses

Consumer Health Informatics (INST 408A), University of Maryland College of Information Studies: Bachelor of Science in Information Science Program.

Taught a full-semester course introducing students to the fields of Consumer Health Informatics and Information Behavior, focusing most heavily on their intersection – Consumer Health Information Behavior. We explored people’s health-related information needs and whether, how, and why people seek out and use (or do not seek out and use) health information and the types of health information they find useful. We also covered the important and interrelated topics of information avoidance, health behaviors, health literacy, digital health literacy, doctor-patient communication, and patient-to-patient communication through support groups and online communities. Another central focus of the course was the important concept of health justice – an ideal state in which everyone has an adequate and equitable capability to be healthy. We identified populations that frequently experience social injustice and explored the information-related causes and broader consequences of the health inequities members of these populations tend to face. In the final week of the course, we focused on ways to facilitate health-related information seeking and to promote health justice for all.

Enrollment: Fall 2020, Online: 23, Credits: 3

Enrollment: Fall 2019, College Park Campus: 15, Credits: 3

v. Individual Study Courses

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Currently supervising doctoral student Nikki Sigalo on her dissertation research related to the use of social media and transportation availability data to identify and monitor for the emergence of food deserts in the US.

Enrollment: Spring 2021, College Park Campus: 1, Credits: 6

Enrollment: Fall 2020, College Park Campus: 1, Credits: 6

Master’s Thesis Research (INST 799), University of Maryland College of Information Studies: Master of Library Science Program.

Supervising MLIS student Jane Behre in her work on a Master’s thesis. Jane is investigating the sexual health information seeking behaviors of young adults, with a special focus on developing information literacy training tailored to these individuals.

Enrollment: Spring 2021, College Park Campus: 1, Credits: 3

Enrollment: Fall 2020, College Park Campus: 1, Credits: 3

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Yuting Liao on her dissertation research related to the use of conversational agents to deliver mental health services.

Enrollment: Fall 2020, College Park Campus: 1, Credits: 6

Enrollment: Spring 2020, College Park Campus: 1, Credits: 6

Enrollment: Fall 2019, College Park Campus: 1, Credits: 6

Enrollment: Spring 2019, College Park Campus: 1, Credits: 6

Independent Study (INST 709), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MLIS student Steven Humiston, who was engaged in an independent study investigating trends in COVID-19 misinformation on Twitter, aiming to identify themes and categories in the tweets that can help educators combat its spread. Based on his findings, Steven developed a pathfinder containing online resources that help to debunk the plethora of COVID-19 misinformation and conspiracy theories online.

Enrollment: Fall 2020, College Park Campus: 1, Credits: 3

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Gagan Jindal on her dissertation research related to the information seeking strategies used and barriers encountered by people with a chronic health condition who are looking for information about local resources in their communities that can help them to manage their health conditions.

Enrollment: Summer 2020, College Park Campus: 1, Credits: 1

Enrollment: Spring 2020, College Park Campus: 1, Credits: 6

Enrollment: Fall 2019, College Park Campus: 1, Credits: 6

Enrollment: Spring 2019, College Park Campus: 1, Credits: 6

Enrollment: Fall 2018, College Park Campus: 1, Credits: 6

Enrollment: Spring 2018, College Park Campus: 1, Credits: 6

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Fiona Jardine on her dissertation research related to the lived experiences and information behaviors of parents who exclusively pump breast milk for their babies.

Enrollment: Spring 2020, College Park Campus: 1, Credits: 6

Enrollment: Fall 2019, College Park Campus: 1, Credits: 6

Enrollment: Spring 2019, College Park Campus: 1, Credits: 6

Enrollment: Fall 2018, College Park Campus: 1, Credits: 6

Enrollment: Spring 2018, College Park Campus: 1, Credits: 6

Enrollment: Fall 2017, College Park Campus: 1, Credits: 6

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Patrick (Kenyon) Crowley on his dissertation research related to the tailoring of health communications to encourage patient preventative health behaviors.

Enrollment: Fall 2019, College Park Campus: 1, Credits: 6

Enrollment: Spring 2019, College Park Campus: 1, Credits: 6

Enrollment: Fall 2018, College Park Campus: 1, Credits: 6

Enrollment: Spring 2018, College Park Campus: 1, Credits: 6

Enrollment: Fall 2017, College Park Campus: 1, Credits: 6

Enrollment: Spring 2017, College Park Campus: 1, Credits: 6

Independent Study (INST 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervising MLIS student Loretta Spangler, who is engaged in an independent study on consumer health informatics, particularly focusing on health justice and the information behavior of healthcare professionals and the general public.

Enrollment: Spring 2019, College Park Campus: 1, Credits: 3

Independent Study (INST 709), University of Maryland College of Information Studies: Master of Information Management Program.

Supervising MIM student Janice Chan, who is engaged in an independent study researching information management processes during hospital handoffs and creating an online resource guide outlining best practices in this area.

Enrollment: Spring 2019, College Park Campus: 1, Credits: 1

Pre-candidacy Research (INST 898), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Yuting Liao on her pre-candidacy research investigating patients' willingness to disclose their personal health information online.

Enrollment: Fall 2018, College Park Campus: 1, Credits: 6

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised MLIS student Brittini Ballard, who conducted an independent study investigating the use of games to teach youth digital health literacy skills.

Enrollment: Summer 2018, College Park Campus: 1, Credits: 3

Doctoral Dissertation Research (INST 899), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Rebecca Follman on her dissertation research related to the information practices of mentors and mentees in the University.

Enrollment: Spring 2018, College Park Campus: 1, Credits: 6

Enrollment: Fall 2017, College Park Campus: 1, Credits: 6

Enrollment: Spring 2017, College Park Campus: 1, Credits: 6

Enrollment: Fall 2016, College Park Campus: 1, Credits: 6

Enrollment: Spring 2016, College Park Campus: 1, Credits: 6

Enrollment: Fall 2015, College Park Campus: 1, Credits: 6

Pre-candidacy Research (INST 898), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Gagan Jindal on her pre-candidacy research investigating the ways in which people with a chronic health condition find out about local resources in their community and the barriers they encounter in trying to find this information.

Enrollment: Fall 2017, College Park Campus: 1, Credits: 3

Independent Study (INFM 719), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MIM student Samira Ghadyani who conducted an independent study exploring the health-related information seeking and information-related preferences of veterans, along with the barriers they face in obtaining health information and their degree of satisfaction with their health care providers.

Enrollment: Fall 2017, College Park Campus: 1, Credits: 1

Independent Study (INFM 719), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MIM student Fernando Marciano who conducted an independent study analyzing predictions released by the news media regarding the potential passage of the Patient Protection and Affordable Care Act.

Enrollment: Fall 2017, College Park Campus: 1, Credits: 3

Individual Research Experience (INST 810), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Gagan Jindal on an independent research project investigating how people with a chronic health condition go about finding information regarding relevant community resources and the challenges they encounter in this process.

Enrollment: Summer 2017, College Park Campus: 1, Credits: 3

Individual Research Experience (INST 810), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Yuting Liao on an independent research project analyzing the interrelationships between perceived technical affordances, user privacy attitudes and behaviors, and information sharing on <https://www.patientslikeme.com/>

Enrollment: Summer 2017, College Park Campus: 1, Credits: 3

Independent Study (INST 709), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Yuting Liao who conducted an independent study / internship pertaining to sepsis clinical decision support.

Enrollment: Summer 2017, College Park Campus: 1, Credits: 1

Independent Study (INFM 719), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MIM student Natasha Hurwitz who conducted an independent study exploring potential strategies for automating the identification of NIH grant proposals that must adhere to the NIH Genomics and Data Sharing Policy.

Enrollment: Summer 2017, College Park Campus: 1, Credits: 3

Pre-candidacy Research (INST 898), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Fiona Jardine on her pre-candidacy research investigating the prenatal information behaviors of mothers who are exclusive pumpers.

Enrollment: Spring 2017, College Park Campus: 1, Credits: 3

Pre-candidacy Research (INST 898), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Kenyon Crowley on his pre-candidacy research related to the tailoring of health communications to encourage patient prevention behaviors.

Enrollment: Fall 2016, College Park Campus: 1, Credits: 3

Independent Study (INFM 719), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MIM student Alicia Geller, who conducted an independent study investigating the design of mobile health (mHealth) interventions for Accredited Social Health Activists (ASHAs) in rural India.

Enrollment: Fall 2016, College Park Campus: 1, Credits: 3

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised MLS student Ashley Cuffia, who conducted an independent study investigating how MLS students become interested and prepare themselves for a career in health librarianship.

Enrollment: Summer 2016, College Park Campus: 1, Credits: 3

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised MLS student Megan Kellner, who conducted an independent study related to embedded librarianship.

Enrollment: Spring 2016, College Park Campus: 1, Credits: 3

Individual Research Experience (INST 810), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Patrick Kenyon Crowley who conducted independent research related to the tailoring of health communications to encourage patient prevention behaviors.

Enrollment: Fall 2015, College Park Campus: 1, Credits: 3

Individualized Teaching Experience (INST 809), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Chiyoung Oh, who gained individualized teaching experience in relation to LBSC 602, Serving Information Needs.

Enrollment: Fall 2015, College Park Campus: 1, Credits: 3

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised MLS student Faith Ambrosini, who engaged in an independent study related to Consumer Health Information Behavior.

Enrollment: Spring 2015, College Park Campus: 1, Credits: 3

Master's Thesis Research (INST 799), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised MIM student, Jestin Ledlum, in his work on a Master's thesis related to the ways in which graduate students seek information to overcome academic challenges.

Enrollment: Fall 2014 – Spring 2015, College Park Campus: 1, Credits: 6

Pre-candidacy Research (INST 898), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Rebecca Follman on her pre-candidacy research related to the information-related aspects of mentoring Assistant Professors in the University.

Enrollment: Spring 2015, College Park Campus: 1, Credits: 5

Individual Research Experience (INST 810), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student, Rebecca Follman, who conducted independent research related to the information-related aspects of mentoring Assistant Professors at the University.

Enrollment: Fall 2014, College Park Campus: 1, Credits: 3

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised two MLS students, Becky Baltich Nelson and Ian Knabe, engaged in independent studies relating to health librarianship and research methods, respectively.

Enrollment: Fall 2014, College Park Campus: 2, Credits: 3

Individualized Teaching Experience (INST 809), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Rebecca Follman, who gained individualized teaching experience in relation to INST 701, Introduction to Research Methods.

Enrollment: Spring 2014, College Park Campus: 1, Credits: 3

Master's Thesis Research (INST 799), University of Maryland College of Information Studies: Master of Information Management Program.

Supervised one MIM student, Piyush Ramachandran, in his work on a Master's thesis.

Enrollment: Spring 2014, College Park Campus: 1, Credits: 3

Individualized Teaching Experience (INST 809), University of Maryland College of Information Studies: PhD Program.

Supervised doctoral student Brian Real, who gained individualized teaching experience in relation to LBSC 602, Serving Information Needs.

Enrollment: Fall 2013, College Park Campus: 1, Credits: 3

Independent Study (LBSC 709), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised two students, Katherine Chan and Kristina Elliott, engaged in independent studies relating to specific themes within the area of consumer health information behavior.

Enrollment: Fall 2013, College Park Campus: 2, Credits: 3

Master's Thesis Research (LBSC 799), University of Maryland College of Information Studies: Master of Library Science Program.

Supervised MLS student Rebecca Follman in her work on a Master's thesis.

Enrollment: Spring 2013, College Park Campus: 1, Credits: 6

University of Michigan

Contextual Inquiry and Project Management (SI 501), University of Michigan School of Information: Master of Science in Information (MSI) Program. Graduate Student Instructor for Professor Ixchel Faniel.

As a Graduate Student Instructor, I led two discussion sections of this foundations course that introduces students to project management and contextual inquiry methods. Engaged students in participatory workshops demonstrating contextual inquiry methods. Graded all student assignments. Met with students as needed.

Enrollment: Fall 2009: 34; Fall 2008: 39

B. Course or Curriculum Development

- | | |
|----------------------------|---|
| Fall 2020 –
Spring 2021 | INST 888: Doctoral Seminar (developed new course for the doctoral seminar, focusing on research design and methodologies, research-related ethical considerations, reviewing the literature, constructively critiquing other scholars' studies, and preparing a research proposal (such as the required integrative paper). |
| Fall 2018 –
Fall 2019 | INST 408A: Consumer Health Informatics (developed new course for our pilot of an undergraduate specialization in Health Informatics).
LBSC 602: Serving Information Needs (updated course content and increased focus on serving diverse user populations).
MLIS Certificate Program or Specialization in Health Librarianship (drafted a proposed curriculum for either a specialization or certificate program in Health Librarianship). |
| 2017 – 2018 | INST 728K: Consumer Health Informatics (changed central focus from information behavior and health behavior theories to health injustice).
Undergraduate Studies Faculty Fellow (designed I-Series course on Health Justice for incoming freshmen who want to join this Carillon Community). |
| 2016 – 2017 | LBSC 602: Serving Information Needs (updated and adapted to changing student composition as far as specializations). |
| 2015 – 2016 | INST 681: Health Information Behavior (developed new course).
LBSC 602: Serving Information Needs (adapted to an online format). |
| 2013 - 2014 | INST 728K: Consumer Health Informatics (developed new course).
INST 701: Introduction to Research Methods (developed new course).
LBSC 602: Serving Information Needs (developed new course). |

- 2012 - 2013 **INST 888: Doctoral Seminar** (developed new course for the doctoral seminar, focused on engaging students in an integrative exploration of many of the different fundamental areas within information science, including information behavior, consumer health informatics, scholarly communication and open access, information economics and incentive-centered design, universal access and accessibility, social network theory and social network analysis, big data and information visualization, and the social and ethical implications of emerging technologies).
- 2011 - 2012 **LBSC 601: Users and Information Context** (developed new course).

C. Textbooks, Manuals, Notes, Software, Web pages and Other Contributions to Teaching

i. Guest Lectures/Invited Talks

a. University of Maryland College of Information Studies

- 2020 INST 408D (Designing Patient-Centered Technologies): “Consumer Health Information Justice: Identifying and Addressing Information-Related Factors that Contribute to Health Disparities,” March 10, 2020.
- 2019 University of Maryland College of Information Studies Panel Discussion: “Empowering Society through Information Access,” Howard County Conservancy, November 15, 2019.
- 2019 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” November 14, 2019.
- 2019 INST 408B (Introduction to Health Informatics): “Introduction to Consumer Health Informatics,” November 7, 2019.
- 2019 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” April 30, 2019.
- 2018 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” November 29, 2018.
- 2018 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” February 15, 2018.
- 2017 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” September 21, 2017.
- 2017 INST 352 (Information User Needs and Assessment): “Introduction to Consumer Health Informatics,” February 14, 2017.
- 2017 INST 888 (Doctoral Seminar): “Introduction to Consumer Health Informatics,” February 6, 2017.
- 2015 INST 680 (Health Informatics): “Information Behavior,” September 22, 2015.

- 2015 INST 888 (Doctoral Seminar): "Health Information Behavior Research," March 23, 2015.
- 2013 INST 728F (Health Information Systems and Services): "Consumer Health Informatics," October 31, 2013.
- 2013 LBSC 602 (Serving Information Needs): "Scholarly Communication and Open Access," April 15, 2014; November 13, 2013; and November 21, 2013.
- 2013 INST 888 (Doctoral Seminar): "Health and Wellness Information," October 31, 2013.
- 2013 iDiversity Panel: "Powerful Data: Research in LIS," February 22, 2013.
- 2012 LBSC 650 (Information Access Services): "Scholarly Communication and Open Access," November 28, 2012 and December 3, 2012.

b. University of Michigan School of Information (SI)

- 2011 "How content contributors assess and establish credibility on the Web," Presentation for FIRST (Featured Information Research Student Talks), October 7, 2011.
- 2011 "Citation management and the literature review," Panel discussion for SI 000: Doctoral Development Seminar, February 11, 2011.
- 2010 "NVivo 8," Tutorial for SI 551/751: Information Seeking Behavior, March 9, 2010.
- 2007 - 2010 "Outcomes across the social stratosphere: Washtenaw County Library for the Blind & Physically Disabled," Presentation for SI 623: Outcome-Based Evaluation of Programs and Services, March 8, 2010; February 10, 2009; January 22, 2008; and February 6, 2007.
- 2010 "Preparing for the field prelim process," Panel discussion for SI 000: Doctoral Development Seminar, February 5, 2010.
- 2010 "NVivo 8," Tutorial for SI 724: Qualitative Methods, February 4, 2010.
- 2008 "Service," Panel discussion for SI 000: Doctoral Development Seminar, November 14, 2008.
- 2008 "Getting the mentoring you want," Panel discussion for SI 000: Doctoral Development Seminar, November 7, 2008.
- 2008 "The MIRACLE Project," Presentation for SI Ph.D. Student Visiting Days, March 14, 2008.
- 2008 "NVivo 7 and Atlas.ti v. 5.2," Tutorial for SI 724: Qualitative Methods, March 6, 2008.
- 2007 "Disciplines at SI," Panel discussion for SI 000: Doctoral Development Seminar, September 14, 2007.

D. Teaching Awards and Other Special Recognition

2018 – 2019 Students' Choice Teaching Award: Graduate Teaching.

E. Advising (other than research direction)**ii. Graduate**

Faculty Coordinator, ProQuest Student Trainer Internship, 2012 - 2014:
2013-2014: MLS Student Jacqueline Orlando
2012-2013: MLS Student Bridgette Hendrix

F. Advising: Research Direction.**i. Undergraduate**

Discussant, Thesis defense of Gemstone Honors Program team "Sensory Computing and Object Processing Entity" (SCOPE), Spring 2017.

ii. Master's

Chair, Thesis Committee for MLIS student, Jane Behre, 2020 – 2021.
Member, Thesis Committee for MIM student, Gabriel Cruz, 2020 – 2021.
Member, Thesis Committee for HCIM student, Kausalya Ganesh, 2020.
Member, Thesis Committee for HCIM student, Diva Smriti, 2019.
Member, Thesis Committee for MIM student, Fernando Marciano, 2018 – 2019.
Member, Thesis Committee for HCIM student, Rebecca Stone, 2018.
Member, Thesis Committee for MLIS student, Karina Hagelin, 2018.
Member, Thesis Committee for HCIM student, Siddharth Bhagwan, 2018.
Member, Thesis Committee for HCIM student, Shankar Ramesh, 2018.
Chair, Thesis Committee for MIM student, Jestin Ledlum, 2014 – 2015.
Chair, Thesis Committee for MIM student, Piyush Ramachandran, 2014.
Chair, Thesis Committee for MLIS student, Rebecca Follman, 2012 – 2013.
Member, Thesis Committee for MLIS student, Will Thomas, 2014.
Member, Thesis Committee for Master's student (CS), Lyndsey Franklin, 2012-2013.

iii. Doctoral**a. Advisor**

Morgan Adle, Fall 2020 – Present. (Co-advisor)
Nikki Sigalo, Fall 2018 – Present. (Co-advisor)
Yuting Liao, Fall 2016 – Present. (Co-advisor)
Gagan Jindal, Fall 2016 – Summer 2020.
Fiona Jardine, Fall 2016 – Summer 2020.
(Patrick) Kenyon Crowley, Fall 2014 – Fall 2019. (Co-advisor)

Devika Raj, Spring 2019.
Rebecca Follman, Fall 2013 – Spring 2018.

b. Dissertation Committee Member

Junaed Siddiqui, Fall 2020 – Present.
Nikki Sigalo, Fall 2020 – Present.
Yuting Liao, Spring 2019 – Present.
Kristine Rogers, Fall 2017 – Present.
Kelly Hoffman, Spring 2017 – Present.
Gagan Jindal, Spring 2018 – Summer 2020. (Chair)
Fiona Jardine, Fall 2017 – Spring 2020. (Chair)
(Patrick) Kenyon Crowley, Spring 2017 – Fall 2019. (Co-Chair)
Lisa Federer, Fall 2018 – Spring 2019.
Suliman Aladhadh, RMIT University, Australia, Fall 2018.
Dongming Zhang, Summer 2018 – Fall 2018.
Rebecca Follman, Fall 2015 – Spring 2018. (Chair)
Jyothi Vinjumur, Spring 2016 – Spring 2018.
Chiyong Oh, Fall 2014 – Spring 2018.
Jinyoung Kim, Spring 2016.
Natalie Greene Taylor, Fall 2013 – Fall 2015.
Ursula Gorham, Spring 2013 – Spring 2015.
Jes Koepfler, Summer 2012 – Spring 2014.

c. Integrative Paper Committee Member

Courtney Douglass, Fall 2019 – Spring 2020.
Nikki Sigalo, Spring 2020.
Emma Dixon, Spring 2020.
Yuhan Luo, Fall 2019.
Yuting Liao, Fall 2018.
Gagan Jindal, Fall 2017 (Chair).
Fiona Jardine, Spring 2017 (Chair).
Sara Anderson, Fall 2016 – Spring 2017.
(Patrick) Kenyon Crowley, Fall 2016 (Chair).
Rebecca Follman, Spring 2015 (Chair).
Chiyong Oh, Spring 2014.
Natalie Greene Taylor, Fall 2013.
Ursula Gorham, Spring 2013.

d. First Year / Annual Review Committee Member:

Jennifer Proctor, Summer 2019.
 Nikki Sigalo, Spring 2019 (Chair).
 Courtney Douglass, Spring 2018.
 Gagan Jindal, Spring 2017 (Chair).
 Yuting Liao, Spring 2017 (Chair).
 Rebecca Follman, Spring 2017 (Chair).
 (Patrick) Kenyon Crowley, Spring 2016 (Chair).
 (Patrick) Kenyon Crowley, Spring 2015 (Chair).
 Sara Anderson, Spring 2015.
 Thang Nguyen, Spring 2015.
 Kristine Rogers, Fall 2014.
 Rebecca Follman, Spring 2014 (Chair).
 Thang Nguyen, Spring 2014.
 Lou Anne DeMattei, Fall 2013.
 Amanda Waugh, Fall 2013.
 Ning Gao, Spring 2013.
 Xu Meng, Spring 2013.
 Thang Nguyen, Spring 2013.
 Chi Young Oh, Spring 2013.
 Ivan Watkins, Spring 2012.

iv. Junior Faculty Mentorship

Diana Marsh, Assistant Professor, 2020 – 2021.
 Caro Williams-Pierce, Assistant Professor, 2020 – 2021.
 Joel Chan, Assistant Professor, 2019 – 2020.
 David Weintrop, Assistant Professor, 2019 – 2020.
 Daniel Greene, Assistant Professor, 2018 – 2019.
 Amanda Lazar, Assistant Professor, 2018 – 2019.
 Susan Campbell, Assistant Research Scientist, 2018 – 2019.

4. Service

A. Professional

i. Offices and committee memberships held in professional organizations

2020 – Pres.	ALISE / ProQuest Methodology Paper Competition Committee
2019 – 2020	ALISE / Pratt-Severn Faculty Innovation Award Committee
2018 – 2019	ASIS&T SIG-USE Immediate Past Chair

2017 – 2019	ALISE 2019 Annual Conference Committee: Works in Progress Showcase Co-Chair
2017 – 2018	ASIS&T SIG-USE Chair
2016 – 2017	ASIS&T SIG-USE Chair Elect
2014 – 2016	ASIS&T SIG-USE Treasurer & Secretary
2013 - 2014	ASIS&T SIG-USE Secretary
2013 - 2015	ASIS&T Potomac Valley Chapter Advisory Group
2013 - 2014	ALISE 2014 Annual Conference Juried Paper Committee
2013	ASIS&T SIG-USE Research Symposium Committee Co-Chair
2012	2012 SIG-SI Social Informatics Research Symposium Program Committee

Memberships:

- American Society for Information Science and Technology (ASIS&T)
- American Library Association (ALA)
- Association of College and Research Libraries (ACRL) of ALA
- Association for Library and Information Science Education (ALISE)
- American Medical Informatics Association (AMIA)
- Mid-Atlantic Chapter of the Medical Library Association (MAC-MLA)
- Association for Computing Machinery (ACM)
- American Diabetes Association (ADA)

ii. Reviewing activities for agencies and other universities

2019	Book Proposal Reviewer for Rowman & Littlefield Publishers.
2019	Invited External Scientific Grant Review Expert for the University of Maryland, Baltimore's (UMB) Institute for Clinical and Translational Research (ICTR) Accelerated Translational Incubator Pilot (ATIP) Grant Program.
2017	IMLS (Institute of Museum and Library Services) Field Reviewer, National Leadership Grants for Libraries and Laura Bush 21 st Century Librarian Programs.
2017	Invited External Grant Reviewer for University of Nebraska Collaboration Initiative, University of Nebraska State System.
2016	Selected for NIH Early Career Reviewer Program.
2013	NSF (Information & Intelligent Systems Division) Proposal Review Panel (reviewed 8 proposals).

iv. Other non-University committees, commissions, panels, etc.

2020 – Present	Invited Member of the Federation of American Scientists' COVID 19 Rapid Response Task Force [Topic: Societal and International
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	Implications]. See: https://ischool.umd.edu/news/two-umd-ischool-faculty-members-join-fas-covid-19-task-force .
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B. Campus

ii. College

a. University of Maryland College of Information Studies

- 2019 – Pres. Assembly Secretary, College of Information Studies, University of Maryland, College Park
- 2020 – Pres. Member, MLIS Committee, College of Information Studies, University of Maryland, College Park
- 2019 – 2020 Co-Chair, College Advisory Committee, College of Information Studies, University of Maryland, College Park
- 2018 – 2020 Co-Chair, Awards, Scholarships, and Honors Committee, College of Information Studies, University of Maryland, College Park
- 2019 Member, Archives Professional-Track Faculty Search Committee, College of Information Studies, University of Maryland, College Park
- 2017 – 2018 Member, MLIS Committee, College of Information Studies, University of Maryland, College Park
- 2017 – 2018 Member, MPowering Health Informatics and Data Science
- 2016 – 2018 Assembly Chair, College of Information Studies, University of Maryland, College Park
- 2017 – 2018 Member, Archives Faculty Search Committee, College of Information Studies, University of Maryland, College Park
- Spring 2017 Nominating Committee Chair
- 2016 – 2017 Member, Research Centers and Collaboration (RCC) Committee
- 2016 – 2017 Member, Human-Centered Design Faculty Search Committee, College of Information Studies, University of Maryland, College Park
- 2014 - 2016 Chair, Awards, Scholarships, and Honors Committee, College of Information Studies, University of Maryland, College Park
- 2015 - 2016 Member, Professional-Track School Library Faculty Search Committee, College of Information Studies, University of Maryland, College Park
- 2014 – 2015 Member, Diversity Across the Curriculum, College of Information Studies, University of Maryland, College Park
- 2014 - 2015 Member, Mentoring Committee, College of Information Studies, University of Maryland, College Park

- 2013 - 2015 Faculty Representative, iSchool Doctoral Student Organization (iDSO), College of Information Studies, University of Maryland, College Park
- 2012 - 2014 Member, Awards Committee, College of Information Studies, University of Maryland, College Park
- 2013 - 2014 Member, Digital Curation Faculty Search Committee, College of Information Studies, University of Maryland, College Park
- 2013 - 2014 Member, Merit Pay Committee, College of Information Studies, University of Maryland, College Park
- 2013 Member, Advisor Search Committee, College of Information Studies, University of Maryland, College Park
- 2012 - 2013 Member, Doctoral Committee, College of Information Studies, University of Maryland, College Park

b. University of Michigan School of Information (SI)

- 2008 - 2009 Member, Doctoral Committee, School of Information, University of Michigan
- 2008 - 2009 Member, Doctoral Executive Committee (governing body of the University of Michigan School of Information Doctoral Student Organization)

iii. University

- 2021 Judge, University of Maryland Data Challenge, University of Maryland, College Park
- 2021 Member, Semester Dissertation Fellowship Committee, University of Maryland Graduate School
- 2020 – Pres. Member, Faculty Affairs Committee, University Senate, University of Maryland, College Park
- 2019 – Pres. Member, Diversity General Education Faculty Board, University of Maryland Office of Undergraduate Studies
- 2018 – 2020 Member, Educational Affairs Committee, University Senate, University of Maryland, College Park
- 2020 Mentor, University of Maryland Data Challenge, University of Maryland, College Park
- 2019 Member, Faculty-Student Research Award (FSRA) Selection Committee, University of Maryland Graduate School
- 2019 Member, Banneker/Key (BK) Scholarship Interview Committee, University of Maryland Honors College
- 2019 Judge, University of Maryland Data Challenge, University of Maryland, College Park

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- 2016 - 2018 Member, Equity, Diversity, & Inclusion Committee, University Senate, University of Maryland, College Park
- 2018 Poster Judge, Public Health Research@Maryland conference, University of Maryland, College Park, April 3, 2018
- 2018 Mentor, University of Maryland Data Challenge, University of Maryland, College Park
- 2017 Poster Judge, Public Health Research@Maryland conference, University of Maryland, College Park, April 6, 2017
- 2014 - 2016 Member, University of Maryland Division of Information Technology User Experience Working Group, University of Maryland, College Park
- 2013 - 2016 Tenure-track Faculty Representative for the College of Information Studies, University Senate, University of Maryland, College Park
- 2016 Poster Judge, Public Health Research@Maryland conference, University of Maryland, College Park, April 5, 2016
- 2013 - 2015 Member, University of Maryland Senate Plan of Organization Review Committee (PORC), University of Maryland, College Park
- 2014 Reviewer, University of Maryland School of Public Health, Herschel S. Horowitz Center for Health Literacy Seed Grant Program, University of Maryland, College Park, 2014-2015 (reviewed 3 proposals)
- 2013 - 2014 Member, University of Maryland Division of Information Technology Infrastructure Working Group, University of Maryland, College Park