Information provided on the FAR, including narrative statements, will be used by Committee A as one source of evidence for evaluating the quality of each faculty member’s performance. The information, including narrative statements, will also be used in preparing the narrative for the composite achievements/contributions of the individual faculty member and of the unit. In addition, the information provided will be available to faculty members within SLIS.

The FAR is used to support both the annual evaluation, which is summative and based on productivity in a single year, and evaluation of progress toward tenure, which may be formative and is based on cumulative achievement. Starred items (*) are considered in progress toward tenure, promotion and post-tenure reviews, but are not counted toward credit in the annual evaluation. For any faculty member on sabbatical leave for the year under review, the report on the sabbatical will constitute part of the evidence for assessment.

Name: Ellen Rubenstein
Academic rank: Assistant Professor
Date appointed to rank: August 16, 2011
Year tenure awarded:

RESEARCH
Provide full publication details for all categories. In press denotes final acceptance of a manuscript; i.e. that the work has been accepted for publication without revision. For items under review, include date and status of submission.

Generally, full credit for publications will be given only upon publication. In some cases, a faculty member may opt to receive credit upon final acceptance for publication (accepted for publication without revision). Evidence of final acceptance must be included in support materials. Credit will be attributed only once for any publication.

1. Refereed journal articles published


2. Other refereed publications
3. Book published, author
4. Book published, editor
5. Book chapter published
6. Invited articles published
7. Non-refereed journal articles
8. Other publications
9. Software produced
10. Formal research-based papers presented at professional meetings


11. Research posters presented at professional meetings
12. Research grants awarded for any portion of calendar year
   (Include letter of approval and title page in support materials.)
   Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

   College of Arts and Sciences 1/3-1/3-1/3 grant program: $588 to present a paper at the annual meeting of the American Society for Information Science & Technology, October 26-30, 2012, Baltimore, MD.

   OU Research Council 1/3-1/3-1/3 grant program: $588 to present a paper at the annual meeting of the American Society for Information Science & Technology, October 9-12, 2011, Baltimore, MD.

   VPR Summer Faculty Fellowship: $7000 for research: The Role of Informal Peer Support Networks on Health Literacy. Purpose: to examine data from my dissertation for the purpose of identifying and understanding links between social support exchanges and health literacy events.

13. Refereed articles under review
14. Other refereed publications in press
15. Book in press
16. Book chapter in press
17. Other publications in press
18. Software in production
19. Research grant proposals submitted
Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

Submitted (and rejected) October 2012: OCLC/ALISE Library and Information Science Research Grant Program ($15,000). Title: “Health Information & Health Literacy: Public Library Practices, Challenges, & Opportunities in the Oklahoma City Metro Area.”

20. Other research productivity:
a. Awards and recognition

b. Other
Presented on panel at ASIST, October 2012: Information, Interaction and Innovation in Consumer Health: New Directions at the Intersection of Information Science and Informatics.

21. Faculty statement on research
Faculty member's personal statement regarding contributions/achievements in research during the year: explanation of nature of activities, including clarification of role in collaborative research/creative activity; clarification of role in joint authorship; qualitative assessment of publishing venues, creative activity outlets

During my first full year at OU I continued to clarify my direction and goals, as well as determining potential research projects and partners. I applied for and received funding from the VPR Junior Faculty Summer Fellowship program to do a study entitled: “The Role of Informal Peer Support Networks on Health Literacy.” This project examines data collected during my dissertation to draw relationships between the enactment of social support and its connection to health literacy. I presented a poster at ALISE 2013 that showed preliminary coding schemes, and as coding continues, will construct a typology that provides an organizational structure for conceptualizing the range of health literacy situations that may be facilitated through peer support, as well as create a matrix drawing linkages between the social support exchanged and how these events contribute to understanding of health experiences. I am also planning to develop a conceptual framework that extends our understanding of the underpinnings of health literacy and provides data to inform future work with libraries in promoting health literacy.

In October I submitted, with Dr. Cecelia Brown, a grant proposal for $15,000 to the OCLC/ALISE Library and Information Science Research Grant Program, for a study titled “Health Information & Health Literacy: Public Library Practices, Challenges, & Opportunities in the Oklahoma City Metro Area.” Although this proposal was not funded, we plan to proceed with the research, which is currently going under IRB review. I also intend to submit a portion of the research to the CAS Junior Faculty Summer Funding program. This study will look at how
public libraries in the Oklahoma Metro and Pioneer systems are facilitating access to health information and health literacy to their constituents, and will include content analysis of websites and collections as well as interviews with library managers and librarians.

I am also collaborating on a research project with Drs. Kelvin White and Kyungwon Koh that looks at the “So what?” aspects of information behavior research. The study goal is “to facilitate the generation of stronger potential impacts/implications of information behavior research by assessing the current state of how information behavior literature addresses “so what?” questions. This work will comprise a content analysis of IB research to identify patterns of research implications.

Each of these research projects will generate opportunities for publications and conference presentations.

I am currently working on an article (unnamed as yet) from my dissertation that draws attention to the informational power of social support. Based on my research, this paper will primarily focus on how social support can be seen as being information that empowers individuals in medical contexts, but the larger picture to be drawn from this paper will be a conceptualization of social support as information.

In 2012 I had two single-authored, peer-reviewed articles published:


This paper discusses the problems encountered by breast cancer patients in the communication and information exchanges with their physicians, as well as how being participants in an online breast cancer community contributed to their ability to understand the medical information conveyed by their providers and to act on it in ways that may not have occurred otherwise.

I also presented this paper at ASIS&T, October 2012.


Drawing on Library Journal (since the late 1800s) and the Bulletin of the Medical Library Association (since the early 1900s), this paper comprises historical research that examines how public libraries have provided health information to their constituencies, including programs, partnerships with other organizations, and general areas of consensus and controversy among librarians.
At ASIS&T 2012 I also participated on a panel with several health information researchers addressing “Information, Interaction and Innovation in Consumer Health: New Directions at the Intersection of Information Science and Informatics.” This panel looked at ways that the fields of information science and informatics could inform each other in terms of both research and practice. On this panel, I discussed my research about online health communities.

Since October 2011 I have participated in a writing group administered through the Learning, Teaching & Writing Center as a way to receive informal input about my research and writing activities. Its current iteration includes two meetings per week, one where we critique and discuss our writing; another where we work on our writing.

**TEACHING**

*Teaching in all formats and across all sites counts equally. No direct credit is given for overload activities (including summer teaching) for which the faculty member receives additional compensation.*

1. Courses taught

<table>
<thead>
<tr>
<th>Semester (including <em>summer</em>)</th>
<th>Course # Title</th>
<th>Format (Face-to-Face (F2F), Video, Online, Hybrid, etc.)</th>
<th>Site</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>LIS4970/5970 - Digital Information Ethics</td>
<td>Face to face</td>
<td>Norman</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>LIS5053 – Information Users in the Knowledge Society</td>
<td>Online</td>
<td>Norman</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>LIS5053 – Information Users in the Knowledge Society</td>
<td>Online</td>
<td>Norman</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>LIS5513 – Information Sources &amp; Services</td>
<td>Face to face</td>
<td>Norman</td>
<td>14</td>
</tr>
</tbody>
</table>

2. New courses
   a. New courses developed for the curriculum
      Course number and title

      LIS 4970/5970 – Digital Information Ethics

   b. Courses taught for 1st time by this instructor
      Course number and title

      LIS 4970/5970 – Digital Information Ethics
5. Major course revision

6. Directed reading
   Semester. Credit hours. Student, Topic

7. Directed research
   Semester. Credit hours. Student, Topic

8. Internships
   Semester. Student, Site

9. Comprehensive Examination Reading Committees
   (Use number provided by SLIS Office)
   a. Number of committees: 2
   b. Number of responses read: 16

10. Portfolio Committees
    a. Chair (number):
    b. Member (number):

11. Thesis committees
    a. Chair (number): 1
       Student, Topic: Eric England; *Building a Graphic Novel Special Collection in an Academic Library*
    b. Member (number): Student, Topic

12. Ph.D. committees
    a. Chair (number): Student, Topic
    b. Member (number): Student, Topic

13. 6th year committees
    a. Chair (number): Student, Topic
    b. Member (number): Student, Topic

14. Number of advisees as of December 15 of calendar year reported: 8
13. Teaching/training grants awarded
(Include letter of approval and title page in support materials.)
Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

14. Teaching/training grant proposals submitted
Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

15. Seminars/workshops presented

*16. Seminars/workshops attended
Teaching Scholars Initiative, October 19, 2012

17. Awards and recognition
a. Teaching awards
b. Other recognition


19. Textbooks in press (final manuscript submitted and accepted for publication without revision)

20. Teaching software created

21. Other educational/instructional material developed

22. Invited lectures

23. Advanced programs/other OCCE/Liberal Studies courses
   Course number and title
   Semester
   Number of students
   Total number of students for all courses

24. Other teaching activities

25. Faculty statement on teaching
Faculty member's personal statement regarding contributions/achievements in teaching during the year: explanation of nature of activities, including summarization and analysis of teaching evaluations; expansion of raw data to reflect overall contributions to teaching mission of the unit; description of efforts made to improve teaching; description of additional types of qualitative evaluation of teaching

In calendar year 2012 I taught three courses: LIS 4970/5970, Digital Information Ethics; LIS5053, Information Users in the Knowledge Society (2 sections); and LIS5513, Information Sources and Services. LIS5053 was an online class; the other two were face-to-face.

**LIS 4970/5970, Digital Information Ethics:** This special offering course was modeled on an undergraduate course I had taught at the University of Illinois, *Ethics in Cyberspace.* At OU SLIS, it was a slash-listed course. Because I had taught only to undergrads in the past, I redeveloped some aspects of the course to add challenge for the graduate students. The class comprised lectures, students leading discussions, and in-class group activities designed to inspire students to critically examine ethical issues in our increasingly digital society. Students stated that they enjoyed leading discussions because it gave them insights into the material that they would not have considered otherwise; in addition, students were expected to relate class material to current events. End-of-semester evaluation comments included, “I am glad I chose this for an upper-division elective. Dr. Rubenstein was an excellent instructor and facilitator. I learned many things about modern digital information and cyber threats. I would recommend this course to anyone.” Numerical scores for the class ranged between 4 and 5 in the eValuate system.

**LIS5053, Information Users in the Knowledge Society:** In preparing to teach this class on information behavior, I drew on the SLIS syllabi of Dr. Kelvin White and Dr. Cecelia Brown as well as syllabi for similar classes at other LIS schools. It was important that I make the class my own, but also to have commonalities with the way the course had been taught at SLIS. Student requirements included posting regularly in discussions, leading discussions, and five writing assignments, some of which were shared with others in the class. Because the online teaching platform of D2L is asynchronous, a primary concern of mine has been to build community so that students could get to know each other somewhat as well as feel comfortable contributing to discussions and sharing work. In addition, making the theory of information behavior relatable to practice means that the assignments each comprise a way to discuss both. I have also characterized this class to students as being similar to psychology in that it addresses the psychology of information behavior, a characterization that seems to appeal to students taking the course.

I consider this class to have been successful both in the spring and in the fall – I received excellent evaluations for both, including mid-semester evaluations that I initiated and end-of-semester evaluations. Students made such comments as: “Dr. Rubenstein directed the class very well and was active in conversations”; “Far and away the strongest part of the course was how Rubenstein made the assignments very personal. It made the course my favorite for the
semester”; and “Great class and great instructor!” The majority of responses fell in the 4-5 range for the specific items evaluated through eValuate.

**LIS5513, Information Sources and Services.** This was my first time teaching this course. Although I had taken several references classes during my master’s program, I had not done so in a number of years and knew that the reference world had changed somewhat. For this particular class, I combined elements of Sarah Robbins’ and Dr. Connie Van Fleet’s past reference classes. Students led discussions of “Tech Talks,” where they presented to the class how libraries use new technologies. Other in-class activities included search exercises, evaluating and learning to use databases, and developing a reference collection around a particular topic of students’ choosing. Students were very enthusiastic about the class, and based on my own and their assessments, it was a successful venture. Typical evaluations included comments such as “The instructor was very personable and easy to work with”; “Great class and great instructor!” Numerical scores for the class ranged between 4 and 5 in the eValuate system.

Three of my classes were evaluated by other SLIS faculty. Dr. Connie Van Fleet observed my Digital Information Ethics class; Dr. Cecelia Brown evaluated my Information Sources and Services class; and Dr. Betsy Van de Meer Martens evaluated my fall 5053 class. Unfortunately, Dr. Van Fleet was unable to write up her observations, although she seemed to be enjoying the class during her time there.

Regarding LIS5053, Dr. Martens stated, “The course assignments were well thought-out and well-presented during the semester. This core course is a challenging one, and Dr. Rubenstein did an excellent job with occasionally difficult theoretical material. Her subject knowledge is evident throughout this course.” In addition, she made helpful suggestions such as, “Dr. Rubenstein might consider ways to make the Desire2Learn course site a little less static, by adding relevant information-behavior news and research and other items of related interest on a regular weekly basis beyond the assigned readings.” It is my intent to adopt many of Dr. Martens’ suggestions.

Regarding LIS5513, Dr. Brown noted that students seemed very engaged in their group discussions: “The students clearly enjoyed discussing the cases together and professionally and thoughtfully shared their opinions and ideas. This is only possible in a classroom where students feel comfortable and valued….” She also stated, “Your use of self-effacing humor is disarming yet as you are a capable professor a show of confidence in your knowledge is warranted. By modeling self-assurance you will empower your students to be confident, dauntless library and information professionals!” I am thankful for the input Dr. Brown has given me, and plan to continue to improve my classroom skills.

Last, I have received several letters of support from students in both 5053 classes, the Ethics class, and the Reference class. These students were all very enthusiastic about my teaching abilities, and all enjoyed their respective classes.
My teaching style incorporates building on student experiences and context as well as collaboration within the classroom. As I go forward with my teaching responsibilities, I will continue to utilize these methods both online and face-to-face as a way of enhancing learning and making connections between theory, practice, and our everyday lives.

**SERVICE**

*Service publications are those publications that are of interest to the profession or that are directed toward the enlightenment of the general public with respect to various aspects of the profession.*

School
1. Committee member/liaison

Member of the Undergraduate Studies Committee, January 2012- December 2012
Member of the Admissions Committee. Jan 2012-May 2012
Member of Ad Hoc PhD Committee, August 2012 – December 2012

2. Committee chair
3. Administrative assignment
4. Contribution to assets
5. Workshops/programs organized
6. Mentor assignments
7. Other

University/College

1. Committee member/liaison
2. Committee chair
3. Representative
4. Administrative assignment
5. Presentations/speeches
6. Workshops/programs organized
7. Other

Professional - Indicate level of service as international, national, regional, or state.

1. Elected office

2. Committee chair
   Incoming chair of SIG-HEALTH of ASIS&T (International)

3. Committee member/liaison

   **International:**
Member of SIG-HEALTH of ASIS&T
Incoming Chair of SIG-HEALTH
Member of SIG-USE of ASIS&T

State:
Serve on Ethics Committee of OLA

4. **Presentation to professional group**

5. **Workshop/program organizer**
6. **Grant for workshop, institute, etc., for professional organization**
7. **Editor of journal**
8. **Journal editorial board**
9. **Newsletter editor**
10. **Column editor/writer**
11. **Proceedings editor**
12. **Other service publication activity**

13. **Reviewing/refereeing items (numbers of separate items)**
   a. AMCIS (Americas Conference on Information Systems), Social Theory in Information Minitrack
   b. #Influence12: Symposium & Workshop on Measuring Influence on Social Media, Dalhousie Social Media Lab (6)
   c. Journal of Academic Librarianship (3)

14. **Tenure and promotion evaluation**
15. **Accreditation team membership**
16. **Consulting**
17. **Awards and recognition**

*18. **Professional meetings attended**
   Annual Meeting of ALISE, January 2012
   Annual Meeting of the Oklahoma Library Association, April 2012
   ATALM (Association of Tribal Archives, Libraries, & Museums), June 4-7 2012
   Annual Meeting of ASIS&T in October 2012

*19. **Workshops attended**
   “Write a Journal Article in 12 Weeks”; sponsored by OU Writing Center, Spring 2012
   SIG-USE workshop at ASIS&T in October 2012
20. Other
Weekly attendance at an OU-sponsored writing group for faculty
Tenure & Promotion Workshop sponsored by Center for Teaching Excellence and
OU Provost’s Office

21. **Faculty statement on service**

*Faculty member's personal statement regarding contributions/achievements in service during the year: explanation of nature, importance of professional service activities*

My service contributions during the 2012 were several. I served on three SLIS committees split over two semesters – Undergraduate Studies (Spring and Fall 2012); Admissions (Spring 2012); and Ad Hoc Ph.D. (Fall 2012).

In the Admissions Committee I was primarily responsible for reviewing applications.

In the Undergraduate Studies Committee, we spent a large amount of time reviewing the curriculum, adding courses from other departments, and changing some of the requirements.

In the Ad Hoc PhD Committee, we reviewed requirements from other PhD programs, both in LIS and within OU as a way to figure out how to go forward in formulating a program.

In the Undergraduate Studies Committee we worked to address the courses available for the BAIS program, and continue to do so.

I participated in a number of other service activities in 2012, including the OLA Ethics Committee, where we are planning a session for the 2013 OLA; I presented a workshop to the Pioneer Library System’s IMPACT system for librarians and library students on Library Ethics; I have been a member of SIG-USE and SIG-HEALTH within ASIS&T, and am on the planning committee for SIG-HEALTH as well as incoming Chair. I have done several peer review activities, as listed in #13 above. In addition, I have (and will continue) attended a number of conferences/workshops related both to research and practice.

My contributions to service have grown since my first semester at SLIS, and I intend to continue at this pace.
SUMMARY STATEMENT

Faculty member's personal summary statement regarding composite contributions/achievements during the year.

During my first full year at OU-SLIS I became much more comfortable with the requirements of being on faculty both at SLIS and at OU. I learned much about the organization of the department and the university, and began to build a research agenda, make professional and personal contacts, and overall adjusted well to the university environment.

I attended several conferences and workshops, presented my work and published two peer-reviewed articles. Attending conferences and workshops also allowed me to make contacts within the field of LIS beyond those that I already had; for example, I now know a number of other researchers at other universities who do similar work to mine and with whom I might collaborate at some time in the future.

At ASIS&T 2012, I participated in a Doctoral Seminar on Research and Career Development! for current students and recent graduates, which was focused on helping new PhDs on how to build their careers. At this seminar, I was partnered with a seasoned faculty member to discuss strategies for enhancing my work. All participants also met together to exchange questions and ideas related to progressing through academia.

I participated in a number of service activities on local, state, and national/international levels, which also gave me exposure to new people as well as given them exposure to me.

My plan going forward is to increase my productivity by producing one more article from my dissertation, continue one research project, and conduct two new research projects this coming year.