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.

Name: John T. Snead  
Academic rank: Assistant Professor  
Date appointed to rank: August 15, 2009  
Year tenure awarded:

RESEARCH

Provide full publication details for all categories. For items under review, include date and status of submission.

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 paper presented at professional meetings:  
11. Research grants awarded for any portion of calendar year:  
   Snead, J.T. (2012). Social media use in the delivery of government information. FY12 Junior Faculty Fellowship, Office of the Vice President for Research, University of Oklahoma, Norman, OK.  
12. Other research related grants received:  
13. Refereed articles in press:  
14. Refereed articles under review:  


15. Other refereed publications in press:
16. Book in press:
17. Book chapter in press:
18. Other publications in press:
19. Software in production:
20. Research grant proposals submitted:
21. Other research productivity:
   a. Awards and recognition
   b. Other
22. Faculty statement

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

In the summary of my third-year review, SLIS tenured faculty members provided research area recommendations that include:
1. Focus on being the lead author of peer-reviewed journal articles in peer-reviewed journals rather than book chapters, book reviews, or grant reports;
2. Increase the quantity of research published;
3. Establish a research identity separate from your collaborators; and,
4. Clearly and cogently articulate a research trajectory that is individualized and obvious to both internal and external constituents of OU SLIS.

My research efforts during 2012 are based on these recommendations.

I have two submissions that are currently under review. The submission status of the article with Dr. Burke as lead author is currently accepted with minor edits. The remaining article with Elisabeth Wright as co-author is under review.

I also conducted two data collection efforts – one in the spring and one during the summer. The spring data collection effort produced the Government Information Quarterly *E-government research in the United States* article that is currently under review. This research is from my unfunded 2011 Junior Faculty Fellowship proposal. Elisabeth Wright and I conducted a content analysis of 100 U.S. specific e-government articles to examine the state of e-government research specific to the United States. The research took much of the spring for planning and data
collection, part of the summer for analysis, and part of the fall to produce the submitted article. Other articles based on these data collection efforts are planned.

The second data collection effort was for my VPR Junior Faculty Fellowship entitled *Social media use in the delivery of government information*. Data collection efforts took much of the summer where I identified types of data disseminated by 21 U.S. government Executive agencies for seven types of social media. Data collection efforts identified the types of data disseminated through the media and web page data types linked from the media. A requirement of the VPR fellowship is to develop a grant for external funding. I am currently completing data analysis and planning the grant and articles to produce from this fellowship research. These efforts will occur this coming spring and into summer 2013. This fellowship proposal builds on results of my 2010 A&S Junior Faculty Fellowship entitled *Social media use in the U.S. Executive branch*. As an aside, the VPR office requested use of my 2012 proposal as one of the examples they provide for faculty members.

With the exception of the Dr. Burke article, my 2012 research efforts focus on access to government information as a broad area of study but in new and/or relatively unexplored areas of government information research. For example, limited research exists that is based in original data collection efforts on government use of social media for public access to government information. The GIQ article that is under review is the only known article that specifically assesses the state of U.S. e-government research as a field of study.

My areas of research for 2012 were selected with the SLIS tenured faculty recommendations in mind. Specifically that I focus on peer-reviewed journal articles; establish an individualized research identity that is separate from my collaborators, which by extension includes my government information research peers; and that I articulate a research trajectory that is individualized and obvious to both internal and external constituents of OU SLIS. The research efforts presented above fall within the recommendations and address my main area of research focus, which is user-centered access to government information.

For 2013, I will continue my research efforts through continuation of my 2012 research activities presented above. I will also seek to expand my research capabilities through research related workshops and other training sessions.

**FALL 2010 RESEARCH ACTIVITIES**

**TEACHING**

1. Courses taught (including summer)

   - LIS5033-900 Information & Knowledge Society, SP12, 6
   - LIS5033-995 Information & Knowledge Society, SP12, 22
   - LIS5033-995 Information & Knowledge Society, FA12, 51
2. Number of differently titled courses: 1
3. Number of courses delivered to sites other than Norman:
   a. Number of courses delivered to Tulsa:
   b. Number of courses delivered to other than Tulsa:
4. New courses:
   a. New courses developed for the curriculum:
   b. Courses taught for 1st time by this instructor:
5. Major course revision:
6. Directed reading
7. Directed research
   Credit hours
   Student
   Topic
8. Internships
9. Thesis committees
   Student:
   Topic:
   Member
   Student:
   Topic:
   Member
   Student:
   Topic:
   Member
10. Ph.D. committees
    Student:
    Topic:
    Chair/Member
11. 6th year committees
    Student
    Chair/Member
12. Number of advisees as of December 15 of calendar year reported:
    2 undergraduate; 28 graduate
13. Teaching/training grants awarded
14. Teaching/training grant proposals submitted
15. Advanced programs/other OCCE/Liberal Studies courses
    Course number and title
    Semester
    Number of students
    Total number of students for all courses
16. Seminars/workshops presented:
17. Seminars/workshops attended:
   **OU Information Technology, D2L Capture Workshop, September 12**
   **Teaching Scholars Initiative, University of Oklahoma, October 19, 2012.**

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

19. Textbooks published

20. Textbooks in press

21. Teaching software created

22. Other educational/instructional material developed:

23. Invited lectures:

24. Other teaching activities:

25. **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**

I taught three sections of LIS5033 Information & Knowledge Society during 2012. Overall I had 79 students in the 5033 sections. Student responses to the courses were generally positive and informative, particularly with the student written responses to eValuate report questions that identify opportunities to improve course presentation and content, instructor interaction with students, and student learning experiences.

<table>
<thead>
<tr>
<th>Question</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.6: Overall, instructors teaching effectiveness was:</td>
<td>Individual</td>
<td>3.85</td>
<td>3.96</td>
<td>4.43</td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>4.04</td>
<td>4.08</td>
<td>4.15</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>3.89</td>
<td>3.84</td>
<td>3.79</td>
</tr>
<tr>
<td>Q.8: Amount you learned in class:</td>
<td>Individual</td>
<td>3.69</td>
<td>3.63</td>
<td>4.12</td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>3.80</td>
<td>3.88</td>
<td>3.90</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>3.71</td>
<td>3.73</td>
<td>3.71</td>
</tr>
<tr>
<td>Q.11: Overall, this course was:</td>
<td>Individual</td>
<td>3.39</td>
<td>3.61</td>
<td>4.30</td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>3.86</td>
<td>3.90</td>
<td>4.04</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>3.78</td>
<td>3.72</td>
<td>3.70</td>
</tr>
</tbody>
</table>

Table 1: Comparison of selected instructor course evaluation results from 2009-2012, which are aggregated from all courses taught in each calendar year.

Table 1 provides an overview of course evaluation results from 2009-2012 for eValuate report questions six, eight, and eleven. Results are presented as annual and averaged mean response values from eValuate report results for all course sections taught in a school year. From table 1, the 2012 individual mean response scores are higher for all
three questions than from 2009-2011. Overall, the scores indicate a gradual increase in mean response for each question from 2009 through 2012. Based exclusively on eValuate report mean response scores, 2012 individual scores are also slightly higher than reported (and also averaged) department and college mean response scores. Although the trends reported in table 1 are positive, there are still many adjustments for me to make to improve student learning experiences.

My ongoing teaching goal is to improve student engagement with course materials and with their class cohort. Another ongoing goal is to develop mentally challenging and relevant assignments that introduce students to new knowledge, develop critical thinking skills, and meet student course objectives. My teaching objectives developed for prior evaluation years to meet the goals above are also still relevant for future teaching efforts and include:

- Become more creative in encouraging class discussions;
- Become more proactive with announcements and updates that keep students better informed of course activities and student success, such as more detailed feedback of assignment results;
- Provide additional feedback through discussion posts (i.e. in addition to inclusion in each assignment of objectives met by an assignment) specific to how aspects of the course meet course and student objectives;
- Provide more examples of how broader, more theoretical-based topics affect practical applications;
- Develop more practitioner-based assignments to provide students examples of theory in practice; and
- Explore additional avenues of student feedback beyond course discussion boards and the course evaluations.

In addition to the objectives above, I have met with other instructors who teach the same courses as I do to compare and exchange ideas and teaching approaches. These meetings help me develop my teaching knowledge level and efforts, help provide a more homogenous teaching approach across the courses, and provide opportunities for improving and updating courses. For example, I have met with Stacy Zempke the semester prior to teaching each section of what is now LIS4063/5063 to identify strengths and weaknesses of the course as prepared and to exchange ideas for future modifications where needed to the course content and presentation. Our last meeting occurred in December 2012 in preparation for my spring 2013 4063/5063 course.

I have also met with Dr. Abbas and Dr. Martens during the summers of 2011 and 2012 for similar discussions. These meetings have allowed us to discuss potential current and future updates and changes to LIS5033, compare teaching approaches and assignments, and to help us deliver a more consistent product and learning environment for our students. I have enhanced my teaching approach and knowledge from applying lessons learned from these meetings and by implementing successful activities that Dr. Abbas and Dr. Marten use in their courses.
The annual meetings with fellow course instructors above and general discussions throughout the year with our other faculty members have helped me identify some best practices for improving teaching approaches and student engagement. To continue improvement of teaching skills, however, I also need to expand my learning experiences beyond the classroom. In 2012, I became more proficient at understanding and using D2L from studying available D2L learning aides and videos. I also attended a D2L Capture workshop hosted by OU information technology where a D2L representative presented the D2L Capture features. In addition, I attended the 2012 Teaching Scholars Initiative and presented a workshop at the initiative on student technology experiences and expectations.

I plan to continue improving course delivery and content and student interactions through class in 2013 with ongoing self-assessments and meetings with fellow faculty members. I also plan to participate as a volunteer and presenter for the 2013 Teaching Scholars initiative and to identify and attend OU and conference provided teaching-specific workshops and training sessions. In addition, I plan to develop conference papers specifically related to teaching government information and the growing need for all library programs to increase government instruction as part of their programs. These activities will help to establish my research and teaching identify in the field of government information.

**SERVICE**

School

1. Committee member/liaison:

   Member SLIS Undergraduate Student Committee, Spring & Fall 2012  
   Member SLIS PhD Ad Hoc Committee, Spring & Fall 2012  
   SLIS OLISSA Liaison, Spring & Fall 2012  
   Member SLIS Comprehensive Reading Committees, Spring & Fall 2012  
   Member SLIS Admissions Committee, Spring 2012

2. Committee chair

   SLIS Admissions Committee, Chair, Spring 2012

3. Administrative assignment
4. Contribution to assets
5. Workshops/programs organized
6. Other (including mentor assignments)

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
3. Committee member/liaison

Program Committee Member (November 2012-June 2013), 2013 14th Annual International Conference on Digital Government Research, Quebec City, Quebec
Program Committee Member/Reviewer (November 2011-June 2012), 2012 13th Annual International Conference on Digital Government Research

Member Oklahoma Library Association
Member Oklahoma Library Association Legislative Committee
Member Oklahoma Library Association GODORT
Member American Library Association
Member American Library Association GODORT
Member Association for Library and Information Science Education

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

Editorial Board Member: Government Information Quarterly, 2010 to present
Editorial Board Member: Library Quarterly, 2011 to Present

9. Newsletter editor
10. Column editor/writer
11. Other professional publication:

12. Reviewing/refereeing items (numbers of separate items)

Reviewer: Government Information Quarterly, 2012, 3 article reviews
Reviewer: Library Quarterly, 2012, 2 article reviews

13. Tenure and promotion evaluation:
14. Accreditation team membership
15. Consulting
16. Awards and recognition
17. Professional meetings attended:

Editorial Board Member Meetings (2), Government Information Quarterly, spring and fall 2012

18. Workshops attended:

19. Other:

Attended the 2012 Oklahoma Library Association Conference, Norman, OK, March 28-30

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

My school service commitments remained basically the same as 2011 per the recommendation of Committee A. Changes to school service include serving as Admissions Committee chair for spring 2012 and then moving off the Admissions Committee after spring 2012. No changes occurred at the state level; however, some change did occur at the professional level that includes:

1. Invited in November 2012 to serve a second year on the Programme Committee for the Annual International Conference on Digital Government Research, which will be held in Quebec City, Quebec June 2013; and
2. Reduced (at my request) the number of articles reviewed to two for Library Quarterly and three for GIQ.

I do not plan to join any additional committees for 2013 at the state or professional levels. I do plan, however, to participate more in the ALA and OLA GODORT committees (government documents round tables). Participation in these committees will increase my government information knowledge level, introduce me to researchers and practitioners at the state, federal, and international level, and will also help to establish my research and teaching identity in the field of government information.

SUMMARY

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

Research, teaching, and service are integrated components of our school’s education system. A fundamental action for new faculty members is to develop their research, teaching, and service areas in ways that enhance an individualized and coherent area
of faculty expertise that also supports the goals, vision, and mission of our school. As a developing faculty member, my goal is to create an individualized and coherent area of expertise where research, teaching, and service components complement and support each other within our school’s integrated education system.

My research interest remains focused on a user-centered approach to assessing access to government information through government and library provided networked services and resources. A user-centered approach assesses individual’s capacities to identify information needs, locate information sources, and develop the necessary technology skills for accessing sources through networked environments. User-centered access also involves an understanding of an individual’s information seeking behavior, technology available for access, and training in the use of the technology. In addition, my research agenda targets information providers’ capacity to effectively and efficiently deliver services and resources through their networks. Together, an understanding of user needs and information provider delivery capabilities provides opportunities to identify and explore information access gaps that exist between users and information providers and can lead to the improved delivery of services and resources and increased user access to the services and resources.

My research practice targets gaps between users and government information providers and provides opportunities for specialized areas of research focus. For example, over the past three years I have conducted data collection efforts on the use of social media by the U.S. government to push information to the public and to pull the public to government websites. My research efforts to date have assessed public participation with social media, the types of information pushed to the public, and types of information available in websites as targeted by the media. Additional research efforts are needed, however, to understand the effectiveness and efficiency of social media use to increase document downloads through government websites and the reduction of Freedom of Information Act (FOIA) requests for government documents and information. These and similar research efforts provide the opportunity for me to develop and expand individualized areas of research focus within a broader government information environment.

My research interests – theoretical and practice – supports and informs my teaching and service responsibilities. Results of research efforts described above and from the government information field of study readily transfer to the classroom. For example, I teach the government information class, which is an obvious venue for research dissemination. My 5033 course (Information & Knowledge Society), however, is also a venue for government information as many of the course topic areas include or are affected by government policy/law and/or government as information provider.

In terms of service, my research (and teaching) interests guide my service selection at the state, national, and international levels. For example, I am a member of government document roundtables at the state and national level, a member of the OLA legislative committee, and I am a second year program committee member for the International Conference on Digital Government Research. These service opportunities provide
avenues of personal knowledge development through interaction with peers. Service opportunities also integrate knowledge from the field of government information into the classroom and identify potential and future research opportunities.

From a teaching perspective, teaching supports and informs my research and service responsibilities. The interaction with students as we discuss government information policy and access to government information in both the introductory core course and the Government Publications course provides me with opportunities to test ideas and hear different points of view that further my research agenda. My interaction with professionals through service activities and my research in government information assures that I integrate classroom learning experiences into my research and service efforts and also ensures that I bring current and varying teaching and content perspectives into the classroom.

My focus of the past year has been to continue integrating research, teaching, and service activities to create a cohesive and professional agenda. My ongoing goal in this effort is to develop an individualized area of expertise with an identity that is separate from my peers within the government information environment. My goal is also to continue development of my research, teaching, and service components so they compliment and support each other within our school’s integrated education system.