

# **Marti Lindsey**

School of Information Resources and Library Science  
University of Arizona

## **Introduction**

My purpose in attending the University of Arizona School of Information Resources and Library Science was to expand my professional options. My career goals included pursuing a position in an academic library and, eventually, to teach Information and Library Science.

Another objective was to continue work begun during my master's program (1997-2000) at Prescott College, "Facilitating Education from the Library" and my thesis research, "A Constructivist Study of Developing Curriculum to Teach Internet Information Literacy to Navajo High School Students". I was a school librarian for four years on the Navajo Reservation, with an Arizona teaching certificate and library endorsement.

I also wanted to continue my dedication to developing Native American Librarians and Native American literacy, including my service to the "If I can read, I can do anything" Native American reservation literacy project

<http://www.gslis.utexas.edu/~ifican/>.

At the time I applied to SIRLS doctoral candidates were not being accepted. However, there was hope that possibility would be forthcoming after the accreditation was assured. I thought that the University of Arizona, with the Knowledge River Project,

offered me the best circumstances for accomplishing my goals. My cumulative GPA was 3.9. and I have been accepted as a Ph.D. student for the fall of 2002.

### **Description of my coursework at SIRLS**

My primary library interest is how people make sense of online information and how they locate information with digital resources. I have either chosen to explore these interests or those regarding Native Americans in the assignments for my courses. Below I describe the coursework I have taken and the focus of my assignments in those courses.

<b>IRLS 614 791</b>	Paper on comparing electronic transfer of information with human-to-human transfer of information.
Information Theory And Transfer	
FALL 2000	
<b>IRLS 520 792</b>	Paper on the ethics, social mores, and practicality of filtering the Internet to 9-12 students on the Navajo reservation
Ethics / Information Profession	
SPRING 2001	
<b>IRLS 500 791</b>	Paper on the social implications of Native American library collections developed solely or primarily by donations.
Social Constructs Of Information	
SPRING 2001	
<b>IRLS 501 001</b>	Project to categorize Native American jewelry – specifically necklaces
Knowledge Structure	
SUMMER 2001	
<b>IRLS 608 001</b>	In class project of designing a digital library to

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Planning & Evaluations Of Information	support college education in a distance environment
SUMMER 2001	
<b>IRLS 587 001</b>	Designed a User Study to explore the information seeking needs of K-12 teachers related to location of information on the Internet
Information Seeking Behavior	
FALL 2001	
<b>IRLS 581 791</b>	Group project to create an Ideal School Library – focused on development of Online resources
School Library Administration	
FALL 2001	
<b>IRLS 588 851</b>	The topic of this course was Leadership – I chose to write a paper about a Navajo female leader
Issues In Information Resources	
SPRING 2002	
<b>AIS 548 001</b>	Developed a grant proposal to the ALA Diversity Grant Project - to study recruitment and retention of Native American library students
Research Design & Methodology	
SPRING 2002	
<b>IRLS 699 001</b>	I did a literature review and conducted a pilot study of the retention needs of Native American graduate students
Independent Study	
(Recruitment & Retention – NA Library Students)	
SPRING 2002	

<b>IRLS 506 001</b>	Focus on research methods appropriate to exploring how people utilize digital resources
Research Methods I	
SUMMER 2002	

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<b>IRLS 695E 001</b>	I plan to develop the thesaurus for a digital library I am developing
Theory Of Classification	
SUMMER 2002	
<b>IRLS 699 001</b>	A literature review regarding digital libraries and designing digital library portals as well as a prototype of a small digital library to practice the skills needed
Independent Study (Digital Libraries)	
SUMMER 2002	

I contributed to the School of Information Resources and Library Science both formally and informally. I regularly attend Brow Bag luncheons and meetings regarding the certification process for SIRLS. I serve as an Executive Board member of the Library Students Organization and on the committee of SIRLS to create a portfolio of student work as a final product of student work. I worked with the coordinating professor, Dr. Betty Marcoux, for the Gates Interns serving the Native American Reservations in Arizona, including assisting her with developing an information sheet of best protocols of behavior appropriate to working on Native American reservations. I represented both SIRLS and the "If I can read, I can do anything" program at both the AzLA convention in December 2001 and the PLA convention in 2002.

### Summary

I am still interested in the topics that brought me to SIRS. I believe my leadership and writing skills have improved while a SIRLS student. My interest in digital and online resources has increased. My dedication to diversity within the library and information profession continues to deepen. Next spring, I plan to submit the grant application I

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wrote while in AIS 548 with an objective of presenting at the ALA convention in 2004. I continue to serve on the "If I can read, I can do anything" Executive Board and plan to involve SIRLS students in that project while I am a doctoral student.

My next academic goal is to continue my studies and research as a doctoral student. Professionally I plan to continue to build a digital library for the Community Outreach and Education Program of the Center for Toxicology in the College of Pharmacy here at the University of Arizona. It is possible the funding for this library will not materialize. I alternately will pursue a library directorship in a technical department of an academic library. I believe this type of position will also allow me to continue my interests.