

PROFESSIONAL DEVELOPMENT STATEMENT

Since starting the MLIS program in Fall 2019, my ideas of my professional trajectory have shifted, re-focused, and become more realized. I started the program just four months after earning my undergraduate degree in art history, and during the same month that I started MLIS coursework, I also started working as a Library Reference Assistant with the UCLA Arts Library. I began my MLIS journey with the expectation of working as a future art reference librarian or archivist. However, soon after taking the core Description and Access course, I became interested in taking classes focusing on library cataloging, metadata, and technical services. These courses introduced me to another side of being an information professional, and I quickly became motivated to learn the technical aspects of information service. My desire to dive into informatics-based work was still rooted in my core interests—to promote equitable, user-centered information service in the arts and humanities context. However, the primary shift was that I learned how this service could be done from the back end, for example, by designing an accessible website, developing ethical descriptions in catalog records, enhancing a diverse range of digital resources, and so on. The technical proficiencies required for this type of work were very new to me, as I didn't hold any prior advanced technical or computer system skills, so I knew I had some learning challenges ahead of me. Over the next two years, I would become fortunate enough to develop these skills through various learning opportunities, including coursework, internships, and continuing education activities.

The coursework I have completed during this program has had a significant role in my professional development. The two core courses, IS 260 Description and Access and IS 270 Computer Systems and Infrastructures, served as an instrumental

introduction to the practice and theory of library technical services. Furthermore, during my first year, I completed IS 271 Human-Computer Interaction, IS 464 Metadata, IS 461 Descriptive Cataloging, and IS 462 Subject Cataloging and Classification, which were all classes that taught me practical skills that I would later use in future internships. By the end of Spring 2020, I was familiar with library technical services terminology, concepts, and principles and became prepared to apply them.

During the summer between my first and second year, I implemented several coursework lessons in my internship experience as a Junior Fellow with the Library of Congress. For ten weeks, I worked full-time with the Law Library of Congress to help re-design aspects of their public-facing website, work on descriptive cataloging assignments, and develop online research guides for their digital resources. At the same time, I enrolled in an Introduction to Digital Humanities summer course. I learned how to clean datasets, perform text analysis, create data visualizations, and further my skills with web design. I enjoyed the course so much that I would become motivated to earn a Graduate Certificate in Digital Humanities from the UCLA Digital Humanities program. These two experiences over the summer allowed me to practice what I had learned in previous IS courses and become more confident with my technical skills.

I started my second year in the program with a much clearer vision of the kind of informational professional I wanted to be. I knew I could learn what was necessary to become a technical services librarian, and I wanted to continue on that path. To increase my practical experience and align my coursework accordingly, I started a year-long internship with the UCLA Library Cataloging and Metadata Center, continued a Remote Metadata Internship with the Law Library of Congress, and enrolled in the gateway course, IS 214 Informatics. Additionally, I became much more involved in student organizations during my second year. While I was previously involved in

Artifacts and the Special Libraries Association (SLA) student chapter during my first year, I took on board leadership positions as the Web Administrator for Artifacts and as a Co-President for our SLA student chapter. I also wanted to engage in associations beyond the student organizations, so I joined multiple professional organizations, including the Southern California Technical Processes Group (SCTPG) and the Art Libraries Society of North America (ARLIS/NA). I have since contributed to each of these professional organizations. I was elected to be the Secretary and Treasurer for a two-year term with SCTPG, and I will be presenting at the ARLIS/NA annual conference in May and publishing and serving on a subcommittee with ARLIS/NA in the upcoming year. My involvement with these two professional organizations has been advantageous, as I've connected with current specialists in the LIS field and contributed my perspective as a new professional.

Looking ahead, I plan to continue my education in several ways. In the upcoming summer, I will be attending professional conferences and completing educational courses through financial scholarships and awards. I have been selected as the ARLIS/NA 2021 Gerd Muehsam awardee, which will fund my attendance at the annual conference in May, and I am a recipient of a Samuel H. Kress scholarship, which will support my participation in the 2021 Summer Educational Institute for Digital Stewardship of Visual Information in June. I am also applying to the California Rare Book School course, "Digital Humanities for the History of the Book," scheduled for August. As a board member of SCTPG, I will be participating in the upcoming webinars and events. In September 2021, I will begin a position with the Getty Research Institute, where I will work full-time for twelve months. I will be helping with their Digital Art History Initiative to conceptualize and research for the Pre-Hispanic Art Provenance Index. I will be responsible for implementing digital tools to advance the project's

provenance research and data management. With this position, I also have funding available to attend other professional conferences and learning events, which I plan to use during the following year. I am incredibly fortunate to have this range of opportunities ahead of me, which I anticipate will benefit my professional development.

As I near the completion of this program, I reflect on how much I have learned and grown as an early-career professional. My initial expectations have been met with the reality of true development, which required me to get out of my comfort zone, adapt to lessons I didn't foresee and challenge myself to acquire new skills. I am grateful that I have held onto my core interest in promoting arts and humanities research while entering a new technical services context. I am confident that I will continue to grow and lead in this new direction throughout my future endeavors.