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Professionalism in LIS: A Blend of Theory and Practical Application

Amber Passey
San Jose State University, amber.passey@sjsu.edu

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About Author

Amber has studied human development and applied linguistics, earning a B.S. from Brigham Young University and an M.A. in Applied Linguistics from the University of Utah, respectively. In her personal and professional life, she has developed skills in teaching, editing, and playing with young children. Passey anticipates graduating from SJSU's MLIS program in 2023, after which she plans to focus her work on Children's Librarianship.

A profession requires "specialized knowledge and often long and intensive academic preparation" (Merriam-Webster, n.d.). This specialized knowledge and educational training separate professionals from paraprofessionals and provide opportunities for academic discourse. As professionals strive to apply their knowledge or theory to their day-to-day operations, terms such as "best practices" have arisen. Too often, however, these "best practices" are assembled only from anecdotal experiences of professionals and have not been put through the research process to determine value, success, and generalizability. At the *Student Research Journal* we seek to use research to support the suggested actions in the scholarship we publish, thus ensuring a blend of theory and practical application of LIS scholarship. In this issue we bring together three different approaches to the relationship between theory and practice.

Samuel Kauffman, SJSU MLIS candidate, has written a critical analysis of Byström, Heinström, and Ruthven's *Information at Work: Information Management in the Workplace*. Kauffman identifies the strengths of the book in inviting critical examination of how information affects workplace processes. While Kauffman notes that the book may not deliver solutions, there are pragmatic examples which provide deeper understanding of how professionals can move from concept to action.

Recent SJSU MLIS graduate, Natasha Finnegan, provides insight on the information needs and behaviors of Haitian immigrants. Using established scholarship, Finnegan provides actionable suggestions on how LIS professionals can best serve this population. This piece shows that as professionals, we cannot stop at understanding theory but must use theory to inform practice in order to serve the needs of underrepresented groups.

Dr. Jennifer Hopwood, lecturer at the iSchool at San José State University, brings her extensive academic knowledge in creativity and innovation in educational leadership and management to her invited contribution to this issue. This piece blends theory and practice skillfully to show how workplace creativity can empower employees to grow professionally in positive work environments.

I am honored to have worked with these authors, who have been committed to professionalism in their analyses and writings. This issue is the culmination of the Editorial Team's efforts to understand the theories of research generally as well as Library and Information Sciences specifically and then help authors draw out practical applications of these theories in their articles.

Acknowledgments

their continued and enthusiastic support of the *Student Research Journal*. Additionally, we acknowledge the role of the Alumni Advisory Group in helping the *SRJ* Editorial Team identify trends in the field, needs of professionals, and ways the *Journal* can support graduate students as they join the LIS profession. With the completion of several special projects by Editorial Team members and support from the Faculty Advisory Board, we look forward to the growth of the *SRJ* as an accessible channel for graduate students to join the scholarly conversation.

References

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