

Annual Review for 2010

JENNY L. PRESNELL

Humanities and Social Sciences Librarian / Associate Librarian

Miami University Libraries

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PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

Reference and Related Public Services

PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

2010

- ❖ ***Provide reference service to patrons through in-person (both in my office and at the Consultation Desk), chat, and instant message services.***
 - Answered 119 reference questions (a 43% increase from 2009) from my office either by email, telephone or in person.
 - Assisted with honors students who are planning their senior thesis. A number of librarians met with individually with students, discussed their research needs and helped them refine their topics, identify databases and search for topics.
 - Sample questions include <see attachment with other questions,
<http://staff.lib.muohio.edu/~presnejl/2010Perform/LibrStatsSearchResults.pdf>
 - Primary sources for the Hayes-Tilden Cipher Scandal of 1876.
 - Victorian England divorce laws.
 - Two questions on Over the Rhine in Cincinnati, one addressing African American displacement in the 1950s-1960's and economic and demographic data concerning redlining for FHA loans. Required some government documents as well as other primary sources at libraries in Cincinnati.
 - Witches in Central and Northern Europe as the "other" i.e. a cultural history of fear.
 - Location of historical arrest records in Butler County.
 - Popular media portrayal of male body images in the past 40 years.
 - Slave narratives discussing the Ohio corridor.
 - Sherman Jackson's class' midterm and final questions that include: How two black scholars interpreted Turner's Frontier Thesis; How the railroad became a person and the tomato became a fruit? <
<http://staff.lib.muohio.edu/~presnejl/2010Perform/Jackson2010.pdf>

2009

- ❖ ***Provide reference service to patrons through in-person (both in my office and at the Consultation Desk), chat, and instant message services.***
 - Answered 83 reference questions from my office either by email, telephone or in person.
 - Assisted with honors students who are planning their senior thesis. A number of librarians met with individually with students, discussed their research needs, helped them refine their topics, identify databases and search for topics.

- ❖ ***Learned to use new software for chat reference and reference statistics collection. May – July 2009.***

The new software allows reference librarians to not only count questions, but keep records. I've added a number of suggested research strategies for some perennial difficult history midterm questions. This allows other librarians to search by the faculty name and find and add to the research strategies suggested.

- ❖ ***Assisted with community research and relations.***
 - Helped Dr. Elizabeth Johnson locate obscure resources for her book on the residents of McGuffey Museum entitled, *To Dwell With Fond Reflection*.
 - Described library services and resources to the librarian-mother of a prospective student.
-

2008

- ❖ **Provide reference service to patrons through in-person (both in my office and at the Consultation Desk), chat, and instant message services.**
 - Answered 40 reference questions from my office either by email, telephone or in person.
 - Assisted with the honors students who are planning their senior thesis. A number of librarians met with individually with students, discussed their research needs, helped them refine their topics and identify databases and search for topics.
 - Assisted a distance Phd student trying to finish her dissertation research. This has taken a significant amount of time as she has technology issues and sometimes doesn't understand research techniques and how databases operate. The easiest communication has been via telephone and guiding her step by step through using such indexes as Index Islamicus and RefWorks. I also sent her several copies of materials via mail that she required.
 - Participated in Email reference.
- ❖ **Gave Elizabeth Sullivan a tour of the libraries and of reference.**

2007

- ❖ **Provide reference service to patrons through in-person (both in my office and at the Consultation Desk), chat, and instant message services.**

In the past year, I have assisted 96 students, faculty, and staff with specialized, in-depth questions through personal contacts either by email or in-office appointments. In addition I have provided consultation assistance on the Consultation Desk or through general online reference points for approximately 12 hours a week per semester.

- ❖ **Created a Facebook professional page and a Blog. Jan and May 2007.**

I am new to social networking and have yet to realize the full potential of each of these types of communication. In the next year it will be a goal to develop this manner of communication with students and researchers. Blog address: <http://information-literate-historian.blogspot.com/>

Instruction Services

PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

2010

In 2010 I held 26 instruction sessions for 796 students. Part of the decline is due to being on leave during the summer and not teaching Egypt Camp as well as a 2009 presentation to approximately 200 people. Instruction is also down as I acquired new collection development duties and did not recruit much instruction.

<http://staff.lib.muohio.edu/~presnejl/2010Perform/Eng111VilyanskiAssesEval.pdf>

<http://staff.lib.muohio.edu/~presnejl/2010Perform/2010InstEval/WMS201AsseRetp.pdf>

<http://staff.lib.muohio.edu/~presnejl/2010Perform/2010InstEval/HST702AsseRept.pdf>

- ❖ **Developed new a new subject page for Miami University Resources (<http://libguides.lib.muohio.edu/miami>).**

Many times the information desk also serves as a resource point for other university services. Also, we have been asked for information about different university publications, history of buildings on campus, Oxford information and more. This guide attempts to collect and or point to information sources to answer many of these questions. <http://libguides.lib.muohio.edu/miami>

- ❖ **Designed a tier one instruction plan for introductory history courses.** With Eric Resnis, Mary Cayton, Eric Jensen, and Steve Norris. Spring 2010.
As a result of Mary Cayton's membership in the Information Literacy Faculty Learning Committee, we devised an assignment that helped first year students understand the uses of

- encyclopedias and selected reference sources. The courses involved included History 122 (Western Civilization) and History 198 (World History) (HST112, American Civilization was used as the “control”). Students found information focused on a topic decided by the instructor and created a class wiki page. The idea was not only to teach using sources besides Wikipedia and the Internet, but to teach students to summarize information. HST 198 had library instruction and assignments given by the Graduate Assistants. History 198 had a very short instruction session by the librarian in the huge lecture section which included a handout and an explanation by the professor. Results were better with the librarian-instructed session. <http://staff.lib.muohio.edu/~presnejl/2010Perform/SecondarySourceChart.pdf>
- ❖ **Worked with HST 400.7 (Eric Jensen), history honors to individualize instruction for their honors thesis.** Spring and Fall 2010

Held a bibliographic instruction session that began generally and then conducted classroom brainstorming with others topics. Finally, Dr. Jensen required each student meet separately with me to discuss their topics. Some students were quite advanced in their topics, while others still struggled to use databases and resources adeptly. <http://staff.lib.muohio.edu/~presnejl/2010Perform/Jensen.pdf>
 - ❖ **Team-taught instruction on Victorian literature and culture.** *With Arainne Hartsell-Gundy* Spring 2010.

Many current literary studies include an assessment of the culture in which the novel/work was written. Arianne discussed the classic look at literary criticism while I demonstrated primary sources and databases for the Victorian era. See subject guide: <http://libguides.lib.muohio.edu/literature> -- Victorian tab.
 - ❖ **Taught instruction for the Pre-Law class.** Fall 2010

With the acquisition of Political Science, I had the opportunity to expose the pre-law class to the online and print law sources. I learned about the law structure and the different sources used to find different aspects of the law. I created a chart that would help students to understand the parallels between law sources and, hopefully, the more familiar academic sources. This class was particularly difficult for me. Areas for improvement include a better understanding of the new *Lexis Nexis Legal* interface. <http://staff.lib.muohio.edu/~presnejl/2010Perform/LegalDiag.pdf>
 - ❖ **Developed an assignment with Dr. Monica Schneider form the Political Science Department on a comparison of daily news sources.** Fall 2010

The assignment was to compare ways in which the news is reported. We discussed conservative and liberal news sources. The result was a subject guide on the Political Science page. <http://libguides.lib.muohio.edu/content.php?pid=36652&sid=1214075>

2009

In 2009 I held 52 instruction sessions for 1627 students.

- ❖ **Developed new ways for users to find subject-specific and course-specific information.**

Using Libguides, I developed new subject pages for most of my subject areas (still working

on Jewish Studies and Middle Eastern and Islamic Studies). Created a course specific guides for various classes including Walt Whitman Studies, American Studies 205, and such topics as Food in the History of Europe and North America. I administer the Reference Shelf section and am a co-owner of the newspapers section. I also created the Zoltero section of the Citations libguide. This helped me to learn Zotero to teach it to a class.

❖ **TIM Workshop on Primary Sources.** With Arianne Hartsell-Gundy. Spring 2009.

We approached this workshop to look at what the students knew based prior to the session with a short survey. Then we each showed relevant sources and had a discussion like session concerning how these different sources could be used and approached by different disciplines.

❖ **Tried new innovative teaching techniques in several one-shot bibliographic instruction sessions.** Fall 2009

With History 206, prior to class, I handed out an activity sheet with a unique book cover to each student. By the time they came to class, they had tried to find other materials related to the subject of the book. We then had an interactive session trying to improve on their searching techniques and selection of databases. For another session, I borrowed a technique from Stacy Brinkman and set up stations of different kinds of sources (primary, secondary, etc.) and divided the class up into groups and letting them examine each type of source. Upon coming back together, we talked about the sources and how to find them (sources and research strategies).

2008

❖ **Make primary source digital collections more available to users.** With Arianne Hartsell-Gundy

We created a database using Druple [open source software] for primary sources. The purpose of the database was to be able to lead students to many of the paid primary source materials that the libraries pay for as well as quality websites containing primary sources. Rob Casson created the account and demonstrated how to use it to Arianne and I. The database contains 151 entries. Each entry has a title, subject headings (time period, country/geographic region, genre, language, document type, and description). We had hoped patrons and librarians alike would be able to do simple searches such as 19th century periodicals for the U.S. and come up with a list of databases and websites that contain primary sources. At the moment we can only search by one subject or tag, instead being able to combine tags (see: <http://presnell.drupal.lib.muohio.edu/>, no searching interface yet).

❖ **Create a better interface for subject guides.** With Arianne Hartsell-Gundy.

Initiated a humanities wiki for basic resources in various areas of the humanities. See: <http://kinglibraryhumanities.pbwiki.com/>. Our intent is to create guides by history region/time period. (Being able to create actual online guides, simply, has been in my annual review for a number of years.) I've put in a guide to Nineteenth Century America and Arianne has added some entries as well. We have discussed making this a truly "humanities" wiki and adding Art, Arch, Music, Religion, Theater, etc. We've discussed this with Stacy Brinkman and Katie Gibson, who will also participate when we have a better start. Even though it is a wiki and publicly available, only those librarians involved will be able to make changes. Participants will be able to make comments.

❖ **Created Project Pynchon Podcasts.** With Arianne Hartsell-Gundy.

As a member of the Information Literacy Faculty Learning Community 07-08, I was paired with John Krafft as temporary English bibliographer. He wanted to work on an assignment he was going to give in Luxembourg spring of 2009. With the addition of Arianne, we decided a series of podcasts on various research topics would be useful for mobile students (and because we would not be in Luxembourg to

- provide instruction). We both learned how to use Audacity to create podcasts with music and spoken text. We completed 2-3, but John Krafft will not be able to go to Luxembourg, nor teach the class, so we suspended the project.
- ❖ **Assist with orientation of faculty, staff, and students.**
 Provided library tours for New Student Orientation, New Faculty Orientation, and New International Student Orientation.
 Coordinated and taught instruction sessions for ESL students about podcasting. With Jason Paul Michel, Stacy Brinkman, Kwabena Sekyere, and Katie Gibson
 - ❖ **Created a Delicious account and have begun to use it for bookmarks.**
 - ❖ **Taught numerous English 111 and EDL 100 sections**
 - ❖ **Taught two TIM workshops**, Technology Walk About and Effective Googling. The Technology Walk About grew out of a discussion with Masha Misco about teaching the basics of the technology we had in the libraries to students, faculty and staff. This “tour” included the large format scanner, using the microreaders to send .pdfs, the podcasting rooms, and selected parts of CIM. With Masha Misco and Mike Wells.
 - ❖ **Created a hand out for women’s’ fashion resources.** with Stacy Brinkman. This is significant because we have growing interests in material culture in many departments (in this case Art and American Studies) which increasingly needs multiple selectors’ and discipline perspectives. Stacy taught an instruction class for Sara Butler.
 - ❖ **Taught 25 Sessions to 688 students.**

2007

In 2007, I spoke to 53 class sessions for a total of 1,112 students.

- ❖ **Technology and Information Management Workshops (TIM) and other workshops.**

2007/Feb 16	Historical Voices: Primary Sources for History
2007/April 6	Finding Women
2007/March 23	America Blogs
2007/ Nov 2	Bloggng For Assignments (with Masha Misco)
2007/ Nov 8	Creating Posters (with Masha Misco)
- ❖ **Assisted in planning and team taught Academic Honesty Workshop for honors students.** With Michael Howser, Ken Grabach, Kevin Messner, and Beth Tumbleson. Nov. 12, 2007.
 I created a guide for copyright. In the class session I discussed fair use and how to use/cite materials correctly and ethically.
- ❖ **Worked on innovative teaching techniques in single bibliographic course integrated sessions.**

2007 Spring	History 359. Eric Jenson. This course is a two-semester research course for honors students in the history department. In two sessions, we began with an exercise that asked students to talk about where they began their research and what sources they thought were authoritative. Working from what they knew, such as beginning in Amazon to locate books, we talked about selecting appropriate sources for research, the advantages of different types of databases and search strategies. Session employed more active learning than database demonstration.
2007 Fall	Women’s Studies 301 and English 490. Yu-fang Cho. The first session of each class went into great depth about the voices and sources of information, including newer, authoritative news resources and whose ‘news’ ends up being reported and how. The

2007 Fall	second session was a more traditional instruction session, which worked through selecting databases and search terms.
2007 Fall	English 113. Allison Hurley. Taught a traditional literature class using active learning methods. In two sessions I taught the basics in searching and evaluation.
2007 Fall	English H101. English for Science/Pre-Med majors. Madelyn Detloff. Focus is on Ethics. Taught a more interactive session.

Collection Development

PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

2010

- ❖ **Added Political Science, Law and Government Documents as new collection development areas.** Fall 2010

With the departure of the Government Information and Law librarian, who was also the bibliographer for Political Science, I assumed temporary collection development and reference responsibilities for those areas.

- ❖ **Weeded the collection with an eye to the changing curriculum and library space in the D's-F's (sets and series, D monographs); Z's, Reference Collection With Arianne Hartsell-Gundy, Susan Hurst and Eli Sullivan. 2010**

Searched lists of books, review department curriculum/syllabi, tried to send sets of materials (keeping indexes here) to make more room quickly.

- ❖ **Prepared a list of potential large purchase items.** With Arianne Hartsell-Gundy. Spring 2010

Twice a year, those of us in the humanities, who have larger, expensive items for potential acquisition, meet to create a list of items that are most important for our patrons. We provide descriptions of the collection, potential users by department and current negotiated cost with the vendor. In the past year we have expanded to include Government Documents, Music, Art Architecture and other humanities librarians.

- ❖ **Member Fund 50, Humanities/Social Sciences Reference purchasing and management group.** With Susan Hurst and Eli Sullivan.

Aside from the usual ordering, we cancelled standing orders, including general micro orders. We also looked at travel books, grant books, general college guides, and reference weeding. We've begun to work with Government Documents to look at their reference materials.

- ❖ **Member Zero Growth Task Force.** 2010. With Jennifer Bazely, Susan Hurst, Arianne Hartsell-Gundy, and Kevin Messner.

We looked at available space and growth rates of parts of the collections and suggested methods to manage zero growth.

- ❖ **Managed or assisted in spending several special funds.**

- Posen Fund. Grant monies secured by Dr. Sven-Erik Rose in German, Russian, and East Asian Languages to promote non-holocaust Jewish studies materials. Purchases in the past year were both print and videos. Mostly suggested by Dr. Rose.
- Used Fund 49, Government Documents reference, to purchase several large online resources (*Encyclopedia of Political Science*, *Voter Turnout in the United States* (both part of CQ Press' Reference Suite), *Oxford Handbook of Political Science* and *FBIS Annexes* for 1941-1974,
- Ritchey Fund. With Janet Stuckey. Purchased Alexander Street Press Civil War databases.

- Miliken Fund. With Janet Stuckey. We purchased map of the Ohio Valley area. Consulted with Drew Cayton.

2009

- ❖ **Weeded the collection with an eye to the changing curriculum and library space in the following areas: standing orders (with Arianne Hartsell-Gundy), folios (with Arianne Hartsell-Gundy), Science books (in my temporary role as selector for Speech Pathology), HQ, F (sets, series and monographs), E (serials), C (monographs) and VHS tapes in the IMC.**

Weeding the folios required coordination with other librarians across departments and libraries. Weeding in the F's required consultation with Katie Gibson and Jason Paul Michel as selectors for Latin American Studies and Anthropology. After weeding the HQ's for women's studies, I assisted Kwabena Sekyere and Andy Revelle in their areas in the HQ's. This is the first time either of them had weeded and we discussed future value and withdrawals. Also weeded several trucks of books returned from the office of a long time faculty member.

- ❖ **Prepared a list of potential large purchase items.** With Arianne Hartsell-Gundy.

Twice a year, those of us in the humanities, who have larger, expensive items for potential acquisition, meet to create a list of items that are most important for our patrons. We provide descriptions of the collection, potential users by department and current negotiated cost with the vendor. In the past year we have expanded to include Government Documents, Music, Art Architecture and other humanities departments.

- ❖ **Member Fund 50, Humanities/Social Sciences Reference purchasing and management group.** With Susan Hurst and Eli Sullivan and Sue Wortman.

Aside from the usual book ordering, we weed CD Rom databases and cancelled materials to release funds to purchase Libguides.

- ❖ **Member Area Studies Working Group.** With Kwabena Sekyere, Katie Gibson, Masha Misco, Stacy Brinkman. May – October 2009

The original purpose of the group was to coordinate purchase that overlapped between the interdisciplinary studies departments and more traditional departments. We worked on how we might compliment each other in our purchases to make funds last longer. We continued on to do begin a survey of area studies position ads. While I provided some initial support in discussing how to frame the study, only Masha, Katie, and Stacy continued.

- ❖ **Member, Humanities Resources Working Group.** Organized by Arianne Hartsell-Gundy. Summer 2009.

In response to potential disastrous budget cuts through OhioLINK this summer, the humanities librarians gathered to make decisions about what was worth sacrificing to save essential core resources. I supplied potential cuts and tried to help everyone see the big picture.

2008

- ❖ **Temporarily assumed responsibility for the English collection development (until Arianne Hartsell Gundy was hired) and Speech Pathology (with the retirement of Bill Baker).**

I worked with Arianne, orienting her to the department and the collection (as did Bill Wortman)

- ❖ **Participated in the revision of the libraries approval plan**

- I evaluated my sections (C, D, E, F, HQ, U, V, RM) as well as looked at sections of overlap with other selectors.
- Assisted several of the newer librarians in thinking about how they collected and how to reflect that in the approval plan revision. I also attended the individual meetings of these librarians with Karen Clift

- As a member of the Subject Parameters Working Group [Collection Development Cluster] assisted in working on the overall limits and parameters of the libraries' profile as well as sorted through publishers list to decide slip or book.

❖ **Developed special aspects of the libraries collections**

- Submitted list of costly collections or big purchases to Judith for consideration. The list included analysis of each collection, cost, and a ranked list of preference collections. With Arianne Hartsell Gundy and Bill Cuthbertson. In the gathering of this list, I completed a very brief analysis of the historical newspaper collections.
 - In the spring of 2008, I did the same process for large purchase items. Arianne Hartsell Gundy helped then, but was a new faculty.
- With Katie Gibson, searched Islamic bibliography of core resources, many out of print. Katie ended up ordering the titles from Religion funds.
- Worked with Janet Stuckey and Drew Cayton, history faculty, to discover resources for the annual gift from the Miliken fund. Parameters are for materials to be housed in special collections concerning the Old Northwest through the Civil War era. Janet and I identified sources, Drew Cayton approved as per Mr. Miliken's request.
- Searched bibliography of resources requested by NROTC commander. Ordered titles we did not own.

❖ **Member of the Area Studies Working Group [Collection Development Cluster].** With Masha Misco (leader), Katie Gibson, Stacy Brinkman, Kwabena Sekyere.

The group meets to discuss issues of overlap with our collections and how to define our areas. We will be looking at other universities collection policies (we posted requests on several listservs) to see what kinds of concerns we should address. We have taken a long time to find our focus. More work to be done in the new year.

❖ **Member, Fund 50 group.** With Susan Hurst and Sue Wortman.

Continued to meet with Fund 50 to select reference materials. In the past year, we have added many titles, including looking at the travel book collection, the language dictionaries collection, and the atlas collections.

❖ **Managed my own collections**

- Evaluated U's and V's (both monographs and seats and series) to be sent to SWORD for zero growth.
- Looked the Z's for any materials that I might want to retain in king.
- Evaluated the folios, to be sent to SWORD for zero growth. With Arianne Hartsell Gundy.

2007

❖ **Added significant numbers of videos to collection.** Spring and Fall 2007
Spent grant money to add videos to support teaching in all eras of American history, specifically to support Allan Winkler and Drew Cayton. Through year-end monies added videos to collection on LGBT topics in consultation with several faculty members from English and Communication.

❖ **Video Purchasing Group.** Fall 2007. With Frances Yates and Andy Revelle.
Group established to spend extra funds and attempted to deal with the purchase of videos similar to a Fund 50 style of organization.

❖ **Temporary liaison with the English Department.** July 2007- March 2008
Ordered materials, answered specialized reference queries, and taught bibliographic instruction to advanced English classes. (English 111 was coordinated through the Instruction Librarian, with all librarians participating in teaching sessions. I taught sessions as well). I met with several English faculty as well as the acting departmental chair to discuss collection and instruction needs.

❖ **Participated in Fund 50.** With Susan Hurst and Sue Wortman.
Led by Susan Hurst, we searched for, selected, and negotiated for purchase reference books (print and online) and other reference materials. Assisted Aaron Shrimplin in a project to evaluate Literature Resource Center and proposed changes in online databases and interfaces (such as ABC CLIO) from

OhioLINK.

- ❖ **Increased liaison contacts with both Naval ROTC AND Air Force ROTC.** Fall 2007.
Commanders of both divisions rotated this year and most of the new officers came to the libraries for tours and discussions about collection needs. In the past the libraries have had good support from AFRTOC but not as much academic contact. This may or may not change in 2008.
- ❖ **Weeded the D's, E's, F's, U's, V's, and Z's in King Reference.** Summer 2007.
Moved books from reference to circulation or SWORD.

Liaison and Outreach

PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

2010

- ❖ **Provided orientation to the libraries for several groups:**
 - International Student Orientation January and August 2010.
Provided tours of the libraries.
 - Staffed information table and gave tours for "Make it Miami," potential Miami students. Spring 2010
 - Tours for humanities faculty at the New Faculty Orientation. Fall 2010
- ❖ **Contacted several new constituency groups to offer library services.**
 - Contacted new Veterans group on campus offering special services or orientations. Received no response. Spring 2010.
 - Contacted Monica Schneider, Political Science representative to the libraries. We discussed services and how I might contact her. As a result of our discussions, she talked about the libraries' potential services at a department meeting. Fall 2010
 - Welcomed 3 students from Miami Valley Schools who began this fall as first year students. They were part of the annual "Egypt Camp" for Miami Valley Middle Schools several years ago. Fall 2010.
- ❖ **Attended meeting of Middle East Studies faculty.** September 2010.

As selector for this area I was interested in their concerns and needs. We discussed library resources, among other issues. A library instruction session resulted from this meeting.
- ❖ **Attending meetings of Visual Culture Working Group.** Fall 2010 -- .

The purpose of the group is to bring together folks across the university interested in teaching visual literacy and creating a connected curriculum for an undergraduate minor. With meetings held at the Art Museum, the group is open to anyone and includes art and architecture faculty, museum curators, IMS faculty, etc.

2009

- ❖ **Kept my departments informed about potential budget cuts and library changes.** August – November 2009.

I met with the History Department (August), American Studies Program (October) and Women's Studies (November) to discuss the near cuts of indexes this summer and to talk about usage of materials and the new library interface and catalog.
- ❖ **Worked (as a guest member) with my faculty in the current Information Literacy Learning Community.** With Masha Misco and Eric Resnis. Spring 2009

For two American Studies faculty, I assisted in retooling assignments and added a section in Libguides specific to the course (AMS 205). For a history faculty (Nishini Frazier) Masha Misco and I worked on using the Miami Stories project and retooling the assignments for Nishini's oral history class. Masha and I intended to be embedded librarians for her course, but other than an information literacy session, this never materialized.

❖ **Worked with American Studies faculty to arrange primary source journals to be brought back for coursework.**

I identified titles for temporary transfer back to King and negotiated the transfer process between Access Services and the faculty member. The physical transfer and processing were done by Circulation and SWORD staff.

2008

❖ ***Liaison work with my departments: American Studies, English, History, Middle Eastern and Jewish Studies, Military Science, Women's Studies, Speech Pathology***

- Met with Mary Cayton, chair of the history department concerning departmental changes and issues with Sherman Jackson. Dr. Jackson's assignments are a problem for many of his students and frustrating for many librarians when they assist students. I've tried to work on these in a number of ways, through direct contact with Dr. Jackson, a learning community, in-class instruction, to no avail. Currently I've met with Dr. Jackson and with Paul Anderson from the writing center to see if we could retool the assignment. I've been keeping Mary Cayton informed of our progress. Next semester I am supposed to visit his classes and discuss the assignment.
- Discussed History department needs with chair, Mary Cayton.
- Attended meeting to encourage Nishini Frazer to accept an offer to stay at Miami University. My role was as co-coordinator of the Miami Stories Oral History project. Dr. Frazier does oral history. She decided to accept a tenure track position at Miami.
- At New Faculty Orientation had a long discussion with the new Arabic professor, Elizabeth Bergman. We will be working on looking at the Arabic Language collection.
- Met with Speech Pathology and Audiology to discuss materials needs. I've had one response with a list of books.
- Assisted in accreditation review for Speech Pathology and Audiology by giving a library tour and talking about research services and technology access for students and researchers. [According to the Speech Pathology Department, the libraries came out very good in the accreditation assessment.]

❖ **Coordinated library facilities and support for the September Project. With Jason Jackson, Stacy Brinkman, and Kelley Quinn, American Studies Faculty. June-Sept, 2008.**

It's in conjunction with the September Project (<http://theseptemberproject.wordpress.com/>) (Purpose: In 2004, we began the September Project to break the silence following September 11, and to invite all people into libraries to consider topics of patriotism, democracy, and citizenship.) Kelley Quinn's (American Studies) class will once again be outside of King, talking with students. Later they make shadow boxes of their experiences and display their artwork in the libraries.

2007

❖ ***Visited new faculty.***

I contacted and met with new faculty in the History, English, American Studies, NROTC, and AFTOTC. We discuss collection needs and services the library can provide. In several cases, the discussion resulted in bibliographic instruction sessions.

PART II SERVICE TO THE MIAMI UNIVERSITY LIBRARIES, THE UNIVERSITY, THE PROFESSION OF ACADEMIC LIBRARIANSHIP AND THE COMMUNITY

Service To The Libraries

PART II SERVICE TO MIAMI UNIVERSITY LIBRARIES, THE UNIVERSITY, AND THE PROFESSION
OF ACADEMIC LIBRARIANSHIP, AND THE COMMUNITY

2010

- ❖ **Teaching Evaluation of Lindsay Midkiff Miller.** Fall 2010.
Observed three of Lindsay's instruction sessions, one for a credit class she was teaching (EDL100), a TIM workshop on Photoshop, and an English 111 class. Wrote an evaluation.

- ❖ **Planned Reference Cross Training Sessions.** With Stacy Brinkman.
Found individuals to do sessions, scheduled the rooms and the sessions. Fall 2010 the Common Assignments series attempted to address not just common assignments, but also how disciplines think about research the types of sources they use and how they frame research questions. The complete list of sessions held were:
 - 1/29 – Libguides refresher
 - 2/12 – Marketing – Susan Hurst
 - 2/26 – New Lexis Nexis interface – Bill Cutherbertson
 - 3/19 – Meghan Gamsby and Arianne Hartsell-Gundy
 - 4/2 – PsychInfo and Finding Tests --- Eli Sullivan
 - 4/16 – Campus Resources – Jenny Presnell, see libguide for Miami University
 - 4/30 – Finding Reviews – Stacy Brinkman, Barry Zaslow, Arianne Hartsell-Gundy
 - 9/3 – Play Date: Libguides
 - 9/10 – “Care and Feeding of Students” – Campus services (cancelled)
 - 9/24 -- Common Assignments Series: Humanities
 - 10/8 -- Common Assignments Series: Education
 - 10/22 -- Common Assignments Series: Social Science
 - 11/5 -- Common Assignments Series: Science
 - 11/19 -- Common Assignments Series: Social Science
 - 12/3 -- Common Assignments Series – Make up session for those who missed the other sessions

- ❖ **Assisted new librarian with Collection Development.**
Assisted Jen Waller in assuming International Studies liaison. We discussed how International Studies is different from Political Science or Geography; faculty research concentrations; how to use Gobi to find potential orders; and common library instruction topics.

2009

- ❖ **Continued as a member of the Digital Collections Group (Digital Initiatives plus representatives from Archives and Special Collections and Elizabeth Brice).**
The group meets to determine what collections to be digitized and talks about the presentation/portal for Miami history.

- ❖ **Teaching Evaluation of Stacy Brinkman. With Kwabena Sekyere. Spring Semester.**
Observed two of Stacy's instruction sessions, one for undergraduates that involved active learning techniques for undergraduates and one that she co-taught for graduate Architecture students. Observed her differing teaching techniques for undergraduates and graduates. With Kwabena wrote an evaluation for Stacy's dossier. Spring 2009.

- ❖ **Planned Cross Training sessions. With Stacy Brinkman.**
Found individuals to do sessions, scheduled the rooms and the sessions. Sessions held were:
 - 1/30 - Using the Library's Blog for Reference (Social Networking Group)
 - 2/6 - PubMed and health (Meghan)
 - 2/20 - Government Docs (Bill C.)
 - 3/6 – Marketing (Susan)
 - 3/20 – ACRL updates (Jenny lead)

- 4/3 – LibGuides (LGWG – Bill, Meghan, Eli)
- 4/17 – Maps (Ken)
- 5/1 – Engineering (cancelled)
- 8/28 - Scopus and Chalk and Wire (Meghan, Amy)
- 9/11 – LibGuides (LGWB Bill, Eli, Meghan)
- 9/25 - Business SRDS and Valueline online (Susan)
- 10/9 - Engineering Resources (Jim)
- 10/23 - Citing Sources: MLA, Zotero, Online reference shelf (Jason, Arianne)
- 11/6 - Miami University Resources (Bob, Betsy, Jenny)
- 11/20 - Government Documents: New Database (Bill C.)

❖ **Member Working Group (Collection Development Cluster): Non-subject Parameters. With Aaron Shrimplin, Arianne Hartsell-Gundy, and Susan Hurst. Fall 2009.**

While revising the Approval Plan, we worked on setting the overall guidelines, or parameters concerning price, publishers, and types of material to be included or excluded for the entire Humanities Social Sciences approval plan. This involved investigating the quality of certain publishers content, looking at prices in specific areas, and what types of resources should be slipped automatically or received on approval. I assisted other librarians when working on their approval plan subject areas in understanding the coding for the approval plan and working with subject related publisher lists. Fall 2009.

❖ **Mentored Elizabeth Sullivan.**

We discuss collection development strategies, dealing with faculty and reference questions, and Institutional Review Board protocols.

2008

❖ **Member of the search committee for the Education/IMC Librarian position. With Rob Withers chair and Andy Revelle, Sue Wortman, Masha Misco, Susan Hurst, and Mary Hubbard**

As a member, assisted in selecting candidates for interviews, planned interviews, and evaluated candidates.

❖ **Became a member of the Digital Collections Group (Digital Initiatives plus representatives from Archives and Special Collections and Elizabeth Brice).**

The group meets to determine what collections to be digitized and talks about the presentation/portal for Miami history.

❖ **Unofficial mentoring actives:**

- Consulted with Jim Clarke on a project idea and his IRB proposal. I tried to suggest how to write the proposal and to construct an IRB acceptable survey.
- Assisted with the transfer of the English selector responsibilities to Arianne Hartsell Gundy
- Assisted orienting Eli Sullivan to reference (gave a library tour, talked about questions, etc.)

❖ **Co-member, Cross Training Working Group [Information Research and Discovery Cluster]. With Stacy Brinkman.**

Solicited and scheduled 17 cross training workshops for spring and fall semester. Stacy Brinkman designed a survey to ask generally what librarians reference experiences were and how useful they found the programs and what areas they'd like programs on in the coming year. We will use these to ask for session leaders in 2009. As a result of this questionnaire and direction from the IDRC, we will encourage our session leaders to have a more question/query based approach instead of a source or database demonstration. When appropriate, librarians should have handouts and should use the Blackboard site to post those handouts. Also, under the direction of IDRC, we have attempted to keep the focus on reference and information service so that these sessions will not be seen as a forum for all kinds of library or librarian related activities. All public services librarians at Oxford, Hamilton, and Middletown Campuses are included in the invitation as well as the three acting AULs (Elizabeth Brice, Jerome Conley, and Belinda Barr). At times some technical services librarians have attended. With Stacy Brinkman. The workshops:

- itunesU – David Ensor and Andy Revelle (1/18)
- Scifinder Scholar – Cindy Bryan(2/8)
- Foreign Language News – Katie Gibson (2/15)
- ETDS – Andy Revelle (2/29)
- Collection Development Round Table – Aaron Shrimplin (3/14)
- Primary Sources—Jenny Presnell (4/5)
- E-Books -- Susan Hurst and Aaron Shrimplin (4/18)
- Zoltero – Jason Paul Michel (5/2)
- Open Mic (audience participation)(9/12)
- Business – Susan Hurst (9/26)
- Artstor – Outside trainer from Artstor and Stacy Brinkman (10/3)
- Literature Resources -- Arianne Hartsell-Gundy (10/17)
- ADA Station and Software – Katie Gibson (10/31)
- Journal Citation Reports – Kevin Messner (11/14)
- Podcasting – Jason Paul Michel and Andy Revelle (12/5)

❖ **Worked with Arianne Hartsell-Gundy to brainstorm how the libraries meet the goals of the university in the areas of graduate study. Suggested ideas for programming.**

2007

❖ **Information Discovery and Research Cluster, member 2005 –2008.**

2007 Spring Index Descriptions Working Group, (with Sue Wortman, Susan Hurst, and Barry Zaslow)

I spearheaded the latest revision of the descriptions of over 300 indexes/databases for the libraries' website. This popular section of the libraries website helps users identify pertinent sources for their research.

2005-
present Cross Training Working Group.

With Stacy Nakamura-Brinkman and John Fink, I have organized successful bi-weekly training and informational meeting sessions for librarians to develop and expand their professional reference skills. I contact librarians to give presentations, prepare and present sessions, schedule rooms, notify attendees, and assist in archiving any materials. Programs in 2007 included: Science Citation Index, Children's Literature, Music Sources, and finding free images.

❖ **Act as mentor to and provide orientation to reference services for new librarians and colleagues facilitate communication and provide training for help desk staff.**

Fall 2007 Help Desk Staff Training.

I assisted in training new help desk staff and students on the reference interview.

Fall 2007- Gathered new librarians to talk about reference questions and learn more about solving and negotiating reference questions common to Miami. This group has been inconsistent due to schedule conflicts. Includes Jason Paul Michael, Masha Misco, and Katie Gibson.

❖ **Initiate and assist in creating digital collections to serve researchers and to promote use of the Libraries' collections.**

2007- Present Miami University History Website

Coordinate the development of a website to highlight the existing online Miami University history collections and creating of new collections for the University's bicentennial celebration. With Digital Initiatives, University Archives, and Special Collections, I select important primary materials for digitization and inclusion in the site.

Summer and *Women in Science.* With Judith Zinsser and John Millard.

Fall 2007 Began working with Judith Zinsser to expand the Women in Science website, by looking for grant money to further the project. Progress is slow. Judith is writing the grant.

- ❖ **Created exhibits to highlight library collections and campus celebrations** (Selected list. Unless otherwise indicated, in King Library lobby case.)

2007 *Women in Science*. For the Women's Read-In.

- ❖ **Search Committees (selected)**

2007 English Librarian. Member.

- ❖ **Member, Information Fluency Task Force.**
A report requested of the University Libraries by Liberal Education to discuss ways to integrate information literacy in the curriculum. The group, chaired by Michael Howser, consisted of a multidisciplinary mix of faculty, graduate students, and librarians. The product was a report.
- ❖ **Evaluated teaching effectiveness of Frances Yates.** Spring 2007. With Cindy Bryan.
Observed and commented on Frances' bibliographic instruction.

Service To The University

PART II SERVICE TO MIAMI UNIVERSITY LIBRARIES, THE UNIVERSITY,
THE PROFESSION OF ACADEMIC LIBRARIANSHIP, AND THE COMMUNITY

2010

- ❖ **Directed the planning for the Women's Read-in.** Spring 2010.
Assembled a group of library staff. Liaisoned with the Women's Center. Created duties lists, timelines, and assisted anyone who needed help with their voluntary duties. The day of the read-in, I provided introductions for readers and read selections whenever we needed filler.
- ❖ **Conducted Three Oral Interviews to celebrate the 100th anniversary of Alumni Hall.** With Stacy Brinkman. Spring 2010.
Stacy and I contacted individuals and set up story circles that included the Architecture faculty, former librarians, and former students who remembered working in and the remodeling of the building. Stacy and I traded off working the camera and doing the interviews.
<http://staff.lib.muohio.edu/~presnejl/2010Perform/AlumLibOral.pdf>
<http://staff.lib.muohio.edu/~presnejl/2010Perform/AlumniConsent.pdf>
- ❖ **Consulting member, Institutional Review Board. 2009-**
Continued as a back up protocol reader and member of the Institutional Review Board. Occasionally help Eli Sullivan with her protocols.
- ❖ **Discussion leader for First Year Reading Program.**
Lead a discussion about the book, "This I Believe" with a group of first year students.
- ❖ **Reviewer, honors portfolios.** Fall 2010 -
Honors students create portfolios about their learning experiences in various disciplines. I read about 30 essays for the social sciences. Students discuss how something they learned inside the classroom is applied outside the classroom. This can be simply applying theory to a situation that they encounter in their personal life or an experiment they have done as a class project.

2009

- ❖ **Closed the Miami Stories Oral History Project. With Valerie Elliott and Dale Rolfes. August 2009.**

With budget cuts, both staff members finished their terms and did not have their contracts renewed. For last 6 months of 2009, we completed 25 oral histories, including many at Alumni Weekend, former and current hockey coaches, the department of Physics (which included a remote hookup), Business Affairs Administrators, Associated Student Government members, and the mayor and chief of police in

Oxford during the 1970 "riot". Valerie Elliott continues to do some volunteer transcribing.

- By request, filmed oral history of International Studies alumni at the 50th anniversary celebration. October 19, 2009.
- I applied for a Humanities Center Grant (at Miami University), but the project was not funded.

❖ ***Assisted in planning the Women's Read-in.*** With Lindsay Midkiff Miller and Kristen Evans.

Specifically I contacted faculty to advertise the read-in, provided advice on the past event, and worked as an emcee the day of the program.

❖ ***Assisted with Freedom Summer Conference.*** With Jacky Johnson

Jacky Johnson was the libraries' representative to the planning board. I offered assistance in release forms for the taping of the sessions and moderated a session (see below.)

❖ ***Finalized the transfer of the Women in Science collection to Michigan State. With John Millard and Dr. Judith Zinsser. Fall 2009.***

I worked with Dr. Zinsser to correct errors in pagination and descriptive text for the collection. Jan – Dec 2009.

❖ ***Consulting member, Institutional Review Board. Summer, 2009.***

In 2009 I read 30 protocols. Eli Sullivan is the new non-scientist member. We consult on the protocols she's assigned to read. When the IRB is overwhelmed with protocols, I still read and assess them. I also attend meetings (about 2 a year) and provide backup when Eli cannot attend.

❖ ***Finished membership on the Bicentennial Communications sub-committee. December 2009.***

This year I was responsible for liaison work with the fall symposium on the future of Miami University. I gather information from the coordinators of the symposium and passed that on to the Communications Office on campus (through the committee).

2008

❖ ***Continued as Miami Stories Oral History Project co-coordinator with Valerie Elliott.***

- In the past year, I've conducted or videotaped approximately 8 interviews. This includes additional research time to prepare questions for the participants.
- For Alumni Weekend, I worked with Lindsay Midkiff-Miller to design posters and handouts about Miami Stories. I designed a series of photographs to be placed on an advertising table at registration. Betty Clevenger laminated and mounted these promotional materials.
- Administratively, I set up a blackboard site for us to keep a schedule of interviews and copies of forms and questions. I also met on several occasions with Curt Ellison, Valerie Elliot, and Dale Rolfes to plan future story circles, discuss uniform titles and credits on oral history DVD's, discuss budgetary concerns and the future of the project.
- Participated in interviews and selection of new Miami Stories Oral History project Associate, Dale Rolfes with Valerie Elliott.

❖ ***Reviewed 55 protocols, attended 2 meetings and had to retake CITI training for the IRB.***

❖ ***Participated in two faculty learning communities. 2007-2009***

- Finished participation in Improving Student Research Literacy. This was my second turn on this FLC. My interest was primarily because of the participation of a history faculty member that I have tried over a number of years and in a variety of ways to improve upon his assignments. We had excellent interchanges, but in the end, as proved this fall, his assignments basically stayed the

same. In addition, I worked with John Krafft and Arianne Hartsell-Gundy on podcasts for John's spring Luxembourg course. My participation in this FLC ended in May 2008.

- Faculty Learning Community Cultivating Intellectual Curiosity in the College Experience. I have taken a workshop on using curiosity and was interested in this FLC because of that experience. We've begun to explore how curiosity is cultivated, and will begin to apply that in early 2009.

❖ **Science literacy grants application to the OEEF (Ohio Environmental Education Fund). With Eric Resnis.**

Eric Resnis and Amber Nichols-Buckley worked on revising the grant for science information literacy from the Ohio Environmental Education Fund. I designed the template for each of our units, matching, with Amber's help, them state educational standards, our classroom activities, and readings. Using this template, I designed the sessions for web research, journal research, and evaluation of sources. We will resubmit in January 2009.

❖ **Member of the Bicentennial Communications Sub-committee. 2007-2009**

The charge of the committee is to advertise the Bicentennial and its activities. We have talked about such issues as slogans, ways to contact alumni to participate. Other than ideas at the meetings, my specific contributions have been to provide text and timelines of Miami history for a commemorative tabloid. I am also liaison with the symposium committee that is planning an academic symposium in the fall of 2009.

❖ **Coordinator of the Women in Science digital project. 2003-2008. With Judith Zinsser, history faculty and John Millard.**

Judith Zinsser has begun to negotiate the migration of the project to Michigan State University. In the past year Judith and I have worked to identify problems in the current collection. We discovered pages missing and digital duplications as well as a whole work missing. John Millard is in the process of fixing these issues and adding biographical text by Judith Zinsser about duChattlet. Navigation issues are also being fixed. Migration to MSU will probably be in the spring 2009 semester.

❖ **Planner for 3rd Annual Women's Read-In. 2007- Present. With Lindsay Midcaff-Miller and Kristen Evans, Assistant Director, Women's Center.**

In planning the annual event, each of us contacts faculty, works on the program, and location. Lindsay creates the posters and Kristen of the Women's Center works with catering. Each of us will also work on a part of the program. In addition to this planning, I have met with Jane Goetsch, Director of the Women's Center and Kristen in planning a retrospective of women of color on campus and in Oxford, for the Women of Color Celebration. Both of these events are part of women's history month.

❖ **McGuffey Museum Volunteers, Vice President, 2003-2007, President 2008-.**

In 2008 I assumed the presidency. My main activity is to organize the monthly meetings of the volunteers and to convene occasional meetings of the executive board, that assists in the direction of the volunteers. In addition, in the first year of a two year term, I have surveyed the membership and created several work areas staffed by individuals or groups. This includes continuing the inventory of the textbook collections, creating a gardening committee, an exhibits committee, volunteer recruitment, and began investigating methods to improve volunteers' tours. I also ended up constructing a presenter's PowerPoint presentation. I also assisted in planning the annual field trip, this year to Caroline Scott Harrison House in Indianapolis.

2007

❖ **Miami Stories Oral History Project, co-coordinator (with Valerie Elliott), 2006-Present.**

I continued to co-coordinate the *Miami Stories* Oral History Project. We interviewed a number of alumni at Reunion Weekend (June 15-17). In addition we worked with John Millard and Digital Initiatives to refine the digitizing, identifying (credits) and metadata for the interviews. The website is up and running at: <http://digital.lib.muohio.edu/miamistories/>. We collected few interviews in the fall due to Valerie

Elliott's work on the upcoming publication of the new Miami history. On April 10, we presented a program to CPAC (classified personnel).

❖ ***Faculty Learning Community For Improving Student Research, member, 2007-2008.***

This is my second time on this learning community, mainly for the opportunity to work with Sherman Jackson. Dr. Jackson has particularly difficult assignments for students to understand and complete. I hoped that this community will help him and that I can help influence his "assignment" style. Outcomes of the community will include revisions of faculty assignments for upcoming semesters. Since Eric Resnis has assumed leadership of the community, I've assisted, with Andy Revelle, in helping to plan sessions.

❖ ***Faculty learning community, Engaging Learner-Centered Teaching and Advocating the Learning Paradigm, member 2006-2007***

After reading *The Learning Paradigm College*, by John Tagg, and *Our Underachieving Colleges*, by Derek Bok, this group strategized and planned methodologies to change the teaching methods not only in their own courses, but ways in which this change to a more active learning practice could be institutionalized. As a librarian, I contributed by creating an awareness of library teaching practices and information fluency principles. On a personal level, through participation in this learning community, I changed my teaching style from one of predominately demonstration and lecture to a more interactive classroom session. As a result of the learning community I formed a small group of librarians who are also now integrating more active learning in their single library instruction sessions.

❖ ***Institutional Review Board (IRB), member, 2003-Present.***

As the non-scientist delegate to the committee, I review research protocols submitted by the university community, making sure, according to the Belmont Report and federal guidelines, the risks to subjects in the experiments are minimal. Reading and commenting on protocols requires knowledge not only of the federal guidelines, but also knowledge of research methodologies by discipline.

❖ ***McGuffey Museum Volunteers, Vice President, 2003–2007, President 2008-2011.***

As vice president of the volunteer group, I schedule monthly educational programs and annual field trips to enhance the information at the disposal of the volunteers when they give tours. Selected programs and field trips include: *Early Transportation: Ohio Ferry Boats*, *Santa Claus Humbug!: A View from 1849*, *19th century medicinal and herbal medicine*, *Spring Grove Cemetery* (Cincinnati, OH), *African Americans in Oxford*, and a trip to Heritage Village (in Sharon Woods, Cincinnati). I assist and consult with the president of volunteers and sometimes lead meetings. I have also initiated two brochures/publications, still in progress, on the McGuffey Readers and the history of the house and its residents. In 2008, I will assume the presidency.

❖ ***Bicentennial Communications Sub-Committee. Member 2006- present.***

My membership is because of my association with Miami Stories. The purpose of the group is to publicize potential activities of the University's upcoming bicentennial.

❖ ***Science literacy grants application to the OEEF (Ohio Environmental Education Fund). With Eric Resnis.***

Eric and Nancy Moeckel proposed a summer workshop for teachers to teach the teachers how to become information literate and then to transfer that to the Science classroom. This project has taken a number of forms over the last several years. When Nancy retired and it was realized that outside funding was needed to make the workshop more attractive, Eric and I applied to the OEEF for funds that would supply tuition to teachers. While the reviewers were quite favorable, we neglected to include any community involvement, thus our scores were too low. It is unclear at this point if either of us have time to redo the application.

❖ ***September 11th Project.*** September 2007. With Stacy Brinkman, Jason Jackson, and Dr. Kelly Quinn. The September 11th Project is a nation-wide project to encourage libraries to offer programs that explore issues such as peace, freedom of speech, etc. Dr. Quinn's class set up in front of the library and interviewed students about their memories of September 11th. The libraries, with the help of Special Collections and archives displayed comments about the attacks on the World Trade Center in 2001, written by Miami students. Dr. Quinn's class later displayed shadow boxes about their reactions to the

2007 student comments.

- ❖ **Women's Read-In.** March 2007. With Frances Yates and Lisa Factora-Borchers (Women's Center). This event was the first annual. We advertised for and organized readers for a 3-hour event held in the IMC. We had good participation throughout campus, some students reading their own writing. A repeat is planned this year.

Service To Academic Librarianship

PART II SERVICE TO MIAMI UNIVERSITY LIBRARIES, THE UNIVERSITY COMMUNITY,
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2010

- ❖ **Chair of ALA RUSA (Reference and User Services) History Section, Historical Materials Committee. 2009-2011.**

Supervised the committee. Directed and participated in selecting and reviewing historical bibliographies and recent websites to be published in the fall RUSA Quarterly as "Best Historical Materials."

- ❖ **Member. ALA RUSA (Reference and User Services) History Section, Instruction and Research Services Committee.**

The committee continues working on instruction standards. With three other librarians, I have worked on standard II: Identify and locate historical research sources through appropriate methods, techniques and tools. I expanded the underlying goals and was the representative of the three of librarians to the ALA midwinter committee meeting.

- ❖ **Member. ALA RUSA Nominations Committee. History Section Representative.** Summer – Fall 2010.

With three other members from RUSA Committees, helped to select for nominations for elections to the Reference and User Services section of ALA.

- ❖ **Accepted the nomination to run for secretary of the History Section of RUSA in 2011.**

- ❖ **Mentored future library student.** August 2010.

Jessica Gerber, a Miami student, interned in the University Libraries for the summer. She wanted to discover what librarianship was like, specifically history librarianship. She spent several weeks working on various projects including book searching and ordering using the online catalog and GOBI, prepared a subject guide for Islamic history (<http://libguides.lib.muohio.edu/content.php?pid=43611&sid=487289>), and a complete bibliography of 19th and 20th century sources on McGuffey and his readers. In the latter case, she learned to use many historical databases. We had lively discussions about the difference between and uses of course intended survey texts and reference sources (encyclopedias, broad histories, statistics, etc.) I have written several recommendations to library schools for her.

2009

- ❖ **Consulted with Marilia Antunez, Science and Allied Health Librarian at Appalachian State University. July 2009.**

Concerning Speech Pathology collection development. I'll be looking at what we spent and how in the last year. She is in the process of creating a collection development policy as well as practices. Miami is a peer institution for Appalachian State.

- ❖ **Member of ALA RUSA (Reference and User Services) History Section Historical Materials Committee. 2007-2009.**

Researched and reviewed historical bibliographies and recent websites to be published in the fall RUSA

Quarterly. Contributed abstracts to *RUSA Quarterly* Fall issue, 2008, 2009.

❖ **Chair of Historical Materials Committee. August 2009 - 2010.**

Involved planning the 2010 annual program, finding speakers and making arrangements. I'm also now editor of the annotated bibliography of historical bibliographies and websites for *RUSA Quarterly*. This includes soliciting nominations from the committee, getting them to write the reviews, and work with the editor of *RUSA Quarterly*. As a result of being a committee chair, I attend the History Section's board meetings.

❖ **Member. ALA RUSA (Reference and User Services) History Section, Instruction and Research Services Committee.**

The committee is beginning on working on history instruction standards.

❖ **Peer Reviewer for tenure application of Gregory Eow, Yale University's Kaplanoff Librarian for American History and American Studies**

2008

❖ **Member of the ALA Historical Materials Committee. 2007-2009**

As a member of the committee I suggest and review titles of bibliographies and websites to be included in *RUSA's* best sources published each fall in *Reference and User Services Journal*.

2007

❖ **Provided peer review for Oxford University Press.** December 2007.

Provided review of concept and textual examples for online bibliography in development by Oxford University Press.

❖ **Provided review of survey for historical scholarly research.** Summer 2007.

Doris Malkmus, an archivist at Pennsylvania State University, is designing a survey of how academic historians assign primary sources in their undergraduate classes. I provided suggestions on how to improve the survey questions and suggest some sources for Ms. Malkmus to read. I don't believe she has conducted the survey yet.

Service To The Community

PART II SERVICE TO MIAMI UNIVERSITY LIBRARIES, THE UNIVERSITY,
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2010

❖ **Church Archivist. Oxford United Methodist Church. 2009 -**

Organize and preserve church documents and memorabilia in anticipation of the church's 200th anniversary in 2013. Attended Oxford's historical markers workshop to investigate applying for a marker for the Methodist church.

❖ **Egypt Camp. Miami Valley Middle School, annually 1995 – Present**

Due to research leave this year my responsibilities were diminished. I set up a schedule, recruited other librarians for sessions and assisted Steve Tuck, classics in his tour of the sculptures at Pyramid Hill Sculpture Park.

❖ **President. McGuffey Museum Volunteers. 2007-**

Initiatives in the past year again include organizing the volunteers to work on specific projects for the museum, including a McGuffey genealogy chart, a brochure about the readers, and garden maintenance. Projects finish slowly, but we have worked on the brochure about the readers, and the McGuffey. This year we had a book published on the history of the house. I assisted in creating publicity for a book signing. The museum has been in a time of turmoil and transition. I have worked hard to

keep the volunteers going as a viable and active group even though the museum was effectively closed. We have been able to add a part-time director position through endowment monies. The volunteers continue to function well.

2009

❖ **President. McGuffey Museum Volunteers.**

Initiatives in the past year include organizing the volunteers to work on specific projects for the museum, including a McGuffey genealogy chart, a brochure about the readers, and garden maintenance. We've also worked on ways to improve tour-giving skills with a program from Connor Prairie. I've also instituted a monthly/ or every other month gathering of the Executive Meeting (past board presidents and current board members) to discuss museum issues. Due to budget cuts the Museum no longer has any staff. We've been working on how the volunteers can stay together, work for the McGuffey and with the new caretakers at the Art Museum.

❖ ***Egypt Camp. Miami Valley Middle School, annually 1995 – Present***

Librarians and staff from Science, Art Architecture, IMC hold information literacy sessions in their areas. I teach 3 sessions on evaluating sources, using the internet and creating a map in Google Maps.

2008

❖ ***Egypt Camp. Miami Valley Middle School, annually 1995 – Present.***

I provide library instruction sessions and arrange for other library activities for the 6th grade students from Miami Valley Middle School. These students live on campus for a week, experiencing the flavor of college life while completing a unit on Ancient Egypt. I teach them how to find, select and evaluate many types of sources (including websites) for their research. I coordinate visits and activities to the other libraries on campus (Art and Architecture, Science, and Music). Initially their visit began as a simple tour of King Library to familiarize them with the size, activities, and functions of an academic library I teach three sessions, highlighting the broader range of research skills, as well as work with other libraries on campus. I've changed activities in the past year and their activities now involve using Google Maps.

❖ ***Consulted with Butler County Historical Society.*** Summer 2008.

I met with historian Jim Schwartz, the part-time archivist with no library experience, to talk about organizing their collections. I prepared a report to help them think about where to begin and how to ask for funding.

2007

❖ ***Egypt Camp. Miami Valley Middle School, annually 1995 – Present.***

I provide library instruction sessions and arrange for other library activities for the 6th grade students from Miami Valley Middle School. These students live on campus for a week, experiencing the flavor of college life while completing a unit on Ancient Egypt. I teach them how to find, select and evaluate many types of sources (including websites) for their research. I coordinate visits and activities to the other libraries on campus (Art and Architecture, Science, and Music). Initially their visit began as a simple tour of King Library to familiarize them with the size, activities, and functions of an academic library. As the years have progressed, in consultation with the teacher, I now teach three sessions, highlighting the broader range of research skills, as well as work with other libraries on campus. I have created a website each year to commemorate their visit. For an example see:
<http://staff.lib.muohio.edu/~presnejl/egypt01/main01.html>.

❖ ***Visit from student and librarian from Colerain High School, Northwest School District.*** Fall 2007

A High School Student was interested in learning about librarianship and in becoming, specifically a history bibliographer. She and her librarian toured the library with Lindsay Midcalf-Miller and then came

and spoke with me about historical bibliography and librarianship as a career choice.

- ❖ **Brookville High School Visit.** October 2007 - 2009.
Brookville visits every year. This year as English bibliographer, I planned and revised the sessions begun by Bill Wortman. This is notable, because we have had contact throughout the school year, working with the teachers and librarian concerning plagiarism and proper citation. They have used some of our handouts.

PART III SCHOLARSHIP/ CREATIVE ACTIVITY

Professional Presentations and Workshops

PART III SCHOLARSHIP / CREATIVE ACTIVITY

2010

- ❖ **Summer Research Leave.** May – August 2010.

Worked on research and writing a chapter of a proposed new book. See below.

Works in Progress:

- ❖ **The Interdisciplinary Historian: A Research Primer for Advanced Students.**

After learning basic research skills for history, advanced students often have difficulty adjusting their research practices to yield information about diverse historical eras and locations. While they have a sense of what topics and terms they should be looking for, variations in sources and research strategies by historical eras and places often present roadblocks to their historical thinking. The advanced student-researcher needs to develop a sensitivity to, and comprehension of, the language of place and era. This new work will help students learn how to search for and locate both primary and secondary sources, (with a heavier emphasis on primary) and to evaluate the usefulness of such sources in the context of a specific place or era. It will provide a bridge for the student-researcher between librarians, who often provide bibliographies of sources without contextualizing those sources within the research subject, and instructors, who tend to focus more on the content of the sources and not how to find, evaluate, and integrate those materials into a research project or paper. A sample chapter is in process for potential writers of various chapters to use as a template. Currently the proposal is in review at Oxford University Press. Proposal provided upon request, not publically available.

- ❖ **The Information-Literate Historian. Oxford University Press, 2006.**

Oxford University Press has approached me about a second edition. Attached in evidence is my proposal addressing what I believe are the areas that need improvement, aside from the updating of urls, databases and research techniques. In addition, my book has been cited and review. Below is the list. A determination on a second edition will be made in early 2010. Proposed updates:

<http://staff.lib.muohio.edu/~presnejl/2010Perform/BookED2.pdf>

Reviews

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- Postlewait, Thomas and Charlotte M. Canning, "Representing the Past: Introduction On Five Themes." In *Representing the Past: Essays in Performance Historiography*. Charlotte M. Canning & Thomas Postlewait, eds. Iowa City: University of Iowa Press, 2010, p.27. <http://staff.lib.muohio.edu/~presnejl/2010Perform/Representing.pdf>
- **Wardhaugh Benjamin. How to Read Historical Mathematics**. Princeton, N.J.: Princeton University Press, c2010, Chapter 2. <http://staff.lib.muohio.edu/~presnejl/2010Perform/Math.pdf>

❖ **Publications**

- 2010 Presnell, Jenny. "Methodists had Strong Roots in Early Ohio." Oxford Press, Dec. 10, 2010 All:1.
Dec Part of the series published in the Oxford Press, celebrating Oxford's 200th anniversary. Piece will become part of a published collection of articles on Oxford's history.

❖ **Presentations**

- 2010 *First-Generation College Students: Meeting their Needs and Understanding our Expectations*.
July 15 With Stacy Brinkman, Katie Gibson, Jason Paul Michael. Poster Session. National Diversity In Libraries Conference. [Competitive] <attached proposal 2010NDLC—proposal.pdf>

- ❖ **Unsuccessful submission for Academic Library Association poster session: *Block By Block: Building Information Literacy skills in beginning history Students***. With Eric Resnis.

2009

Listed here are presentations or workshops selected through either a competitive proposal process or by invitation.

- 2009 Using Drupal for Primary Sources. With Arianne Hartsell-Gundy. Poster Session. At the
Oct 31 Crossroads: Recharging, Redefining, and Realigning Our Libraries. Academic Library Association of Ohio. Annual Conference.[Competitive]
- 2009 Keeping Ahead of the Pack in a Changing Environment. With Stacy Brinkman. Poster Session.
Oct 31 At the Crossroads: Recharging, Redefining, and Realigning Our Libraries. Academic Library Association of Ohio. Annual Conference.[Competitive].

- 2009
Oct 10 Freedom Summer: Unity and Change, Then and Now. Oxford, Ohio Friends of the Mississippi Project. Panel Moderator. [Invited]
- 2009
July 12 "Unleashing the Undigitized." Panel discussant with Michael Kelly (Amherst) and Rod Gauvin (ProQuest). Presentation. American Library Association's 2009 Annual Conference. [Invited]. Reception: see blog: <http://janeatala.blogspot.com/2009/07/unleashing-undigitized-promoting-and.html>
- 2009
July 12 Egypt Camp: A University Expedition for Middle School Students. Poster Session. American Library Association's 2009 Annual Conference. Chicago. July 11, 2009, 11am-12:30pm. [Competitive].
- 2009
May 21 "Bringing Local Archival Collections into the Digital Age Using CONTENTdm to Organize, Describe and Provide Access to Archival Collections" With Elias Tzoc Cantz. Presentation. Society of Ohio Archivists Annual Meeting. [Competitive].
- 2009
Feb 23 "Hearing Women's Voices, Recording Women's Experiences." "Be the Change: Local Interventions in a Global World." Presentation. 9th Race, Class, Gender, Sexuality Symposium. Miami University. [Competitive].

2008

Listed here are presentations or workshops selected through either a competitive proposal process or by invitation.

- 2008
Oct 24 Egypt Camp: A University Expedition for Middle School Students. With Tana Eikenbery. Presentation. Poster Session. Connecting the Campus: Linking Users, Institutions, and Information, Academic Library Association of Ohio. Annual Conference. [Competitive]
- 2008
Oct 24 Poster Conception, Creation, and Presentation. With Masha Misco. Poster Session. Connecting the Campus: Linking Users, Institutions, and Information, Academic Library Association of Ohio. Annual Conference. [Competitive]

Submitted a poster session for the ACRL 2009 conference on Egypt camp, but it was not accepted.

2007

Listed here are presentations or workshops selected through either a competitive proposal process or by invitation.

- 2007
Oct 4-6 Egypt Camp: A Partnership Between Miami Valley Middle School and Miami University. With Tana Eikenbery. Presentation. Georgia Conference on Information Literacy. [Competitive]
- 2007
The Perfect Assignment: Reference Intervention and Faculty Librarian Partnerships. Round Table Discussion. 13th National Conference. Association of College and Research Libraries. Baltimore, MD. [Competitive]
- 2007
Finding Women: Major Research Resources for Women's Studies. For: (Im)migrations and Borders: Intersectional Perspectives. Miami University, Oxford, OH. [Competitive]

Publications

PART III SCHOLARSHIP / CREATIVE ACTIVITY

2009

- ❖ **First Generation Project.** With Stacy Brinkman, Jhan Doughty Berry, Katie Gibson, and Jason Paul Michel.

Continued coding interviews.

2008

- ❖ **First Generation Project.** With Stacy Brinkman, Jhan Doughty Berry, Katie Gibson, and Jason Paul Michel.
Designed and led by Stacy Brinkman, this project attempts to explore attitudes about first generation students at Miami. Phase one included an online survey and interviews with faculty and staff about their perceptions about first generation students. My contribution was to interview seven individuals and code the interviews. In 2009 we will evaluate the interviews and begin phase two which will involve surveying students and holding focus groups.
- ❖ **Evaluated a book for publication for Oxford University Press: *Mathematics for the Humanist***
I provided peer review for a prospective book to be published by Oxford.

2007

- ❖ **Reception of my book, *The Information-Literate Historian* (Oxford University Press, 2006)**
In the past year I have evidence of its adoption in classrooms at. In addition I have had about 5 personal emails praising its content and attesting to its use in undergraduate and graduate classrooms.

PART IV GOALS FOR THE PREVIOUS AND NEXT CALENDAR YEAR

Performance of Primary Professional Responsibilities

PART IV GOALS FOR THE PREVIOUS AND NEXT CALENDAR YEAR

2011 Goals

- **Finish new book chapter**
Actions with Time frame: Fall 2010
Performance measure: finished chapter
Outcomes:.
- **Work on levels of history instruction**
Actions with Time frame: September 2011
Performance measure: Completed plan. Implementation in 3 different levels of history classes.
Outcomes:
- **Revise my subject pages**
Actions with Time frame: August 2011
Performance measure: Revisions completed.
Outcomes:
- **Revise Information-Literate Historian**
Actions with Time frame: June 2011
Performance measure: Revisions completed.
Outcomes:

2010 Goals

- **Revise Cross Training purpose. With Stacy Brinkman**
Actions with Time frame: Spring 2010
Performance measure:
Outcomes: Completed. See description of sessions above for the fall term.
- **Complete research leave and have a book contract**
Actions with Time frame: Fall 2010
Performance measure:
Outcomes: Currently negotiation with Oxford press, research leave completed August 2010.
- **Weed my areas.**
Actions with Time frame: Spring 2010
Performance measure:
Outcomes: Finished May 2010.
- **Work on levels of history instruction – at the first year level and at the advanced level**
Actions with Time frame: first year – spring 2010; advanced Dec 2010
Performance measure:

Outcomes: Begun, not finished. See discussion above concerning the Faculty Learning Committee and beginning classes.

2009 Goals

- **Goal: Work with my departments to provide workshops for the department on uses of various kinds of software (Zotero, taking notes with Adobe, etc.)**
Actions with time frame: Plan a workshop and hold it in the departments.
Performance measure: Workshop held
Outcomes: Did not visit the departments. They were interested, but could never find the time.
Created the Zotero guide for the Citations page in Libguides.
- **Goal: Use a piece of technology to deliver instruction (maybe jingo, itunesu, podcasting, etc.)**
Actions with Time frame: have a module of some kind in place by Fall 2009
Performance measure: Have a class use a module.
Outcomes: Not accomplished.
- **Goal: Create LibGuides pages**
Actions with Time frame: Major areas in history, women's studies, military studies and American studies by fall
Performance measure: pages up and usable
Outcomes: Accomplished. Need to finish pages for Middle Eastern Studies and Jewish Studies.
- **Goal: Develop Drupal further for Primary Sources Index**
Actions with Time frame: Increase functionality of the drupal interface to allow Boolean searching in categories. (<http://www.lib.muohio.edu/primarysources>) with Arianne Hartsell
Performance measure: product up and useable. Dec 2009.
Outcomes: Somewhat accomplished. Still struggling with using Boolean in Drupal.

2008 Goals

- **Goal: Plan and conduct Technology WalkABOUTS, with Masha Misco.**
Actions with time frame: Plan simple tours to showcase technology for scholars in the libraries, such as the microfilm to .pdf in the IMC. CIM would be part of the tour, but we are also thinking about simpler technology. Fall Semester 2008.
Performance measure: Tours offered
Outcomes: Completed. Offered walkabouts in Spring 2008 and Fall 2008
- **Goal: Continue to work on Research By Subject and History Web Page.**
Actions with time frame: Primary Sources, March 2008, History (MiamiLINK page March 2008); Web pages for Italian Studies, Islamic History, and Ancient History (July 2008)
Performance measure: Completion of sites/revisions
Outcomes: Created Druble for Primary Sources (see above) and began the Humanities Wiki with Arianne Hartsell-Gundy
- **Goal: Develop a web presence in Facebook and through IM and my Blog.**
Actions with time frame: Learn to more fully use my Facebook page to reach students. May 2008.
Performance measure: Additions to Facebook page
Outcomes: both created, but not used much. Will try to use the library blog

Service to the Libraries, University Community and Profession

PART IV GOALS FOR THE PREVIOUS AND NEXT CALENDAR YEAR

2009 Goals

- **Goal: Miami University Bicentennial Oral History Project**
Actions with time frame: June 2009
Performance measure: Finish the project, unless funding continues. Successfully find funding.

Outcomes:

- **Goal: Continue as a member of RUSA Historical Materials Committee, ALA.**
Actions with time frame: Evaluate and select best history websites and bibliographies. December 2008.
Performance measure: Publication of reviews in Reference and User Services Quarterly.
Outcomes:
- **Goal: Join the History Instruction Committee of RUSA**
Actions with time frame:
Performance measure: membership beginning July 2009.
Outcomes:

2008 Goals

- **Goal: Miami University Bicentennial Oral History Project**
Actions with time frame: December 2008
Performance measure: Collect 15 oral histories or story circles
Outcomes: Collectively, we've collected over 50 this year.
- **Goal: Work with Digital Initiatives to establish the Miami University History Page**
Actions with time frame: Have some of our existing collections together on a single site. September 2008.
Performance measure: Site accessible
Outcomes: Created.
- **Goal: Continue as a member of RUSA Historical Materials Committee, ALA.**
Actions with time frame: Evaluate and select best history websites and bibliographies. December 2008.
Performance measure: Publication of reviews in Reference and User Services Quarterly.
Outcomes: Reviews published in Fall edition of the journal.

Scholarship/Creative Activity

PART IV GOALS FOR THE PREVIOUS AND NEXT CALENDAR YEAR

2009 Goals

- **Goal: Present at ALA Annual Conference. 2008.**
I have been invited as a panels for RUSA History Section to discuss uses of non-digitized primary sources.
Actions with time frame: July 2009
Performance measure: do presentation.
Outcomes:
- **Develop a prospectus and outline for a book on historical research by discipline (ie. chapters on finding medieval history resources, African history, American history, etc.)**
I would write one or two chapters and edit the rest.
Actions with time frame: Outline of a chapter and projected table of contents buy Aug. 31, write one chapter by Spring 2010.
Performance measure: Outline of a chapter and projected table of contents buy Aug. 31, write one chapter by Spring 2010.
- **Goal: Present Drupal for primary sources at ALAO or some other professional conference.**
Actions with time frame: Apply to ALAO in October
Performance measure: do presentation.
Outcomes:

2008 Goals

- **Goal: Explore the feasibility of holding a “Social Studies” conference at Miami University. December 2008.**
Actions with time frame: Discuss with Tom Misco, Frances Yates, and selected faculty and High School teachers and librarians ways to bring high school and college history educators together.
Performance measure: Gather support, decide on a focus and identify monetary support.
Outcomes: Venues exist for k-12 and college and university faculty to meet and discuss. In the current economic and education climate, this isn't probably feasible.