Dossier for Promotion and Continuing Contract

JENNY L. PRESNELL

Humanities and Social Sciences Librarian / Assistant Librarian

Miami University Libraries

Start Date: 3/1/1988

Table of Contents

This Dossier and all supplementary materials are available online at

http://staff.lib.muohio.edu/~presnejl/dossier/dossier6.pdf

SUMMARY OF EDUCATION AND PROFESSIONAL EXPERIENCE

Academic Degrees

Master of Library Science (1984)
School of Library and Information Science
Indiana University, Bloomington, Indiana

Master of Arts (1991)
Major: American History (Women's) Minor: Modern European History
Xavier University, Cincinnati, Ohio

Bachelor of Arts (1983)
Major: History Minor: American Studies
Miami University, Oxford, Ohio

Awards and Honors

Star Award for Outstanding Service. Miami University Student Affairs Award. Nominated by student, Dale Rielage. (Award given to faculty and staff when students received excellent service. More than one was given in a year.) 1993.

Academic Positions

Humanities | Social Sciences Librarian.
Information Services Department, Miami University Libraries, Oxford, Ohio
March 1988 - Present.
 - Field and interpret reference questions, in person and online in the Social Sciences and Humanities subject areas, according to the needs of the curriculum.
 - Purchase print and online materials for and develop and maintain the History, American Studies, Women's Studies, and Military Studies collections. Also previously developed and maintained the Geography, Library Science, Political Science, Law, and International Studies collections.
 - Convene and participate in a small group to coordinate reference purchases. Maintain general reference collections by selecting new titles and databases, and by removing dated materials.
 - Provide research and library use instruction for the above subject areas including:
     ‡ Advanced, intensive individual research assistance for faculty, undergraduate, masters, and PhD students.
     ‡ Teaching classes on specific research topics and methods.
     ‡ Developing web pages and other instructional materials.
 - Teach customized classes and conduct tours and for individual classes on selected topics beyond the subject areas above, teaching credit courses, and creating additional web pages.

Reader Services | Circulation Librarian.
McDonald Memorial Library, Xavier University, Cincinnati, Ohio
Oct. 1984 – Feb. 1988.
 - Answered reference inquires in all disciplines at a small liberal arts university with strong undergraduate programs and selected masters' degree programs.
 - Assisted in developing, evaluating, and weeding the collection in History, Classics, and Psychology.
 - Performed computerized literature searches in databases. This was prior to the availability of online databases for users to search.
 - Taught course integrated bibliographic instruction.
 - Administered University Archives. I organized and boxed collections concerning the university's history.

Reference Assistant.
General/Graduate Collection, Indiana University Libraries, Bloomington, Indiana
Aug. 1983 – Aug. 1984.
 - Fielded and interpreted reference questions, in person and by phone in all disciplines.
 - Conducted bibliographic computer searches.
 - Handled general reference desk duties. It was unusual for a first semester library science graduate student to have this position. Many of my duties mirrored those of the professional library reference staff.

Professional Statement

In this era of information overload and the "Googling" of America, finding and evaluating information is complex. Students are often ill prepared for the challenges they face. Libraries play an important role in this transformation from information gatherer into student researcher. Vartan Gregorian, president of the Carnegie Corporation of New York, former president of Brown University and director of the New York Public Library, summarizes this situation well, "The greatest challenge facing us today is how to organize information into structured knowledge. We must rise above the obsession with quantity of information and the speed of transmission and focus on the fact that the key issue for us is our ability to organize the information once it has been amassed, to assimilate it, to find meaning in it and to assure its survival." (White House Conference on School Libraries, June 4, 2002). My role as a librarian is to engage and encourage the individual to seek, find, learn, and use the information they need. In fulfilling this passion, my learning curve has been constant, steep, and fascinating.

I have constantly adopted new technologies and new methods in my own teaching, reference and collection development activities. I have sought to improve and adapt my bibliographic research skills to provide efficient and edifying research assistance to all users. Such experiences happen in the reference encounter, when users seek assistance in locating information and in the classroom setting, whether in a single faculty requested session or a full blown information fluency credit course. Many students and faculty seek out my research assistance in their projects by scheduling individual appointments during which we work together to formulate research strategies and assess results. This interaction requires that I know the discipline specific sources of information in my liaison departments and possess a command of the current research concerns and trends of the literature.

I have sought to continually learn and retrain my skills as information and technology and changes of service dictated. I organized and taught many training sessions both for professionals and paraprofessionals to learn about the resources needed by our users. I organized training sessions during two different mergers of internal departments and in response to the creation of a three tiered reference set-up. I performed reference in the Government and Law department to learn the resources required by Political Scientists.

As coordinator of the Consultation Cluster, I directed the creation of an electronic forum for librarians to archive common, difficult, and multidisciplinary queries and solutions. To meet the research needs of students who rarely visited the library, I established, with Nancy Moeckel, the Library Ambassador program, a peer-to-peer remote reference service located in selected residence halls.

My teaching techniques and methods are more interactive and student centered. I have sought opportunities to improve my classroom skills through the Center for Learning and Teaching's (CELT) Learning Communities and workshops, and through the Center For Writing Excellence's workshop. This teaching transformation, coupled with my subject expertise culminated in my book, *The Information Literate Historian: A Research Primer for Students* (Oxford University Press) published 2007. The uniqueness of my book is in its coupling of traditional research methods with new technology and its clear explanations of the effects these changes have on researchers.

Quality research service cannot be achieved without the support of excellent collections whether in print, online, or in new forms of presentation. Not limited to purchasing materials, collection development of Miami's collections requires me to be aware of other collections presented on the web. Beyond using my collection development skills to create a collection of print and electronic materials tailored to Miami's curriculum, I have sought to use technology to increase access to rare and special archival collections such as articles, photographs, manuscripts and selected books. I have done this by using new technologies to create, preserve, and make assessable full text digital collections of such materials. Major collections that are now available include, *African Americans at Miami (*with Bob Schmidt, Pat Bullock, Rob Withers, Ross Shanley-Roberts, and Kris Jacobson)*, Ghost Stories at Miam*i (with Bob Schmidt, Rob Withers and Ross Shanley-Roberts), and *Miami Stories* (Valerie Elliott and Curtis Ellison), These also include many oral histories, one of my specialties. I sought to use technology to make available as well as create and preserve these documents. In the online collection, *Women In Science* (with Judith Zinsser and John Millard), I have assisted in expanding this type of digital collection to 18th century women scientists' writings.

As a librarian at Miami University for nearly twenty years, I have witnessed, actively participated in, and implemented many changes in library services, the university curriculum, and the Libraries' role in the learning and research process. Early in my career, libraries were often seen as warehouses of materials with bibliographic professionals (librarians) assisting users in locating resources. Automation of paper catalogs and digitization of resources saw libraries shift to an atmosphere dominated by technology's ability to deliver

materials and teach content. Today, libraries have moved beyond merely keepers of materials, in print or digitally, and become partners in the educational experience. However, one thing has remained constant. Students, faculty, and anyone else who desired to use our services have been my central concern. I have tried to gain knowledge and to assist others in the acquisition and use of knowledge. What fulfills me the most as a librarian, is to be part of the information discovery process. To witness those that I assist have an epiphany and discover new understandings and relationships of ideas is still an everyday, thrilling experience.

PART I PERFORMANCE OF PRIMARY PROFESSIONAL RESPONSIBILITIES

Reference and Related Public Services

I provide general and subject specific reference service to Miami University faculty, staff, students, alumni, and community users through in-person contact and virtual services (chat, instant messaging, and email). To practice general reference service, I possess and continually add to a broad knowledge in a number of distinct subject areas, such as business, psychology, and literature. Learning about this wide range of subjects requires me daily to be aware of information in the news and in academia. In addition, I constantly learn from and consult with my colleagues. I have gained and continue to improve specific knowledge in my own subject areas through advanced study, personal interest, and informal and formal interactions with departmental faculty and their curriculum. Through reading, personal research, conferences, meetings and daily performance, I keep current with professional literature and trends of librarianship.

Besides general reference service, I provide advanced, subject-specific research assistance in the disciplines of History, Women's Studies, American Studies, and Military Science (and in the past, for Geography, Political Science, Law, Library Science, and International Studies.) I meet individually with undergraduate and graduate students, and faculty. These consultations are often lengthy, multi-sessioned and average 9-11 per month.

I am adept at interviewing the user, uncovering specific needs, and translating those needs into appropriate research methods and sources. I connect my knowledge of resources and behavior of information, with the users' desire and need for that information, weaving my knowledge of the subject with the available resources, search techniques and the user's own knowledge of their topic. I continually hone my skills in database search techniques, learning the peculiarities of each database, in and out of my subject areas, as well as integrating new print and electronic resources into my practice of reference. In this process, I teach and advise the user about how best to apply a research strategy, employ critical thinking techniques, and discover, use, and evaluate appropriate sources.

As an extension of this reference service, I have helped to staff the Center for Information Management (CIM), a multimedia production facility in the libraries, by assisting and advising students in the basic design of their research as well as in using software products. On a statewide level, I participate in the OhioLINK shared virtual reference service.

❖ *Enhance and participate in virtual reference services offered at Miami University*

2005 - Present	Email Reference Working Group (with Jen-chien Yu and Nancy Moeckel) In both a workshop setting and individually as needed, I trained other librarians to use the specialized software required when answering remote users' questions through email. I assisted in creating a handbook that detailed the principles, purposes and practices of email reference at Miami.
2000-2005	Administrator of Miami's email reference service I played an active role in maintaining and expanding email reference service at Miami. I provided training and updates as software and procedures changed. I scheduled librarians to staff this service.

❖ *Organized training and orientation of librarians and support staff to staff the public information and consultation desks*

Over time, my activities concerning the maintenance and practice of reference in the Information Services Department have changed. As access to information and users' perceptions of that access has changed, I

assisted my colleagues in adapting and developing a variety of methods to maintain quality, knowledgeable service to the academic community.

2000-Present	Orientation for New Librarians I discuss philosophies and practices of King Library's Consultation services. This requires several meetings that include demonstrations of software, the interrelatedness of print and online sources, and a discussion about the character of questions asked by users.
1998 - 2000	Combination of the Humanities and Social Sciences Department with the Electronic Information Services Department to form the Information Services Department In the merging of these departments, librarians possessed varying and wide-ranging reference and technological skills. I organized a series of orientation sessions that allowed librarians to share their subject-specific knowledge and technological skills. I coordinated creation of and maintained a resource folder for further consultation and review. As a follow-up for training sessions, we met weekly to discuss research strategies and reference questions in detail.
1989	Combination of the Humanities and Social Sciences Departments I organized continuing education for the professional librarians to familiarize themselves with new subject areas and common reference questions. I assessed the needs of the department, scheduled presenters, taught some of the sessions, and maintained handouts and materials for future referral.

❖ ***Provided reference assistance in the Government Documents Department, 1990-1995***

As personnel changed, the Government Documents Department needed reference desk assistance. I drew upon my basic knowledge of this subject area and received further training from Jean Sears, department head, so that I might assist patrons with their queries at the Government Documents desk. My reference service was prior to the U. S. Government's conversion to online content now readily available and required greater knowledge of the physical collection. Participating in this service increased my subject knowledge and was very useful when I was liaison with the Political Science department.

Instruction Services

Part I Performance of Primary Professional Responsibilities

Teaching Information Fluency is an integral part of my everyday activities. The subject knowledge that I cultivated is essential to the process of teaching students about information and the research process. Teaching opportunities present themselves continuously, in many different forms.

Course-integrated instruction takes place in one or two sessions and in the context of a specific class assignment. In consultation with the faculty member, I design the classroom presentation and activities to address the goals of the class and the assignment. One example of my integration of information fluency skills into a course is Alan Winkler's History 206, the undergraduate history methods class. I created a pre-library session exercise that engaged students in thinking about their approach to research. In two interactive class sessions, I discussed with the class and demonstrated alternate and more efficient methods of selecting indexes and performing searches. I purposely designed these sessions to integrate new research techniques into the patterns already practiced by the students. This approach deviated from the more traditional form of demonstration of sources and encouraged active learning. In another example, German 357, *Visualizing the Holocaust*, I taught Sven-Eric Rose's students to find and evaluate historical images of the Holocaust through a mix of classroom discussions on practicing visual literacy and by searching for examples from printed and online resources. The majority of my instructional activity is these so-called "one shot" sessions. Such sessions present challenges because the skills students are expected to acquire require practice and direct application by the student-researcher over time. Over the course of my career at Miami, I have taught approximately 11,600 students in 584 sessions. Common comments on the student evaluations concerning my strengths as an instructor include, breadth of knowledge, availability of instructor, ability to relate to students, clarity of presentation, and presentation of meaningful examples.

Teaching Credit courses, either semester long or sprint, allows me to integrate the information fluency process and principles in greater depth and allows students to explore the behavior of information. At Miami, I designed HST 281 *Historical Research: Libraries and Beyond* to teach undergraduate students history specific research skills. The students practiced searching databases, print resources, and the Internet, learning to select and

evaluate sources for academic use. I introduced them into the intricacies of finding and evaluating primary sources and how the perspectives of historians shape the analysis of history. This course was the basis of my book, *The Information-Literate Historian* (see publications). Subsequently, I taught similar information fluency courses in International Studies (ITS 290), and Women's Studies (WMS 410).

Technology and Information workshops (TIM) highlight single techniques, technologies, or topics in open instruction sessions. TIM workshops were conceived to instruct users on integrating technology (such as web pages and images) into their information and research presentations. I expanded and improved my TIM workshops to highlight resources that use new technologies and newly conceived resources to deliver information. I taught interested users how to find and evaluate historical information online, use specific databases such as *Early Electronic Books Online*, *Readers' Guide Retrospective* and the *New York Times Newspaper Historical*. I have designed and taught workshops that highlight timely online information resources (such as Ohio History Information for Ohio's bicentennial) or consider a unique or specialized topic (such as finding a feminist job).

Prior to the Internet, the creation of guides in the form of handouts and websites provided instant, on-demand assistance to independent researchers. To assist such users, I created timely handouts on current topics of research interest. A sampling of the instructional materials I have created is below.

❖ ***Course-Integrated Instruction*** (*selected samples*)

Below is a highly selective list of courses and workshops in which I have conducted information fluency instruction sessions.

AMS/EDT	Summer Institute on Walt Whitman http://staff.lib.muohio.edu/~presnejl/hst_k12/hst_k-12-main.html
HST 796	World History http://staff.lib.muohio.edu/~presnejl/HST796_zinsser.html
HST 400	Youth and Coming of Age http://staff.lib.muohio.edu/~presnejl/youth/youth_wolcott.html
WMS 200	Feminist Employment http://staff.lib.muohio.edu/~presnejl/Womens.jobs.html
HST 793	Historical Methods http://staff.lib.muohio.edu/~presnejl/hgrads/historyrschmain.html
HST 400	North American Working Class History http://staff.lib.muohio.edu/~presnejl/labor.html
HST 400	Violence In America http://staff.lib.muohio.edu/~presnejl/violence-wolcott.html
HST/WMS	Contemporary Women's World History http://staff.lib.muohio.edu/~presnejl/zinsser-world.html
GER 357	Visualizing the Holocaust http://staff.lib.muohio.edu/~presnejl/holocaust.html
HST 400	Using and Evaluating the Internet for Research http://staff.lib.muohio.edu/~presnejl/hst_int_eval.html
HST 400	American Indian History http://staff.lib.muohio.edu/~presnejl/Cobb_Native/cobb_native.html

❖ ***Credit Courses***

1997- 2004   *HST 281 Historical Research: Libraries and Beyond,* 1 credit hour
Prepares students to perform basic secondary and primary historical research.
http://staff.lib.muohio.edu/~presnejl/hst281_04syll.html

2005/Fall   *GEO.f 104 Visualizing Miami's Past.* (First Year Seminar, with Michael Howser), 3 credit hours
Course combined archival research with Geographic Information Systems to create an interactive map and website of the central and oldest part of Miami's campus. The purpose was to teach basic archival and secondary research techniques and geographical literacy. http://staff.lib.muohio.edu/~howserm/geof104/

2002/Fall   *POL/RUS 230 Digitizing St. Petersburg, (with John Millard, Shannon VanKirk, and Karen Dawisha).* 3 credit hours
Students gained knowledge about the history of St. Petersburg and its place in Russian history and culture, while learning and refining research and web publishing skills. The final product was a website based on the text Sunlight at Midnight (by W. Bruce Lincoln).

1998-2002   *ITS 290 Research Strategies for International Studies.* 1 credit hour

Prepared students to perform basic, multidisciplinary, secondary and primary research in International Studies. http://staff.lib.muohio.edu/~presnejl/its290/syll290.html

1998-2000   *SAN 101.I. The Internet,* 1 credit hour
SAN 101.R Beyond the Internet: Electronic Information Retrieval Essentials. 1 credit hour.
Many librarians taught sections of these two courses from a standardized curriculum. The purpose was to teach about the research process and how the Internet works. Each librarian used her/her own style and choice of examples. For my syllabi:
http://staff.lib.muohio.edu/~presnejl/san101r.html |
http://staff.lib.muohio.edu/~presnejl/SAN101.I.html

1996/Spring   WMS 410 *Electronic Resources in Women's Studies: An Introduction for Scholars, Activists, and Educators*, 3 credit hours
Examined women's role and presence on the Internet. Included library research techniques. http://staff.lib.muohio.edu/~presnejl/wms410.html

1993/Spring   *AMS 180.H Politics of Knowledge: The Production, Dissemination and Reception of Information In America*, (Honors course/First Year Seminar, with William Wortman), 3 credit hours
Challenged students to analyze how the production and distribution of information and literature are affected by technology, the economy, public attitudes, and government regulation. The course examined the development of publishing, mass media, the information industry, the evolution of education and libraries, and literacy from antiquity to the present.

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

2007/Spring	Historical Voices: Primary Sources for History
2005/Fall	Feminist Activism/Feminist Jobs http://staff.lib.muohio.edu/~presnejl/Womens.jobs.html
2004/Spring	Historical Maps and the Digital Age
2004/Spring	Historical Maps and GIS. (with Michael Howser) http://staff.lib.muohio.edu/~presnejl/hst.maps.html
2004/Spring	Early Modern European Primary Research. http://staff.lib.muohio.edu/~presnejl/early_modern/earlymod.main.html
2004/Summer	Historical Research Using the Internet for K-12 Teachers and Students http://staff.lib.muohio.edu/~presnejl/hst_k12/hst_k-12-main.html
2003/Fall	Ohio History Online. http://staff.lib.muohio.edu/~presnejl/ohio_history.html
2005/Spring 2003/Spring 2002/Fall	Modern Access to Printed History. Demonstration of the databases listed under Historical Catalogues in Research By Subject on the libraries' website. http://www.lib.muohio.edu/subjects/Historical+Catalogues/
2003/Spring, 2001/Fall, 2001/Spring	Scanning Historical Images. http://staff.lib.muohio.edu/~presnejl/hstscan/intro.html
2001/Spring 2001/Fall	Primary Historical Documents on the Internet. http://staff.lib.muohio.edu/~presnejl/hstdoc/main.html
2001/Spring	Internationalizing Women's Studies. http://staff.lib.muohio.edu/~presnejl/itsws.html
2000-2002	Scanning Images.
2000/Fall	Decision 2000: A Voters Guide. http://staff.lib.muohio.edu/~presnejl/elections/main.html

❖ *Organize and maintain information resources through the libraries' website, independent websites, and/or pathfinders to assist users in finding pertinent information for their research.*

I created, designed, and updated/maintained many guides to assist users in finding information independently. These resources include webliographies of resources in the "Other Resources" section of "Research by Subject" on the Libraries' website for each of my subject areas. In the past, such resources have also been in printed form and addressed topics of general interest. For examples see under Research by Subject: Media, Images and Audio (http://www.lib.muohio.edu/subjects/Media2C+Images+and+Audio/others/) (with Stacy Brinkman and John Fink) and Historical Catalogues (http://www.lib.muohio.edu/subjects/Historical+Catalogues/) (with William Wortman). Under Women's Studies (http://www.lib.muohio.edu/subjects/Women27s+Studies/others/) I created an extensive list of supplemental websites.

1990-Present	Create an information guide for incoming history graduate students in HST 793, *Historical Methods*. Paired with an in-class instruction session, my guide highlights search techniques, resources and library services essential to history graduate students. Initially, I created a spiral bound printed guidebook which evolved into a website. For website see: http://staff.lib.muohio.edu/~presnejl/hst_gen/hst_gen_home.html
1989-1995	Library-Wide Guides As a member of the Bibliographic Instruction Committee, I designed and coordinated the creation of printed handouts on common research topics to connect researchers to resources located in all libraries. This was done before online resources were available and filled a critical need. Examples included *Toxic Waste,* that listed resources in the Science Library and Government Documents and *Miami University Resources*.
1988-Present	Design general guides I designed a series of multidisciplinary guides for general reference use to lead students to hard to find resources. Examples include: Current Foreign News (finding other countries' news sources) and Opinion Journals, listed by their political and philosophical perspective.

❖ *Continuously improve teaching techniques and integrate updated teaching styles and philosophies*

Over the last five years, I have changed my teaching style from lecture and demonstration to integrating interactive learning techniques. To engage the students in learning research skills, a topic they often find boring, I have experimented with new techniques to enliven student discussion and participation in the classroom, such as clickers, one-minute papers, and pre-exercises. I took the opportunity to actively engage in two Learning Communities *(Engaging Learner-Centered Teaching and Advocating the Learning Paradigm* and *Faculty Learning Community For Improving Student Research)* (see Service to the University section). I have participated in many Center for the Enhancement of Learning and Teaching (CELT) workshops and conferences, such as *Interactive Teaching With and Without Technology in Any Size Class*, *Pros and Cons of Using Technology to Enhance Student Inclusion and Engagement* and CELT's annual fall seminar. I completed the Center For Writing Excellence's assignment development seminar and have incorporated clearer assignment goals and descriptions, and include rubrics as applicable, into my teaching. This past summer, I attended a series of six workshops offered by Tom Kopp in Teacher Education concerning the integration of curiosity into the classroom. I am eagerly planning on incorporating several ideas, such as teaching with objects and student engagement in discussion.

Collection Development

By definition, collection development involves the matching of Miami University's curricular needs with the available literature, regardless of format (book, journal, online, print, or other types of media). I regularly communicate with faculty and students to design, maintain, and evaluate the collection in my assigned areas. I maintain current awareness of the trends in the curriculum and of research in my areas. I make purchase recommendations and respond to purchase requests for monographic materials, serial and online collections. Not only must I be aware of new serials and how they might be used at Miami, but also I must be aware of changing research interests so that our collections do not include unnecessary or no longer needed serials. I oversee sections of the approval plan in my subject areas. Approval plans are a method of acquiring materials from a vendor, based on a descriptive profile of the subject areas a library wishes to collect. I define the

parameters in my subject areas that reflect Miami's research needs. Additionally, I constantly monitor the existing collections in my subject areas, determining which materials are heavily used and therefore need to be kept in the library on campus, which materials are less frequently used and thus may be sent to storage, and which materials need to be repaired, replaced, or discarded.

Some materials cannot be acquired through the approval plan. To acquire these types of materials, I know the reputations of publishers and their subject focus, learning where to look for "grey literature" (not generally covered by mainstream publishers, nor reviewed), smaller, independent, publishers, publishers with varied political and social viewpoints, and vanity publishers. I must also be aware of materials that reflect significant viewpoints that may become important primary sources for future researchers.

I have built this in-depth knowledge not only by practice, but also by reading and writing in the disciplines and through responding to students' and faculty's research questions. Throughout the materials selection process, I must make judgments concerning the future historical value of many resources. To make these judgments I rely on frequent contact with faculty in my departments, my reference activities assisting students with their research, my knowledge of the discipline, and through extensive reading of review sources.

❖ **_Create Collection Development Policies, 1988 – Present_**
Collection development policies describe the practices of acquiring library resources and the existing physical state and intellectual content of the collection for each subject. To prepare each policy requires an extensive knowledge of the discipline and its research needs, and correlating this knowledge with the strengths and weaknesses of the collections at Miami. I created polices for my collection areas. Sometimes these documents are internal and sometimes they provide a means to compare library collections across libraries, locally and nationally.

1988-Present	Describe and rate our collections for the History, Women's Studies, American Studies, Aerospace Studies (AFROTC) and Naval Sciences (NROTC) departments and programs. While not currently responsible for Geography, Political Science, International Studies, and Law, I prepared the first collection development statement for each of these areas.
1993-1995	Greater Cincinnati Library Consortium (GCLC) Conspectus Project. The RLG (Research Libraries Group) Conspectus developed in the 1980s as a method to standardize and compare library collections between libraries. The conspectus rates the level of collection (doctoral, for example) by Library of Congress call number divisions. To develop these ratings required extensive knowledge of the collections and demanded many hours of review in the collections.

❖ **_Participated in special collection maintenance projects for books, journals, and standing orders_**

Library collections change and respond to the fluctuating demands of the curriculum, the budget and changes in forms of delivery (such as electronic journals and books). King Library has repeatedly experienced space emergencies that demanded movement of materials. Selected advanced research resources and little used materials are tagged and sent remote storage. To make these decisions requires a thorough knowledge and understanding of how researchers in my areas, both majors and non-majors, are using the collections. Selecting books to send to storage requires that I know the research trends in the disciplines I serve and am able to identify the classics. By judging how resources are used, I can decide if a title needs to be readily accessible in the building, or can safely be moved to remote storage. Unfounded or quick decisions can have serious repercussions for users. For example, materials in demand cannot be remotely stored, and classics cannot be discarded.

Liaison and Outreach

Because the libraries serve the campus in a variety of ways, almost all of my primary and service activities involve outreach and liaison work. I constantly seek to discover what users need and how I can contribute to the education process. A strong relationship with faculty creates an atmosphere conducive to research both for students and faculty. This collaboration enables me to meet the needs of all users.

❖ *Work collaboratively with faculty to foster awareness of library services and collections.*

2007 - Present   Design newsletters for departmental awareness. I created a semiannual newsletter to inform each of my departments about new resources and library services beneficial to their research and teaching. I tailor the newsletter's content to each department. Edition one, in the spring of 2007, highlighted new journals and databases added to the libraries' collections.

1996   Office hours in the history department. I held office hours in the history department to connect with faculty and students before and after their classes to discuss research needs. While this attempted to meet the faculty and students on their "own turf", few used my services in the department. Now I consistently make contact with these users and meet them individually as needed, in their offices or in mine

1988 – Present   Individual discussions with each faculty member. I schedule an individual meeting with every new faculty in my liaison area in their first semester at Miami. This provides an opportunity for me to acquaint new faculty with library resources and services, and have them identify me as their personal librarian. I also become aware of their class and personal research needs. Periodically, I schedule meetings with all faculty in my departments to re-establish our relationship and to keep up to date with their classroom and research needs. At these meetings we discuss opportunities to teach their students research skills as well as how I might provide assistance in designing assignments.

❖ *Assist faculty in their research, 1988 – Present*

I am listed in the acknowledgements of the books and articles below as assisting with the author's research. Researchers need assistance in a wide variety of ways, from something as simple as verifying bibliographic citations, to something as complex as how to begin initial research. I have assisted faculty looking for specific pieces of information and have consulted in depth as I taught researchers new and advanced database searching techniques and suggested appropriate indexes, databases, and other resources pertinent for their research. I have an excellent reputation with faculty as a dependable professional for those needing assistance in any aspect of research.

2007   Zinsser, Judith P. *La Dame d' Esprit: A Biography of the Marquise Du Châtelet* (Viking)
2005   Aitchison, Stewart. *Guide to Southern Utah's Hole-In-The-Rock Trail*. (Univ. Utah Press)
2005   Hurst, Susan. "After You Find Your Office, Everything Else You Need to Know - Online Orientations for Newly Hired Reference Librarians." *Internet Reference Services Quarterly* 10 Issue (2):35-42.
2004   Kimball, Jeffrey. *Vietnam War Files: Uncovering the Secret History of Nixon-era Strategy*. (Univ. Kansas Press)
2003   Zinsser, Judith P. and Anderson, Bonnie. *A History of Their Own: Women in Europe from Prehistory to Present*. 2nd ed. (Oxford Univ. Press)
2000   Rejai, Mostafa and Phillips, Kay. *Concepts of Leadership In Western Political Thought*. (Praeger)
1998   Ling, Huping, *Surviving on the Gold Mountain: A History of Chinese American Women and Their Lives.* (State University of New York Press)
1997   Rejai, Mostafa and Phillips, Kay. *Leaders and Leadership; An Appraisal of Theory and Research*. (Praeger)
1993   O'Brien, Michael, ed. *An Evening When Alone. Four Journals of Single Women in the South, 1827-67*. (Univ. Press of Virginia)
1993   Frederickson, Mary. "'Each One is Dependent on the Other:' Southern Churchwomen, Racial Reform, and the Process of Transformation, 1880-1940." In Nancy A. Hewitt and Suzanne Lebsock, eds. *Visible Women: New essays on American Activism*. (Univ. of Illinois Press)
1993   Rejai, Mostafa. Phillips, Kay, and Warren Mason. *Demythologizing an Elite : American Presidents in Empirical, Comparative, and Historical Perspective*. (Praeger)
1990   Shaw, Ronald E. *Canals For a Nation: the Canal Era in the United States, 1790-1860*. (Univ. of Kentucky)

Management Effectiveness

❖ *Consultation Cluster, coordinator 1998-2005*
As the first coordinator of this cluster and one of the first coordinators in this new system of management clusters, I worked diligently to define the role of this team approach and the activities the members and I undertook. Consultation is now the umbrella term for all aspects of reference service. Under my leadership, we identified and organized a basic list of authoritative online reference resources available through Miami Libraries' website. This list quickly directed users to such online resources as citation guides and biographical encyclopedias. We devised an internal electronic bulletin board system for librarians to share research strategies resources and answers for commonly asked questions and repeat assignments. This library-wide, shared forum saved librarians hours reinventing a research approach and created greater inter-library awareness of resources and collections. The cluster promoted and administered the in-house, online email reference service, including answering questions, recording statistics, and publicizing its accessibility. We organized maintenance of the descriptions of over 300 indexes listed in the libraries' website. These descriptions help users, including librarians, determine which indexes are appropriate for a given topic.

The cluster devised and supervised a number of projects that provided online information and identified resources regarding other campus collections. We visited many of the collections of materials in such offices as the Black Center for Culture and Learning, the Willard Sherman Turrell Herbarium, and the Slide Library. The Libraries' Technical Services Department undertook the cataloging and integration of these and other similar collections into the online catalog. I also created and led two working groups that digitized primary sources from Miami University Archives on *Miami Ghost Stories* and *African Americans at Miami*. (See the Service section.)

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

Service To The Libraries

❖ *Information Discovery and Research Cluster, member 2005 – Present*

This is the new name of the Consultation Cluster, mentioned in the Management Effectiveness section. While the focus of the cluster has expanded, many of the projects initiated by the Consultation Cluster continue.

2007	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 organized successful bi-weekly training and informational 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. This program, conceived by Stacy Brinkman.
2005 – Present	Email Working Group, (with Jen-chien Yu, Nancy Moeckel, and Stacy Nakamura-Brinkman)
	Solicit participation, train, and schedule librarians who answer online reference questions using new and upgraded software. I assist in keeping the manual updated.

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

1995-2000	Public Desk Relations Committee, librarian representative

I was one of two librarians who met weekly with help desk staff delegates to discuss public service issues of mutual concern, address training issues, and generally facilitate the integration of service between the Help Desk and the Consultation Desk.

1995 - 2000   Help Desk Staff Training
I designed instructional sessions including handouts and practice exercises to teach basic reference skills to new help desk staff. Skills addressed included conducting a reference interview, searching databases, and using basic reference resources.

1991 - Present   • Mentored Sylvia Hu, an academic resident librarian. We had frequent meetings talking about building library collections in her subject areas as well as about reference services. Sylvia taught a significant portion of HST 281 to gain practice in teaching.

• Mentored Pat Bullock, an academic resident librarian and Multi-cultural Librarian . We had weekly and later monthly meetings concerning selecting sources in Multicultural and Black Studies. If she had any other problems we discussed possible solutions.

• Mentored Scott DiMarco, who took over history collection development while I was on leave in 1995.

• Provided Orientation and continued support for Humanities/Social Sciences and Information Services librarians on the Consultation Desk.

❖ *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.

2005-2007   *Women in Science*, (with Judith Zinsser and John Millard).
This website serves as a beginning for an intended larger project to provide online access to 18c women scientists' works. For Phase I, I located hard to find copies of books and manuscripts written by Gabrielle Emilie le Tonnelier de Breteuil, the marquise Du Chatelet, and negotiated reproduction rights and copyright permission. Contacts included an archive in Troyes, France and university libraries across the United States. Obtaining permissions and in some cases digital copies was difficult and complicated as many libraries are exceedingly busy with similar requests and desire to protect the integrity of their collections. In the instance of Bibliothèque Médiathèque de l'agglomération Troyenne, the lengthy discussion for the digitization of manuscript material consumed more than one year and was conducted in French.
http://digital.lib.muohio.edu/womenscience/

2003-2004   *Ghost Stories At Miami University*, (with Bob Schmidt, Rob Withers and Ross Shanley-Roberts)
A full text collection of Miami archival materials concerning mysteries and ghosts on campus. Because of University Archives' limited hours and to increase access to Miami history, I organized this group to select, catalog, and provide online access to photographs, papers, and stories about the supernatural at Miami.
http://www.lib.muohio.edu/mysteries/

2003 - 2006   *African Americans At Miami University,* (with Bob Schmidt, Pat Bullock, Rob Withers, Ross Shanley-Roberts, and Kris Jacobson)
A full text collection with materials from Miami's Archives concerning the University's African American Heritage. I established the group and assisted in selecting documents and photographs, and assigning subject headings for the collection contents. I expanded the group's scope to include collecting oral histories of African Americans. This involved training with a history faculty and then scheduling and conducting interviews with faculty and staff. These oral histories became part of the *Miami Stories* oral history initiative for the University's bicentennial. http://www.lib.muohio.edu/afamhist/.

❖ ***Created and convened Fund 50 working group (Sue Wortman, Susan Hurst, Sylvia Hu, Ning Zou, Michael Howser, Ruth Miller and Nonny Schlotzhauer), chair 1996-2007, member 2007–Present.***
As the library departments were combined and rearranged, I established this group to insure broader and more systematic and diverse librarian participation in creating and maintaining the Humanities/Social Sciences Department's reference collection. More that just a group to order books, Fund 50 monitors and orders the use of important serials and standing orders (such as books published annually), ordering copies at specified intervals, instead of annually. Fund 50 moves outdated material from the reference shelves, cancels and evaluates the general periodical and newspaper collections, and evaluates online vs. print reference resources for purchase.

❖ ***Project SAILS (Standard Assessment of Information Literacy Skills) local implementation task force***, ***(with Cindy Bryan, Sylvia Hu, and Lisa Santucci), member 2003-2006***
SAILS is a standardized test designed by faculty at Kent State University to measure a student's ability to find, evaluate, and appropriately use information. Miami participated in testing the validity of the measure. I assisted in recruiting faculty and student participants, running open labs, and helped to design the promotional literature. After each year of participation, I assisted in analyzing the results and creating the reports. http://www.lib.muohio.edu/infolit/PhaseIIISAILSReport.pdf

❖ ***Ambassador Program, Co-creator, (with Nancy Moeckel), 2000-2004***
This unique program addressed the "googlization" of research and the tendency of first year students to use the Internet as their single source of information. Believing that many students were unaware or reluctant to visit the libraries, we selected, intensively trained, and then placed undergraduate student Ambassadors in first year residence halls. The premise was that students would approach a peer, on site, when they might not go to the library. In addition to answering basic reference collections, these ambassadors could connect the student researchers to librarians via the libraries' chat and email services or by helping make an appointment with the subject librarian. The ambassadors kept detailed question logs and answer diaries that we used in their training. Through support from the Dean of Libraries, we acquired laptops to station the ambassadors in four first year halls. We partnered with Rob Abowitz in Student Affairs and used the Resident and Academic Advisors to refer students to stations in the residence hall lobbies.

The time for this program was demanding and strenuous for the student ambassadors, Nancy, and me. For the student ambassadors, we designed and taught an intensive blitz training session followed by weekly training sessions, created handouts and practice activities, and provided field support. Field support often meant many after hour's contact supervising the ambassadors, keeping track of equipment, and working out networking problems. Despite support from both the libraries and student affairs, the program was not sustainable mainly due to budget constraints. The Ambassador project is listed on a website of peer mentoring programs. (http://www.mentors.ca/peerprograms.html)

❖ ***Collection Development Cluster, member, 1998-2000***

I participated fully in the many projects of this cluster. I assisted in organizing the library-wide revision of the approval profile for automatic book selection and in organizing a review of current periodicals, journals and standing orders. I took the initiative to create and maintain a website for librarians to use in their collection development activities. http://staff.lib.muohio.edu/~presnejl/collect/coldev.html

❖ ***Library Foundation Course Team, (With Arlieda Reis, Ken Grabach, and Bill Baker), coordinator, 1995-1996***

I coordinated a team charged with investigating the viability of a credit course, taught by a librarian, on Information fluency skills for undergraduate students. As a group we set goals, designed the curriculum, created assignments, and looked for a home department for the course. Since I have a strong relationship with the history department, I was able to house one experimental offering of the course in the department, as, HST 115. At this time the logistics of teaching such a course were difficult, so it was offered only once and only by me.

❖ ***Assist in creating awareness of and publicity for library services and programs***

2000-2003   Joint Publications Working Group, later *ResNet* Guide Working Group, member (with Joanne Goode and Lisa Santucci)
I assisted in identifying content for and writing directions about using library networking and databases. This information was important as more students lived off campus and needed

to know how to access restricted databases. This text was incorporated into a brochure created by the former Miami Computing and Information Services (MCIS).

1993   Created a Self-Guided Tour for King Library, (with Penny Beile)
In an effort to orient students to library services, we wrote a self-guided tour. This printed guide directed students to sections of King Library and provided narrative descriptions of services and activities associated with that location. This was an extension of the guided tours given by the Bibliographic Instruction Committee.

1992   Miami University Libraries. Promotional Video. (with Janet Stuckey and Nancy Moeckel)
We created an informational video about the libraries, their functions and services. I wrote the first draft of the script that was edited by Janet Stuckey and Nancy Moeckel and then tweaked by the production company. I consulted with the other members of the group and suggested shots to the production company as well as recruited faculty and staff for interviews and on camera roles.

1990   SHERLOCK Introduction task force, chair.
SHERLOCK was the original name given to the libraries' online catalog. As chair of the task force, I directed and organized events to introduce the online catalog to the university community. Activities included tours of the new system, souvenirs, and an outdoor, campus-wide reception. A librarian dressed as Sherlock Holmes and passed out promotional items.

❖ *Exploration committee to combine the Government and Law department with the Humanities and Social Sciences Department, (With Jean Sears and Peggy Lewis), chair 1996*

This was an investigative committee to examine the feasibility of and effects on the library and its users in combining these two departments. After intensive investigations we determined that the Government Documents Department would function best adjacent to the documents collection, thus making a move of materials and integration of collections undesirable. In addition, training librarians to answer government and law questions was difficult considering the recent merger of other public service departments and the training that required.

❖ *European Union (EU) Document Depository application, writer (with Jean Sears, Peggy Lewis, and Ken Grabach), 1995*

I wrote the application, in consultation with the Government Documents department, for Miami to become an EU depository. This involved surveying the current government document and general collections and discussing how the documents would be stored, accessed, used, and promoted. We were awarded depository status in the category that provides us with paper and online access to the basic EU legislation.

❖ *Revisioning Reference Task Force, member 1995–1996*

I assisted in devising a recommendation and an implementation strategy for changing the way in which the libraries provided reference services. The libraries moved from a professional only staffed desk to a tiered system employing paraprofessionals and graduate students at an information desk, with professional librarians providing general and subject specialist reference service through referral to the Consultation Desk or by appointment in their offices.

❖ *Teaching Portfolio Team, member 1993-1995*

In the early 1990s, Miami University explored the use of teaching portfolios as means of faculty and professional evaluation. The Libraries joined the project in 1993. I was a charter member of the libraries project team that attempted to define librarians' many methods of instruction and explore how those methods could be evaluated in concert with the same standards as faculty. In Phase I of the project, I prepared a teaching portfolio. In Phase II, new members were added to the group and I acted as mentor to Science librarian, Joanne Goode, as she was creating her portfolio.

❖ *American Memory, Miami University test site administrator, 1991-1996*

Now online at, http://memory.loc.gov/ammem/index.html, this digital collection originated as a series of

videodiscs and was the initial step to making the Library of Congress' archival collections more widely available. I wrote the application to become a test site. As a test site administrator, I gave demonstrations of the collections on videodisc and recruited users and evaluators both on campus and in Southwest Ohio. The libraries hosted several visits from area high schools as well as Miami classes. Because of my promotional activities the Library of Congress selected us for a site visit.

❖ ***Dean's Advisory Council/ Library Advisory Council, member 1990, 1993, 1998-2005***

A group of selected library faculty and staff that meets to advise the Dean of Libraries and discuss matters of concern to the libraries and the areas that we represent. The Dean's Advisory Council membership was through appointment by the Dean.

❖ ***Provide library and research service to International Students, (with Nancy Moeckel), 1990-2003***

Originated, designed, publicized, and conducted tours for International Students each fall and spring term. In 2001, in collaboration with the head resident for the international student living quarters, we added events including a library tour for spouses and children and a library instruction session on locating travel information. We created a website, with information pertinent to International Students and their research and social needs. In many other years, we provided special tours for Luxembourg graduate students and summer students from Austria.

❖ ***Bibliographic Instruction Committee, member 1988-1995***

Prior to the cluster system, committees were charged with working library-wide on certain common interests. As a member of this committee, I organized and advertised fall library tours, and discussed, with the committee, how to enhance and provide library instruction services through a tiered approach. We also created the series of library-wide bibliographies.

❖ ***Environment Committee/Food and Drink Task force, chair, 1988, member, 1990, 1998***

Libraries were concerned over the damage food and beverages cause to library collections and equipment. I participated in a number of different committees that employed such awareness techniques as mice in a display case with trash, posters advertising the damage of food, drink, and bugs, and confiscating beverages from library users.

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

2007 *Women in Science*
2002 *Cultural Influences on Russia's Musical Voice*, (with Sue Wortman and Barry Zaslow), online.
http://www.users.muohio.edu/wortmash/bard/
The second year of the Imagining Russia theme. See below for explanation. I assisted with the text.
2001 *Imagining Russia* (With Sue Wortman), online
http://www.users.muohio.edu/wortmash/specdisplay/thumbnails/exhibitstitle.html
Physical and online library display that was part of the libraries contribution to the Havighurst Center's celebration by the same name. I wrote the online text and assisted in selecting the images.
1992 *Pictorial History of Women at Miami University,* (with Penny Beile)
1992 *Christopher Columbus Quincentenary*
1991 *Africa and Africans in Antiquity* (coincided with History Department sponsored conference)
1991 *The Middle East,* (with Eleni Siatra)
1991 *Travel and Vacation*
1989 *Martin Luther King*

❖ ***Search Committees (selected)***

2000 Information Services Data Librarian. Chair
1999 Information Services Librarian. Chair
1995 Information Services/Humanities/Social Sciences Librarian. Member
1994 Humanities/Social Sciences Librarian. Chair
1994 Business Librarian. Member

1993   Electronic Information Services Librarian. Member
1991   Humanities/Social Sciences Librarian. Chair
1990   Assistant University Librarian for Public Services. Member
1990   Business Librarian Search. Member
1989   Assistant University Librarian for Public Services. Member

❖ ***Pathfinder for Special Collections brochure, Miami Indians, a Research Guide. 2006***

I developed an introductory section in the guide to suggest search techniques for finding general resources on Native Americans. Janet Stuckey in Special Collections created the extensive guide.

Service To The University

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

The *Miami Stories* Oral History Project collects video and audio recordings of the memories of Miami faculty, students, staff, and alumni about the University's history and its effects on their lives. With co-coordinator Valerie Elliott, I have organized the procedures of the project, developed guidelines to create transcripts, drafted the consent form, and negotiated with Digital Initiatives Department concerning the reproduction, preservation, and cataloging of the interviews. With the assistance of Curtis Ellison, we have collected approximately 50 interviews to date. To promote our project I have created a temporary website (http://staff.lib.muohio.edu/~presnejl/oralweb/oral_home.html). Notable interviews I have participated in include, Dr. Heanon Wilkins, first African American faculty, African American Alumni, former President James Garland and Mrs. Carol Garland, the Campus Owls Swing Band, Executive Assistants (to administrators from President Phillip Shriver through President Paul Pearson), the Glee Club Alumni, and former Provost Dr. Ronald Crutcher. Prior to the Miami Stories project, I initiated the collecting of oral histories of African American faculty, students, staff, and alumni as part of the *African Americans at Miami* digital collection. These collections will be integrated. (see Service).

❖ ***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 teaching 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.

❖ ***Faculty Learning Community For Improving Student Research, member, 2005-2006, 2007-2008***

A library sponsored learning community, this group pairs faculty and librarians to infuse courses with more information fluency and critical thinking. I paired with Alan Winkler and we designed a muli-session research instruction that integrated library instruction within the undergraduate history methods course. For a detailed explanation of the process with Allan Winkler, see Instruction under my Primary Professional Responsibilities.

❖ ***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–Present***

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.

❖ ***Women's Center newsletter occasional column, 2001-2003***

I wrote the column *Information Connection* that provided resources and research strategies to assist students in locating appropriate and reliable information in the libraries and on the Internet. A sample of topics includes: Black Feminist Theory, Women and Disability, Women Pioneers in various fields, and Women in Islam. I recruited two other librarians to contribute columns.

❖ ***Middle Eastern Studies Minor Group, member 2000-Present***

I advise the committee on library resources and gather information for their students and for their own research needs. Because the group is interdisciplinary, I gather information about the content of courses, which allows me to build with other selectors a collection of library materials for Islam and the Middle East.

❖ ***Harrison Scholarship reader, 1999-2001***

Read close to 50 student applications annually, to identify candidates for further consideration for the scholarship. In some years, I also participated in the in-person student interviews and recommended qualified applicants to the larger selection committee.

❖ ***Europe 2000, member, 1999***

Part of an inter-campus group of faculty interested in promoting European Studies. The group received a Learning Technologies Enrichment Program (LTEP) Grant to create a website. I assisted in the layout of the site and provided content and additional informational links.
http://www.ham.muohio.edu/~vascikgs/Europe.html

❖ ***Student Affairs Council, alternate member, 1998-1999***

Discussed and voted on the application of student activities and legislation. As an alternate, I voted when one of the regular delegates could not attend.

❖ ***Presentations and Brown Bag Lunch discussions***

1995   *Women and Publishing*. With Stacey Kimmel (Miami University Women's Center brown bag presentation). Miami University. Oxford, OH. [Invited]

1992   United Campus Ministries. Presentation on *Alexandra Shecket*, Jewish refugee and women scientist. Topic of my masters' thesis. [Invited]

1992   *Women Search*. Women's Center Brown bag lunch lecture. With Stacey Kimmel. [Invited]

Service To Academic Librarianship

❖ ***Best Books For Academic Libraries, Senior Subject Advisor, 2004***

As a history librarian at Miami, I have gained a breadth of knowledge about the importance of titles in the canon of history. This set of books sought to create an extensive, but selective list of recommended books that should be held in an academic library's collection. The set was accompanied by a cd-rom that, could be used for an electronic comparison of a library's collection to this authoritative list. I was the editor for the

history volume. using my bibliographic subject knowledge of history, I sorted through thousands of entries, deciding which titles should be included in the recommended list. Citation: *The Best Books for Academic Libraries*. Temecula, CA : Best Books, 2002, vol. 4 *History and the Americas*.

❖ *Reviewed manuscripts for publication, 2003*

I reviewed a manuscript proposal for the publisher Congressional Quarterly. I also refereed the article "Social Epistemology from Jesse Shera to Steve Fuller." Tarcisio Zandonade. *Library Trends* Spring 2004, Vol. 52 Issue 4, p. 810-832.

❖ *Abstractor for ABC Clio history databases. 1991-1997*

I read and abstracted the articles in the journals, *American Quarterly* and *Winterthur Portfolio* to be included in ABC Clio's online bibliographic indices. Abstracts are particularly important for keyword searching in a database and as indications to researchers which articles may be of use for their research.

❖ *Book Reviewer, Library Journal. 1990-1998*

Librarians use book reviews to make book-purchasing decisions. I read on average one book a month in one of the subjects of history, women's studies or American studies, and wrote a 160-275 word evaluative review. Reviews provide an evaluative summary, an indication of the book's place in the existing literature, an audience level, and a purchase recommendation.

❖ *Greater Cincinnati Library Consortium (GCLC) (now Southwest Ohio and Neighboring Libraries, SWON), 1984-2003* [My participation ended when Miami University Libraries membership ceased in 2003.]

2001- 2003   Greater Cincinnati Memory Project, Phase II, Greater Cincinnati Library Consortium, board member,
Like the national digital collection from Library of Congress, Greater Cincinnati Memory Project is a collection of photographs and documents for 19th century southwest Ohio. As a board member, I discussed the expansion of the initial project into the twentieth century as well as sources for funding. I surveyed Miami Library's collection for possible contributions. I believe, due to funding, additions to the collections were never made.
http://www.cincinnatimemory.org

1990-2003   History and Archives Interest Group (formerly Local History Committee). Co-convener 1994-1996, charter member, 1990-2003
The purpose of this interest group was to connect all librarians in the area who were interested in historical research. We talked about ways to serve the historical community and traveled to local historical societies and archives to familiarize ourselves with the collections. As co-convener I planned the monthly meetings and assisted the groups creating publications. As a member, I assisted in designing and collecting bibliographic entries for the group's publications on African Americans and Christopher Columbus. (See publications section.)

1986-1996   GCLC Continuing Education Committee, chair 1991-92, secretary 1990, member 1986-96
As a member of the committee, I planned one to two continuing education workshops annually and assisted others in their planning. This involved deciding on a relevant topic, finding a speaker, locating a place and planning food. Workshops I planned included, World Wide Web (1995), Internet and Instruction (1993), Uncle Sam Wants You to Learn about Government Documents (1991), and Solving the Automation Puzzle (1990). As chair, I not only continued to plan workshops but also kept track of budgets and worked with the GCLC office. As secretary I recorded meeting minutes.

❖ *L554: Bibliographic Instruction, guest lecturer, 2001-2002*

In a graduate library science class, (at Indiana University Purdue University at Indianapolis) I provided insights to students' studying to become librarians about the state of library instruction, classroom activities, strategies for promotion of services and other practical issues that would affect their lives as instruction librarians.

❖ ***Consultant for Cincinnati Fire Museum Archives, (with Barbara Dawson, Cincinnati Historical Society librarian), 1999***

The collection was haphazardly collected and stored, and quite overwhelming to the director who had no archival or library training. I advised the director of the museum how to establish and organize the archives. We helped her create receipt of gifts forms, establish an organizational scheme for the collection, and employ simple preservation techniques for the materials. Progress on the collection has been slow, due to staffing issues.

❖ ***Academic Library Association of Ohio.***

1987-1990	Academic Library Association of Ohio (ALAO) Membership and Publicity Committee, member
	Assisted in recruiting members locally and throughout Ohio. The group was not very active on a statewide level, so I concentrated my efforts, first at Xavier University Libraries and then at Miami University Libraries, to recruit members.

Service To The Community

❖ ***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. The program was highlighted in 2002 column, "Academic Libraries and Community: Making the Connection" in *Public Services Quarterly* by Susan Taylor.

❖ ***Visit Local high schools and teach information fluency skills***

• International Day. Doing Library Research. Talawanda High School. (Oxford, OH) 1999
• Library Research for AP History Class. Colerain High School (Cincinnati, OH) 1995.

Part III Scholarship/ Creative Activity

Professional Presentations and Workshops

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

2007	*The Perfect Assignment: Reference Intervention and Faculty Librarian Partnerships*. Leader of Round Table Discussion. Association of College and Research Libraries. 13th National Conference. Baltimore, MD. [Competitive] At this national conference led a discussion, talking with 11 other librarians about challenges and solutions of providing reference service for specific course assignments. I brought an anonymous selection of classroom assignments.
2007	*Finding Women: Major Research Resources for Women's Studies*. Presentation. (Im)migrations and Borders: Intersectional Perspectives. Miami University, Oxford, OH. [Competitive]

2006   *Sanborn Fire Insurance Maps*. Presentation. GIS Day. Miami University, Oxford, OH. [Invited]

2003   *Residence Hall Research Ambassadors*. Poster Session. With Nancy Moeckel. Power of Peers in the Academic Setting. Association of College and Research Libraries. 11th National Conference. Charlotte, NC. [Competitive]

2003   *What you need to know and Where to Find It: Online Orientations*. Poster Session. With Susan Hurst. Information, Innovation, Inspiration: Making the Connection. ALAO (Academic Library Association of Ohio). 29th Annual Conference. Dublin, OH. [Competitive]

2002   *Residence Hall Research Ambassadors: Libraries and the First Year Experience*. Presentation. With Nancy Moeckel. 21st Annual Conference on the First Year Experience. Kissimmee, Fl. [competitive]

2002   *Residence Hall Research Ambassadors: Reaching Out to First Year Students*. Presentation. With Nancy Moeckel. Face To Face or Cyberspace. ALAO (Academic Library Association of Ohio) 28th Annual Conference. Independence, OH. [Competitive]

2001   *Creating Digital Projects with Cross Digital Teams*. Presentation. With Rob Withers and Bob Schmidt. Thriving on Chaos, Leading Change. Academic Library Association of Ohio. 27th Annual Conference. Ashland, Ohio. [Competitive]

1997   *Women on the Web.* Presentation. Miami University Women's Studies Colloquium. Miami University. Oxford, OH. [Invited]

1993   *American Memory*. Presentation. With Stacey Kimmel. Southern Ohio Chapter of ASIS (American Society for Information Science) and Special Libraries Association, Southwest Ohio chapter. Cincinnati, OH. [Invited]

1991   *Breaking Down Barriers: A Model Program for Library Services to International Students.* Presentation. With Nancy Moeckel, Breaking down barriers: Access to information. Academic Library Association of Ohio. 17th 27th Annual Conference. Columbus, Ohio. [Competitive]

Publications

Presnell, Jenny L. (2007). The Information-Literate Historian: A Research Primer for Students. New York: Oxford University Press.
Reviewer states: "Throughout the work are excellent listings of basic print and electronic reference materials useful to historians of all eras and geographic locations. This book presents excellent material dealing with the Internet and how to find, use, and evaluate media of all varieties. Each chapter ends with exercises covering the material from that chapter. These could easily be adapted by librarians looking for new and interesting topics for library instructional sections on history. Although written for history students, this handy little volume would make an excellent addition to the toolboxes of librarians who either frequently or only occasionally answer questions relating to history." S. E. Morris, Purdue University in Choice, April 2007.

In the first six months of publication Oxford has sold over 1500 copies. My book is also part of a number of syllabi (Santa Clara University, Humboldt University, University of Auckland (New Zealand), College of Charleston, Portland State University, University of Connecticut, University of North Dakota, Roosevelt Academy (Netherlands), University of Texas, Arlington, University of Maryland). Most of these are undergraduate courses, but some are graduate courses.

It has also been recommended by one blog discussing teaching history at German universities that a German language translation would be useful.
See: http://hodel-histnet.blogspot.com/2006_10_01_archive.html. Over 292 libraries worldwide own a copy including libraries in the United Kingdom, Canada, Germany, Japan, New Zealand, South Africa,

Singapore, Barbados and the Netherlands.

Presnell, Jenny L. (2006). *Coal Settlements*. (pp.298-299) In Rudy Abramson and Jean Haskell. (Eds.) Encyclopedia of Appalachia. Knoxville: Center for Appalachian Studies and Services.
This encyclopedia was listed in the Best Reference Books for 2006, *Library Journal*, April 15, 2007, p. 51. *Library Journal* is one of the top three publications that critically review books and other resources for library purchase.

Presnell, Jenny L. (2006). *Blennerhassett Archaeological Site*. (p. 296). In Rudy Abramson and Jean Haskell. (Eds.) Encyclopedia of Appalachia. Knoxville: Center for Appalachian Studies and Services.

Presnell, Jenny (2000). *Hamilton, Elizabeth*. (vol. 9, pp. 920-921). In John A. Garraty and Mark C. Carnes. (Eds.) American National Biography. New York: Oxford University Press.
This entry is also posted on the New York State Museum website. See
http://www.nysm.nysed.gov/albany/

Presnell, Jenny (2000). *Hatfield, William Anderson*. (vol. 10, pp. 306-307). In John A. Garraty and Mark C. Carnes. (Eds.) American National Biography. New York: Oxford University Press.

Presnell, Jenny (2000). *Shera, Jesse*. (vol. 19, pp. 801-803). In John A. Garraty and Mark C. Carnes. (Eds.) American National Biography. New York: Oxford University Press.
This entry has been cited in *Library Trends* 54 (4):810-832, (2004) in an article on Jesse Shera.

Presnell, Jenny (1995). *Eichternacht, Luxembourg.* (vol. 2, pp. 242-243). In Trudy Ring. (Ed.) International Dictionary of Historic Places. Chicago: Fitzroy Dearborn Press.

Presnell, Jenny (1995). *Ludlow, England.* (vol. 2, pp. 468-471). In Trudy Ring. (Ed.) International Dictionary of Historic Places. Chicago: Fitzroy Dearborn Press.

Presnell, Jenny (1995). *New Harmony, Indiana.* (vol. 1, pp. 426-429). In Trudy Ring. (Ed.) International Dictionary of Historic Places. Chicago: Fitzroy Dearborn Press.

Presnell, Jenny (1995). *Seneca Falls, NY.* (vol .1, pp. 654-658). In Trudy Ring. (Ed.) International Dictionary of Historic Places. Chicago: Fitzroy Dearborn Press.

Presnell, Jenny and Ring, Trudy (1995). *Trier, Germany.* (vol. 2, pp. 742-744). In Trudy Ring. (Ed.) International Dictionary of Historic Places. Chicago: Fitzroy Dearborn Press.

Presnell, Jenny and Moeckel, Nancy(1995*). Recognizing, Understanding, and Responding: A Program Model of Library Instruction for Internationals Students*. Reference Librarian 51/52, 309-325.

Presnell, Jenny and Moeckel, Nancy (1995). *A Companion Bibliography to: Recognizing, Understanding, and Responding: A Program Model of Library Instruction for International Students*. Reference Librarian, 51/52, 327-353.
This article and the one above are frequently cited on recommended readings list. The Association for College and Research Libraries (ACRL) Bibliographic Section, a division of the American Library Association, includes these articles on their recommended reading list. They also have been referenced in several master's thesis, as course readings for library and information science classes, and been cited in articles in the journals, portal, Journal of Academic Librarianship, and Journal of Teaching in International Business.

Presnell, Jenny L. (1991). *Teachers Insurance and Annuity Association (TIAA-CREF).* (vol. 3, pp. 379-382). In Thomas Derdak (Ed.). International Directory of Company Histories. Chicago: ST. James Press.

Presnell, Jenny. (1989). *Clarendon, Edward Hyde, 1st Earl*. (vol 3. pp. 123-124). In Carla J. Kohoyda-Inglis (Ed). Read More About It. Ann Arbor, MI: Pierian Press.

Presnell, Jenny. (1989). *Angelina Grimke*. (vol 3. pp. 263-264). In Carla J. Kohoyda-Inglis (Ed). Read More About It, (vol 3, pp. 263-264). Ann Arbor, MI: Pierian Press.

Jenny Presnell (1982). Cincinnati Photographers 1839-1900. Unpublished directory. Cincinnati: Cincinnati Historical Society.

Primary Professional Responsibilities (Current)

Primary Professional Responsibilities

Name: Jenny Presnell
Position Title: Humanities Librarian
Start Date: 3/1/88

Collection Management
Develops and maintains the Libraries collections in the areas of Aerospace Studies, American Studies, History, Naval Science, and Women's Studies.

1. Understands and stays current with issues regarding scholarly communication and is able to articulate and explain these issues
2. Demonstrates good professional judgment, fiscal responsibility, competence in selecting, deselecting and transferring resources and coordinating these processes with the Technical Services staff.
3. Demonstrates knowledge of and uses collection assessment tools and methods to evaluate the collection
4. Keeps current with publishing patterns, trends, companies and vendors
5. Understands how to craft and update tools such as approval profiles and collection development policies.
6. *Demonstrates comprehensive knowledge of the library collections in assigned subject areas and a broad, general knowledge of the entire collection.*

Liaison and Outreach
Maintains formal and informal communication with assigned or appropriate departments. Markets and promotes library resources and services to assigned or appropriate clientele. Assigned departments: Assigned departments: Aerospace Studies, American Studies, History, Naval Science, and Women's Studies.

1. Demonstrates knowledge of the curriculum, research, and other activities of appropriate departments.
2. Maintains a positive and proactive working relationship with personnel in academic departments or programs.
3. Looks for opportunities for collaborative projects.
4. Collaborates with library representatives and other faculty in academic units to promote library services and products such as collection development, instruction and information literacy.
5. Communicates with department faculty on a regular basis through email, visits to department meetings, and other informal and formal means

Reference and Related Public Services
Provides general and specialized information services including reference desk assistance, consultation, virtual reference, and technology assistance. Evenings and weekends as needed.

1. Demonstrates approachability
2. Responds effectively and in a timely manner to all inquiries
3. Interprets user requests and questions through listening and inquiry.
4. Provides follow-up with clients

5. Demonstrates sensitivity to and understanding of users' needs.
6. Demonstrates competence in using reference materials and other resources.
7. Demonstrates expertise in information technology tools and software
8. Demonstrates expertise in appropriate academic subject areas.
9. Effectively communicates knowledge of library organization, policy and goals to users and academic departments.

Instruction Services
Provides credit/non-credit instruction in a variety of formats depending on client or library needs. Designs instructional materials and participates in the development of instruction services and products

1. Develops effective materials relevant to the needs of the individuals and groups served.
2. Demonstrates competence in presentation and teaching skills
3. Demonstrates knowledge of information literacy standards and skills
4. Incorporates current information technologies into the instruction program
5. Sets objectives and outcomes to meet faculty and/or client expectations
6. Engages in continued evaluation and assessment of teaching methods and learning outcomes.
7. Revises content, instructional strategies and supporting materials based on assessment findings.

Management Effectiveness
Serves as Coordinator of the Consultation Services Cluster, through June 2005.

1. Provides leadership in the setting of goals and action plans
2. Creates a supportive and positive team environment
3. Supports and encourages collegial participation
4. Demonstrates innovation and creativity
5. Demonstrates effective project management skills
6. Delegates' authority when appropriate or necessary.
7. Communicates regularly with cluster members, supervisors, and other personnel in the libraries as appropriate.

Other Responsibilities
Maintains a collegial and constructive environment based upon open communication and the fostering of good working relationships among all staff. Embodies the highest professional standards. Performs other duties as assigned.

1. Responds to colleagues in a supportive and professionally proactive manner
2. Demonstrates willingness to assume new responsibilities.
3. Effectively represents the libraries to the rest of the university and promotes ongoing efforts for cooperation and collaboration
4. Displays the highest level of professionalism as set forth in standards such as the ALA Code of Ethics and the Library Bill of Rights.

Primary Professional Responsibilities Supplemental Materials

1. Examples of email reference question exchanges (topics: Local History/Hopewell Church, Antebellum women's clothing, verifying a citation, locating hard to find manuscripts of historical figure, and locating a record group of manuscripts at the National Archives.), 2003, 2004, 2006, 2007. http://staff.lib.muohio.edu/~presnejl/dossier/evidence/refexap.pdf

2. Sample of hand written thank you letters from faculty and students, concerning research assistance and instruction, 1994, 1998, 2002, 2003, 2004, and undated 1998-2007. http://staff.lib.muohio.edu/~presnejl/dossier/evidence/lett.pdf

3. List of instruction sessions and credit classes taught
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/course-integrated-inst.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/credit-inst.pdf

4. Samples of instruction session evaluations
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/Instr_Workshops_Stats.xls
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/BI.xls

5. Ask a Question Email Reference Services Procedures manual, 2005.
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/aska.pdf

6. Samples of Librarian and Staff Training materials for the areas of History and Political Science, 1998.
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/libtrainH.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/libntrainP.pdf

7. Samples of faculty collaboration for library instruction, 2006, 2007.
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/winkler.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/jensen.pdf

8. Samples exercises, classroom activities, and handouts from History 206, 2005, 2006.
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/preex_searching.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/internet_instruction.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/concept_maps.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/hst206_eval_ex.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/sch-term_wkst.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/nternet_ex_206.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/evaluation_206.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/hst206.pdf

9. Collection Development Policies for selected departments past and present, 1993-2003.
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/amspolicy.pdf
http://staff.lib.muohio.edu/~presnejl/dossier/evidence/CDPGeo.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/CDPITS.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/CDPPS.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/hstpolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/geopolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/itspolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/lawpolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/navalpolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/pspolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/wmspolicy.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/aeropolicy.pdf

10. Department Newsletters (samples), 2007.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/amsnewlett1.1.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/hstnew1.1.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/wmsnew1.1.pdf

11. Survey questions for new faculty needs, 1988-2007.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/facsurv.pdf

12. Links to online reference forum and online reference, 1989-2007.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/consult_forum.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/forum_post.pdf

13. Syllabus from Visualizing Miami's Past, 2004

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/geo104.pdf

14. Syllabus from AMS 180.H Politics of Knowledge: The Production, Dissemination and
    Reception of Information in America, 1993.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ams180.pdf

15. HST 793. Research booklet for undergraduate students, 1993.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/793bk.pdf

16. Basic Library Research Guides for *AIDS, Tropical Rainforests and Miami University
    Information*, 1989-1991.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/aids.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/tropic.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/musource.pdf

17. Letter from Sally Sharp, Director Office of Student Leadership and Program Development
    concerning Library Wide Guides, 1990.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/sharp.pdf

18. Handouts for Current Foreign News and Current Affairs periodicals1990-1995.

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/current.pdf

    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/foreign.pdf

Service Supplemental Materials

1. Greater Cincinnati Library Consortium Conspectus for History, 1993-1995.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/gclcconsp.pdf

2. Training materials for Information/Help Desk Staff, 1995-2000.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/hdtrain.pdf

3. Survey of collections for Miami's Bicentennial, 2007.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/MUHstCollectdos.pdf

4. List of reference book purchasing schedule, 2002-2007.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/periodpurch.pdf

5. Ambassador training materials and program advertisement, 2000-2004.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ambass.cat.pdf
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ambass_news.pdf
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ambassadu.pdf

6. Self-guided tour handbook, 1993.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/tour.pdf

7. Library Promotional Video Script, 1992.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/script.pdf

8. Portfolio, 1994.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/portfolio

9. International Students orientation materials: glossary of library terms, tally of 1990 in-house satisfaction survey, 1995--2003.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/itsstudgloss.pdf
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/satsurv.pdf

10. European Union application, 1995.
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/euapp.pdf

11. Pathfinder inside of Miami Indians booklet from Special Collections, 2006.
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/miamiindians.pdf

12. Selected list of McGuffey Programs 2003-2007.
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/mcgprogs.pdf

13. Selected samples of book reviews written by Jenny Presnell
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/bkrevsampl.pdf

14. Selection of abstracts submitted to the ABC Clio databases, 1991-1997
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/abs.pdf

15. Handouts for Egypt Camp, 2004, 2007.
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/egyptex.pdf
    http://staff.lib.muohio.edu/~presnejl/dossier/evidence/egyptho.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/egyptassign.pdf

http://staff.lib.muohio.edu/~presnejl/dossier/evidence/passport.pdf

Scholarship/Creative Activities Supplemental Materials

1. Residence Hall Research Ambassadors: Libraries and the First Year Experience PowerPoint presentation, 2002.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ ambassadorpowerpointFL.ppt

2. Copy of the book, The Information-Literate Historian: A Research Primer for Students. New York: Oxford University Press, 2007.

3. Publications by the Greater Cincinnati Library Consortium on local resources for African Americans and Christopher Columbus, 1992, 1992.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/gclcafrican.pdfhttp://staff.lib.muohio.edu/~presnejl/dossier/evidence/gclccolum.pdf

4. Women's Center newsletter columns, 2001-2003.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/wmsct.pdf

5. American Memory exercise, 1993.
   http://staff.lib.muohio.edu/~presnejl/dossier/evidence/ammer.pdf