

Portfolio Register

Jeremy L. Norton

September 2009

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Curriculum Vitae

Date: September 2009

Name: Jeremy L. Norton

Beginning with your current position, list experience in reverse chronological order. If a position is not full time, or is a temporary position, so indicate (half-time, three quarters time, temporary, etc.)

<u>Name of Institution</u>	<u>Positions Held</u>	<u>Dates</u>
Lake-Sumter Community College	Staff Librarian, Access Services	July 2006 - Present
Lake-Sumter Community College	Adjunct Instructor, (Part Time)	August 2005 – Present
Lake-Sumter Community College	Manager, Access Services	January 2005 – June 2006
The University of Florida	Stacks Supervisor, (Half-Time)	August 1997 – May 2003

Indicate educational background by giving earned degrees:

<u>Degree</u>	<u>Field</u>	<u>Institution</u>	<u>Date</u>
MLS	Library and Information Science	University of South Florida	Dec. 2004
MA	Political Science/ International Relations	The University of Florida	May 2003
BA	Political Science Minor - History	The University of Florida	May 2001

1. Librarianship Excellence

1.1 Provide a statement of your Librarianship philosophy

The purpose of academic librarians stretches from the classroom to society at large. It is our job to both provide information resources and to instruct patrons in accessing the best of those materials. This service is invaluable for research, the learning process, as well as citizenship. I believe that my role is to facilitate this undertaking by streamlining the process for the students, faculty, community, and other librarians. Without a simplified and focused process, our essential purpose is compromised.

As a librarian, I am able to accomplish these tasks through the ongoing development of the tools used in accessing information resources. These tools include, but are not limited to, the online catalog, electronic databases, research and subject guides, print collections, and reference interviews. Information seekers have an increasingly large amount of data available to them and it is the responsibility of the librarian to find the clearest path for the best results. By using tools such as these, the process is expedited and structure can be placed on what can otherwise be chaos.

The proper role for librarians is more than just understanding the tools and resources available to us; it is to transfer the information literacy skill set to our patrons. Instruction in both classroom settings as well as individually on the skills of locating, evaluating, and using information is just as important as the efficient storage and retrieval of information. By empowering our clientele group to most effectively use the vast amount of information available to them, we are helping to fulfill a crucial role in education.

Librarianship also serves a civic purpose. The American republic, in the words of Thomas Jefferson, only functions when an “informed citizenry” takes part. Information is power and making a wide variety of differing viewpoints and ideas available in the most straightforward fashion should be the continual goal of librarians. Through the use of information literacy skills championed by librarians, citizens can make well informed decisions regarding political, social, economic, and ethical issues. By making information available and teaching how to use information, librarians empower citizens.

1.2 Courses taught with number of semesters

Desk Reference

As a major component of my profession, I focus on reference work as an essential instruction technique. This involves but is not limited to finding books, articles, facts, research topics, college information, as well as instruction in the use of the library and college's online resources such as subscription databases, LOIS, Blackboard, and numerous computer programs. I am responsible for scheduling and coordinating the Leesburg library reference desk every week to ensure coverage at every time the library is open (see attachment in section 1). I work an average of 17 hours on the desk per week assisting students, faculty, staff, and community members with research and access to resources in both print and electronic formats. Working the reference desk presents many opportunities for instruction on information literacy skills on an individual basis.

Bibliographic Instruction

Bibliographic instruction involves teaching research and citation techniques to credit courses in the library computer classroom. I focus on specific class projects, the library's online systems, and information literacy skills. Sessions are coordinated with the course instructor and vary in length and scope. When planning for bibliographic instruction sessions, I update and create related course web pages, handouts, and library guides. The classes and subjects covered range from English composition to education to business. I specialize in the social sciences and serve as the liaison to instructors in that area. Over the past few years, I have increased the number of my contact hours with courses.

Bibliographic Instruction sessions totaling:

2008-09	85 contact hours
2007-08	71 contact hours
2006-07	63 contact hours
2005-06	62 contact hours
2004-05	28 contact hours (January-June)

Courses instructed include:

ENC 1101, ENC 1102, ENC 2300, PSY 2012, ENC 2210, POS 2041, INR 2002, OST 2336, SLS 1501, REA 0001, EDF 2005, EDF 2701, ECO 2013

(See attachments in section 1 for instruction feedback forms)

Adjunct Courses Taught

<u>Course Prefix</u>	<u>Course Title</u>	<u>Number of Sections</u>	<u>Semesters Taught</u>
POS 2041	American National Government	10	Fall 05, Summer 06, Fall 06, Summer 07, Spring 08, Summer 08, Spring 09 (2), Summer 09, Fall 09
SLS 1501	Foundations of Success Seminar	2	Fall 07, Fall 08

Since early in my tenure at Lake-Sumter, I have typically taught one adjunct course per semester. I feel that by teaching these courses I remain involved in my area of specialty (political science) and up to date on the crucial first year experience for students (SLS 1501). I believe that by teaching these courses, I get a better and more well-rounded view of the college and its function as well as the needs of students. I strive to focus on the process of government and the role of its citizens in POS 2041 and the use of college resources and critical thinking skills in SLS 1501. I have also been available to cover other sections of POS 2041 when necessary due to illnesses (see attachments in

section 1). I feel that the teaching of these courses dovetails directly into my overall philosophy and role as a librarian.

1.3 Special techniques or tools used in the classroom and their impact on teaching and learning.

When giving instruction to students in the library lab or at the desk, I find it very important to give value to the library and its resources. I usually begin by asking how they find information. Usually they begin with a web search like Google and end in Wikipedia or some other popular website. I demonstrate the pitfalls of this type of blind searching with the example they provided and explain what they might not know about the nature of web content and how it can adversely affect the information they use and the grade they will ultimately receive. This logically leads to the information literacy competencies in which I specialize. Paramount among these is the use of reputable sources of information. By building the value of dependable library resources over what they may have been using, I can instill a lesson in them. I reiterate this in the mantra; “when you are told to do research for a class, begin by going to the library’s website.”

To keep the students engaged, I consistently involve them in the process. I do not believe in a one-size-fits-all canned instruction session. For example, the searches conducted are solicited from the students themselves and the material covered will vary depending on the needs of the instructor and students. After I have covered all of the required material, I make sure that the students have a relevant topic to use for their own hands-on searches. Finding useful materials right away ascribes value to the library tools; therefore, I give ample time for independent, hands-on use of the systems and resources covered in the session. This allows them time to effectively learn the resources taught,

but also helps in retention. In addition, it gives them the opportunity to ask specific questions related to their research while it's being conducted. I always review what was covered and have the class take me through the process to find a book, article, etc.

I also use special techniques at the reference desk. For example, the reference interview process involves revealing the actual information need as expressed by the patron. This is not always clear as many questions begin with "do you have books" or "how do you find articles" and will end with a very specific and timely collection of resources. I believe that working at the reference desk requires patience, creativity, and a willingness to attempt many different avenues of approach to a research question. Reference interactions are not simply a way of finding information for students; they are a way of teaching students how to use information systems to then do research themselves. This skill becomes more and more important as information resources become more and more complex.

When teaching for credit courses such as POS 2041, I focus on participation and reflection. I accomplish this by involving the students in the instruction, assignments, and exams. I use technology to facilitate the learning process by including online content such as web documents, online speeches, and news resources as well as the interactive TurningPoint clicker system to review and engage students with their anonymous opinions (it has proved popular for students). I find that giving additional visual and auditory cues outside of the traditional lecture and notes method engenders class participation and material retention. I also believe that the technology, when used, should not be overwhelming or a hindrance on the class. If it takes longer to understand the use of technology necessary for an assignment than the actual assignment, there is a

major problem. To avoid this, I use technology in the simplest ways possible to reduce the frustration of students and instructor alike. For the students' benefit, I post web links to notes, news resources, and instructional and material aids on my faculty website and I use simple PowerPoints and pre-determined websites during lectures to reduce confusion (see CD attachment for examples). I also get students involved in exercises that require thought and reflection. For example, I encourage debate on political issues in my POS 2041 course and mediate the resulting discussion. I prompt students with additional questions and encourage them to dig deeper when writing papers or explaining their own views.

Courses are more than a series of definitions and concepts – I strive to show the interconnectedness of many different issues and subjects across college curricula and life in general. In this way, I attempt to make the issues and concepts covered in class applicable to their lives outside of my classroom. In SLS 1501, I focus on college resources and critical thinking skills that should be used far beyond any quiz or lesson in my class – they should be used throughout the college, in the workplace, and for self-enrichment. I put citizenship in context in my POS 2041 course by presenting the political system not as some abstract, academic concept, but as part of their lives and those of their community. I strive to use real life examples when explaining topics in all of my instructional duties ranging from the federal bureaucracy and the media to information resources and websites. If the material is shown to be relevant, it is more likely to be retained.

1.4 Areas of librarian competence or specialization

Access Services

I specialize in the Access Services sphere of the library. This includes the supervision of the circulation of books and other materials as well as providing for patron access to all available information resources. These resources include books and eBooks, journals, magazines, newspapers, online subscription databases from the statewide Library Information Network of Community Colleges (LINCC) as well as college specific subscriptions, research guides (both print and online), and other library website resources such as audio/video tutorials (see employee evaluations in attachments for more details). My ongoing goal is to streamline the process of access for our users in any way possible. For the print collections over the past five years, my actions have been:

- The implementation of a new library card system now used on all three campuses that uses the ubiquitous X-ID as the Borrower ID instead of the standard, and random, 14-digit library card number
- An update and re-establishment of the range markers in the General Collection for simpler browsing and ease of use
- Reorganization of the Reference Section and removal of non-essential materials
- Supervision of the South Lake library collection move into the Cooper Memorial library

In my capacity as circulation manager for all LSCC libraries, I must keep the library staff trained and updated on our information systems. This duty entails serving as the public services contact for the College Center for Library Automation (CCLA),

supervising the upgrades in Aleph (the library circulation system), the creation and administration of the school's library card system, and maintaining the patron database of library users for all campuses. I accomplish these tasks by keeping in contact with all library staff and IT personnel and notifying them when changes occur. I train library staff when needed and have created procedures for the various library systems. For example, I have created guides on how to loan and return items in Aleph, how to create a new patron record, how to use the Alpha library card system, and the overall circulation manual that is available in print as well as online through the library wiki (see attachments for examples in section 1). When problems occur, it is my responsibility to troubleshoot solutions or work with IT staff at CCLA or LSCC to find solutions. By ensuring the proper function of systems and the adequate supporting materials for staff, I strive to better equip the college with the best library services possible.

Student Assistant Supervision

It is my responsibility to supervise student assistants in the library. Supervision includes hiring, training, administrative paperwork, timesheets, budgeting, and the development of policies and procedures (see attachments for examples). Student assistants serve many functions in the library including the shelving of materials, maintenance of the stacks, processing, and other circulation and media services duties. I specifically train the students on using the Library of Congress classification system and in properly organizing and shelving the collections. I developed a policy and procedure for student assistants to follow during the inventory process and while shelf reading books and other materials. These assistant duties help to ensure patron access to materials through overall organization and accessibility. I believe that the libraries not

only provide employment for these student assistants, but also a valuable learning experience as well.

Website

A critical part of libraries in the 21st century is electronic access to collections and services. A majority of the libraries' materials can be accessed from our website. I am responsible for the daily upkeep of the library's website as well as maintenance of electronic access to materials and services. I have twice spearheaded the redesign of the entire website, which includes over 100 pages. The redesigns included recoding every page from HTML to ASPX and back again (see attachments on the CD and in section 1). The look and feel of the site was also fundamentally altered. The ongoing goal is to increase the interoperability of pages based on simple, natural language. In addition, I have created several new pages to better streamline access for our users. These include a local database page that is more customizable to our institution than the previous CCLA controlled page – we have been able to add features such as audio/visual tutorials and citation examples to this page as a result. I also created an online Library Research Portal page that includes previously unavailable search boxes for the catalog, databases, e-journal, and eBooks. I have presented on these functions and features at regional conferences and meetings and several other colleges have added them to their own sites as a result (see attachments and more information in section 4). I also assisted in the creation of online tutorials and how to guides for topics including instruction in using databases and the catalog, the psychology research project, MLA citation, and subject guides. On the statewide level, I contributed to the development of online resources and the Library Information Network for Community Colleges (LINCC) system through my

involvement in CCLA's Information Resources Standing Committee (see attachments in Section 4). I feel that the simplification and enhancement of the website facilitates library usage and benefits all users as a result.

College Archives

When I arrived at Lake-Sumter, the college archive at the library consisted of several shelves and file drawers in a corner of the media center. To improve the situation and give better access to the college's history, I took it upon myself to move and reorganize the collection. The first step was the planning for and creation of an Archives room so patrons could use the collection properly. This was done in 2007. Next, I spearheaded the creation of an Archives collection policy that was later adopted by the institution (see Archives Policy attachment). To make the collection even more accessible, I began a digitization project for the unique materials. I attended a digitization workshop conducted by the Society of American Archivists in Atlanta to formulate the best practices for the preservation and storage of digital files (see attachments in section 4). To facilitate the digitization program I applied for and received a Foundation grant for the purchase of equipment and archiving supplies. The digitization project has moved forward over the past few years with the scanning in of yearbooks, handbooks, planning documents, Odysseys, and other materials (see attachment in section 1). These digital representations have been utilized by staff, students, alumni, and members of the community. The project is a work in progress and I hope to get a fully functional online version in the future. Overall, I believe that the history contained in the College Archives is of great value and I will strive to increase its use and accessibility.

Measurement & Assessment

Measurement is necessary to gauge the effectiveness of the library and its services. I believe in ascertaining the needs of the library's users for constant improvement. To accomplish this, I have compiled data on our services in a number of ways. I am responsible for both presenting and interpreting library usage statistics for annual reports, program reviews, and accreditation purposes. These data include book and eBook circulation numbers, databases connections and searches, reference and directional questions, and website access information for all campuses (see Annual Report Data attachment). The numbers are gathered from a number of sources including the Aleph circulation system, the statewide LINCC Reports Service, weekly reference desk statistics, the Serials Solutions e-journal overlap analysis, and Google Analytics. The information is then used by the library staff and others at the college to make decisions such as what databases to keep, what areas of the library need improvement (i.e. website, service desk), and what our goals should be year after year. I have also created and administered surveys for our users. These include our annual online LSCC Libraries Survey created in Survey Monkey, a Point of Use Reference paper survey created in Class Climate, and an Information Literacy pilot project to gauge the effectiveness of library instruction in ENC 1101 courses (see attachments in section 1 for examples). By continually measuring the use and effectiveness of the libraries' collections and surveys, I hope to constantly demonstrate what we do and how we can improve for the future.

Planning and Setup of Cooper Memorial Library

In fall 2009, Lake-Sumter opened a joint use library facility on the South Lake Campus. The Cooper Memorial Library is a cooperative effort between LSCC, UCF, and the Lake County Library System. Long before opening day, there were several meetings in which I took part involving technology, staffing, and equipment issues. One major problem was the setup of the printing and computer network for students and members of the public. I coordinated between LSCC and Lake County IT staff to make sure that the system was functional and adhered to existing library policies. In addition, as the public services contact, I was required to coordinate between LSCC, Lake County, and CCLA to set up the self check machines for public use. I attended reference meetings to help coordinate staffing at the circulation and reference desk and develop corresponding policies between the various institutions' staffs. During the week before opening, I trained the combined staff of all partners on using LSCC circulation and reference systems and attempted to clean up technological and personnel issues before opening day. So far, these efforts have been a success and the ambitious efforts of all involved have borne fruit by making Cooper Memorial Library the busiest in all of Lake County. I have since been involved in troubleshooting problems and revisiting circulation and technology policies. My ongoing goal is to make materials as accessible as possible to all patrons in this joint venture.

1.5 Major Fields of Interest

My major fields of study in graduate school were library and information science as well as political science/international relations. Thankfully, I am able to pursue both

of these major fields at LSCC in different capacities. For information science, I have a passion for the access and retrieval of information. I find it crucial in the information age to be able to get the best resources as quickly as possible. I enjoy researching new methods and gadgets used to do this and the ethical and legal issues surrounding them. I focus on the storage and availability of digital materials and the evolution of web site design and function used in the transmission of information. While the methods of storage and delivery keep evolving, I do not believe that we will be leaving the digital domain any time soon. In fact, I feel that the landscape will get more complex and exciting and I wish to keep up with these advances.

With that baseline of information science interest, I then branch off into my subject interests. In political science, I have broad interests. First, I am increasingly interested in the function of the American political system and its components – specifically elections, Congress, and the media. I find myself drawn to political coverage not of the inherent drama, but of the ultimate function, or dysfunction, of various political processes. I also have a keen interest in world affairs and international relations, primarily those issues of war and peace as well as the socioeconomic process of globalization (which was my focus in graduate school). I feel that it is my responsibility as a world citizen to follow the developments, and hopefully educate others, in the increasingly complex set of issues concerning global politics.

Related to these are my interests in the humanities. History has always been a passion of mine and I believe that current issues have limited relevance unless viewed through the lens of the past. I try to find time to explore the events and individuals who have shaped the world as it is. This usually leads me to the political and philosophical

evolution of the human experience. I am interested in the role religion in history as well as current politics and the development of philosophies and theories that affect the makeup of the modern world. I try to bring these issues into the classroom as much as possible and I feel that my interests, while varied, relate well to each other for this goal.

1.6 Peer Review Committee

Nora Rackley, chair

James Cason

Karen Levin

Melinda Simmons

September 8, 2009

Faculty Rank and Promotion Committee,

It is with great pleasure that the Peer Review Committee for Jeremy Norton unanimously recommends him for promotion to the rank of Assistant Librarian. Jeremy embodies the characteristics of an excellent librarian and extraordinary teacher.

In his library duties, Jeremy effectively uses his knowledge of technology to create innovative and instructional web pages that enhance the overall functionality of the library's website. The pages work well for students who are novices, but do not alienate students who are expert searchers. In the classroom, Melinda Simmons notes that, "Jeremy is a 'natural teacher' in that he responds to the needs and tenor of the audience and adjusts his presentation accordingly. When he sees that the students are puzzled or need clarification, he slows down and provides that extra guidance; when he sees that students are charging ahead, he speeds up his pace to match theirs. His approach to teaching, whether it is library resources or American Government, is interactive and student-oriented. He strives to think like a student and to use real-world examples to bring relevancy to the material." His use of humor in his presentations allows him to better connect with students and also adds to his strengths as a teacher.

As a librarian, Jeremy is willing to do anything to make the libraries accessible to all who visit them. He also makes himself available to assist colleagues, participates in college committees, and volunteers for community service events. His knowledge of the Internet has made him an invaluable addition to the college Web Committee as a member and as chair. Also, his participation in the Department Chairs committee and on the Teaching and Learning Committee has provided Jeremy with the opportunity to connect with colleagues, make a contribution to LSCC, and has greatly assisted in giving the library a voice in campus wide decisions. In addition, Jeremy has participated in Constitution Day several years in a row and has presented shows on the LSCC TV station. He has also volunteered as a chef for the United Way Soup Cook-Off.

For this and many other reasons, we believe that Staff Librarian Jeremy Norton has all of the skills, abilities, and characteristics required to serve Lake-Sumter Community College at the rank of Assistant Librarian, and we recommend him for promotion to that rank without reservation.

Sincerely,

Nora Rackley
Peer Review Committee Chair

2. Community Service

In September of 2006, 2007, and 2008 I participated in the Constitution Day festivities at the college by giving speeches for the event covering various aspects of Congress, lawmaking, and representation. The events were open to the public as well as students and staff and included a question and answer session at the end. Constitution Day is an excellent opportunity to better inform citizens on the framework of the political system and I look forward to participating again this year.

I contributed to United Way fundraisers including the “Soup and Chili Cookoff” in the past several years (2006, 2008, 2009) as a “chef.” It was a competition between faculty and staff members gathering the tickets of those trying the soups – the most tickets won. Unfortunately, my chowder did not win, but money was raised for a good cause nonetheless. There is always next year.

I produced and hosted a local politics show called “Eye on Lake-Sumter” for LSCC-TV in 2008. The show included guests from the local political parties, environmental groups, and the media. Issues covered included the proposed state constitutional amendments, environmental issues affecting the residents of Lake County, local public schools, and the election results. The episodes aired throughout the fall via several cable providers.

See attachments in Section 2 for examples and supporting documents.

3. Service to the College

3.1 College Committee Service

College Assessment Team Subcommittee Assists with the development of measurement techniques involving student learning outcomes in all aspects of the college	2009 – Present
Enrollment Development Committee Focuses on the enhancement of student services including recruitment, marketing, scheduling, and student events	2008 – Present
Co-Chair, Website Development Committee Functions as a workgroup for the improvement of the college’s website and includes policies, responsibilities and the hiring of outside consultants for future web development	2006 – Present
Co-Chair, Learning Resources Subcommittee Serves as the official channel for proposals involving the information fluency general education competency	2007 – 2009
Department Chairs’ Library Representative Forum met weekly to discuss and transmit information involving educational services issues across the college	2007 – 2009
Teaching & Learning Committee Submitted and voted on proposals concerning academic and instructional programs and functions	2006 – 2009
Distance Learning Subcommittee Focused on discussing and submitting proposals concerning distance learning programs and issues	2006 – 2008
Staff & Program Development Committee Evaluated and confirmed requests for funds involving conference attendance and tuition reimbursement	2005 – 2006

See attachments in section 3 for minutes and agendas

Search Committees

- Web Developer Search Committee, 2008 (Debra Seaman)
- English Instructor Search Committee, 2007 (Kristin Chancey, Judith Lezotte)
- Director of Distance Learning Search Committee, 2006 (Jacquie Busboom)
- Reference/Instruction Librarian Search Committee, 2006 (James Cason)

3.2 Other responsibilities/activities beyond regular assignments or service on College committees.

- Student Learning Outcomes Core Principles Work Groups
 - Creativity
 - Assisted with the definition and rubric of Creativity
 - Information Fluency
 - Formulated a definition and rubric for Information Fluency
- Assisted with Adjunct Orientation 2005, 2006, 2007
 - Provided guidance with using LOIS and email setup
 - Presented library service information to English faculty
- Taught HTML basics to EPI courses
 - Students were required to design a webpage from scratch
 - Included in the Teaching with Technology course
- Graduation Speaker Selection Committee 2006, 2007, 2008, 2009
- Created training materials and serve as the college wide contact for the Turnitin anti-plagiarism service
- Participated in the eLumen Pilot SLO Project for Social Responsibility in my POS 2041 course

See attachments in section 3 for supporting documents

4. Professional Accomplishments

4.1 List professional organization memberships, including offices held and/or committee service

CCLA Information Resources Standing Committee, 2006 – 2009

Chair, 2007-2008

The committee investigates and makes recommendation for the inclusion of resources, design, and access to the statewide LINCCWeb system. LINCCWeb runs the library catalog, databases access, and online search tools. Service consisted of attending annual two day meetings in Tallahassee as well as virtual meeting and continuous email communication. I was voted chair of the committee from 2007-2008. During that time, the committee made changes to the look, feel, and functionality of the catalog and laid the groundwork for the current transition to LINCCWeb 2.0. I also headed a task force, 2008-2009, for the development of persistent uniform resource locators (PURLs) for linking directly to database articles. The service is now available to everyone in the state. (see attachments in section 4)

Florida Library Association Continuing Education Committee, Vice Chair, 2008

The committee focuses on education and training opportunities for current library employees throughout the state. Meetings were held at the annual conference with continuous communication and collaboration via email.

4.2 Indicate professional, regional and national organization meeting attendance. Include here any participation such as papers given, panel discussions, etc.

Panel Discussion: “How My Library Teaches LINCC and eResources”
Region III LINCC Users Meeting, Cocoa: February 2007

The Panel discussed different uses of LINCC eResources with a discussion of instruction methods in the classroom including both finding and citing research. My focus was the PSY 2012 media project and corresponding webpage we use here at LSCC.

Presentation: “The Website as a Librarian”
FACC Annual Conference, St. Petersburg: June 2007

I presented information pertaining to the Library Research Portal and different ways of streamlining access to LINCC resources. These included embedded catalog search boxes, local databases access pages, and direct links to eBooks.

FACC Learning Resources Commission Meeting, Ocala, FL 2009

Florida Library Association Annual Conference, St. Petersburg, FL 2008

American Library Association Annual Conference, Washington D.C., 2007

Society of American Archivists, Atlanta, GA, 2006

Region III LINCC Users Meeting, Orlando, FL, 2005

4.3 List and describe any grants, fellowships, prizes or other honors received or won.

LSCC Foundation Grant, 2006

Used to buy materials and equipment needed for the College Archives collection and digitization project still in progress (see attachments in sections 1 and 4)

4.4 List and describe any honorary societies to which you belong.

Pi Sigma Alpha – Undergraduate National Political Science Honor Society, requires a 3.3 upper division GPA

Golden Key National Honor Society – undergraduate honor society requiring a 3.5 GPA

Awarded The Certificate in International Relations – from the Department of Political Science at the University of Florida

4.5 List any academic courses (credit, non-credit or certification) taken beyond degrees listed under "Curriculum Vitae."

Ready Reference on the Internet, Presented by CFLC, Leesburg, FL 2009

FLA Annual Conference presentations on cooperation and development involving library resources and electronic access, St. Petersburg, FL 2008

ALA Annual Conference panel discussions on technology and eResources, Washington, DC 2007

Workshop “Digitization of Archival Materials” conducted by the Society of American Archivists in Atlanta, May 2006

Gentle Introduction to IT, Parts 1-3, presented by CFLC, Orlando, FL 2005

Emerging Technologies Workshop, presented by CFLC, Daytona Beach, FL 2005

See attachments in section 4 for supporting documentation for each meeting, conference, and presentation.

To the best of my knowledge, I certify this information to be complete, correct and current.

Signed: _____

Date: September 14, 2009

Current Rank: Staff Librarian

Appendix

List of Attachments

1. Librarianship Excellence

Employee Evaluation 06-07

Employee Evaluation 08-09

Desk Schedule

Letter Commending Reference Service

Instruction Feedback Forms

Library Options and Tools for Nursing Instructors

List of Library Materials to support Sports Management and Electrical

Distribution Programs

POS 2041 Syllabus

Instructional Observation Form, Spring 2008

POS 2041 Evaluation Form, Spring 2007

Email confirming coverage of additional meeting and section of POS 2041

Paper #3, POS 2041 Assignment

Test 3, POS 2041

SLS 1501 Syllabus

Journal #3 Assignment, SLS 1501

Quiz #3, SLS 1501

Annual Report Data 08-09

Library Card Example

Procedures:

- Using Library Card System
- Loaning Items in Aleph
- Returning Items in Aleph
- Creating a New Patron Record

Library Student Assistant Memo

Shelf Reading Instructions

Webpage Examples:

- Libraries' Homepage 2007
- Libraries' Homepage 2009
- Databases A-Z page 2009
- Library Research Portal
- Live pages available on the attached CD

Point of Use Survey, created in Class Climate

LSCC Libraries Survey, created in Survey Monkey

Email from Dr. Cecelia Rivers on SACS library data

Archives Policy

Steps for the Digitization Project

Library News flyer

CD containing:

- Readme Word Document (open this file to access all contents)
- Web page examples
- MLA online tutorial
- Using LSCC Systems PowerPoint
- Introduction TurningPoint for POS 2041
- Framework of Government POS 2041 PowerPoint
- Portfolio Register

Faculty Rank and Promotion Peer Teaching Evaluations

- Nora Rackley
- James Cason
- Karen Levin
- Melinda Simmons (2)

2. Community Service

Constitution Day flyers

Thank you email from Jane Miller and Melinda Simmons for Constitution Day

Soup Cook-Off flyers

Teleprompter Script for Eye on Lake-Sumter

DVD of Eye on Lake-Sumter episode

3. Service to the College

College Assessment Team Agenda

Enrollment Development Committee Minutes

Web Subcommittee Minutes

Learning Resources Subcommittee Minutes

Department Chairs' Meeting Agenda

Teaching and Learning Committee Minutes

Teaching and Learning Proposal

Teaching and Learning Sub-Committee listing

Distance Learning Committee Agenda

Minutes of the Staff and Program Development Committee

Interview Schedule for Search Committees:

Web Designer

Instructor English

Director Distance Learning

Librarian Reference/Instruction

Email confirming Creativity Definition and Rubric Meeting

Email confirming Information Fluency Definition and Rubric Work

EPI Agendas indicating HTML instruction sessions

Emails confirming Commencement Speaker Auditions, 09,08,07.06

Turnitin Instructions

Thank you email from Jane Scott for participating in eLumen pilot

eLumen rubric for POS 2041 Final Research Paper, Social Responsibility

4. Professional Accomplishments

FACC Learning Resources Commission Agenda

Certificate of Appreciation for being Conference Presenter at FACC

Learning Resources Commission Evaluation

LINCC User Meeting Agenda, 2008

Thank you letter for Linda McCarthy for presenting at the panel discussion at the LINCC User Meeting, 2007

Email confirmation for LINCC User Meeting, 2005

Invitation to join the Information Resources Standing Committee of CCLA

CCLA Information Resources Standing Committee Minutes, 2008

Thank you email from Margaret Murphree concerning PURL subcommittee

Certificate of Appreciation for serving on the Information Resources Standing Committee

Email communication concerning the FLA Continuing Education Committee

LSCC Foundation Project Proposal, Archives

Award email for Archives Proposal

Golden Key National Honor Society letter

Certificate in International Relations

Certificates of Completion:

Ready Reference on the Internet

A Gentle Introduction to Library IT 1-3

Emerging Technologies

FLA Annual Conference confirmation and name badge, 2008

ALA Annual Conference name badge and email confirmation, 2007

Society of American Archivists Meeting Letter and Agenda, 2006