

UNIVERSITY-WIDE RESEARCH GRANTS FOR LIBRARIANS COVER SHEET

NOTE: Grant proposals are confidential until funding decisions are made.

INSTRUCTIONS: The applicant(s) must submit two (2) copies of their application packet. The application packet consists of the Cover Sheet and the Proposal. Applicants send 1 (one) printed copy of their application packet, with signatures, to the Chair of the divisional research committee, who forwards the packet to the Chair of the university-wide Research and Professional Development Committee. Applicants send the second copy of their application packet as an email attachment to the Chair of the divisional research committee who forwards it on to the Chair of the university-wide Research and Professional Development Committee.

Date of Application: January 7, 2009
Title of Proposal/Project: Study of UC Berkeley Student Use of Facebook for Academic Purposes
Expected Length of Project : 6 months
Total Funds Requested from LAUC University-Wide Research Funds: \$4127.00
Primary Applicant Your Name (include your signature on the paper copy): Jennifer Dorner  Academic Rank and Working Title: Librarian III/Head of Doe/Moffitt Instructional Services
Bargaining Unit Member/Non-Member: Non-member
Campus Surface Mail Address: 302 Moffitt Library, MC 6000 Berkeley, CA 94720
Telephone and Email Address: 510-642-1580 jdorner@library.berkeley.edu
URL for home campus directory (will be used for link on LAUC University-Wide Funded Research Grants web page): https://calnet.berkeley.edu/directory/
Co-Applicant(s) Name:

Academic Rank and Working Title:

Bargaining Unit Member/Non-Member:

Campus Surface Mail Address:

Telephone and Email Address:

Proposal Abstract (not to exceed 250 words):

The principle objective of this study is to investigate through survey, observation and interviews the potential role Facebook, the popular online social network, can play in the utilization of University Library resources and services by UC Berkeley students. The project will meet this objective by focusing on the degree to which students employ Facebook in their study habits and by investigating students' willingness to access library services and communicate with library personnel through Facebook. This study will attempt to replicate and build on the results of a research project conducted by Gelman Library staff at George Washington University.

A key component of this study is the examination of student attitudes towards formal academic presences (e.g., librarians, professors) on Facebook. In assessing student perceptions about the "appropriateness" of online social networks for existing or potential study purposes, this project will shed light on how students understand, employ, and react to the University Library's online presence. Ultimately, this study aims to incorporate its observations and insights into a consideration of how the University Library might better employ Facebook as a resource for improving student services. The study's findings will be presented in a report intended for publication.

Does the proposal require any of the following:

Use of UC Library facilities or other site(s) requiring prior approval (Yes/No): No

If yes, include signature and position of person authorized to permit use of facilities on paper copy of application:

Release time (Yes/No): No

If yes, include signature(s) of person(s) authorized to approve release time on paper copy of application:

Use of Human Subjects (Yes/No): Yes

If yes, attach appropriate university form to paper application form. The process of obtaining IRB approval or a determination of exemption from subject protection regulations does not have to be completed prior to submitting your grant proposal. However, the grant cannot be awarded without evidence that the approval or exemption has been obtained.

List any previous grant proposals (divisional and university-wide) from this program that have been awarded to the primary applicant or co-applicants by title. Include date of

completion and amount funded:

Budget Summary

Total amount requested from LAUC statewide research funds: \$4127.00

Total amount requested from LAUC divisional research funds:

Other funding obtained or expected (amount and source):

Fiscal Year of Application (fiscal year that funding begins): 2009-2010

New Project (Yes/No): Yes

Supplemental Funding (Yes/No): No

Salaries:

Total Salaries:

Supplies:

Total Supplies:

Travel:

Total Travel:

Other Expenses:

Total Other Expenses:

Total State-Wide Research Funds Requested:

Revised 9/2006 bhg

Proposed Research Project: Study of UC Berkeley Student Use of Facebook for Academic Purposes

Description of Research

The principal objective of this study is to investigate through survey, observation and interviews the potential role Facebook, the popular online social network, can play in the utilization of University Library resources and services by UC Berkeley students. The project will meet this objective by focusing on the degree to which students employ Facebook in their study habits and by investigating students' willingness to access library services and communicate with library personnel through Facebook. This study will attempt to replicate and build on the results of a research project conducted by Gelman Library staff at George Washington University.

A key component of this study is the examination of student attitudes towards formal academic presences (e.g., librarians, professors) on Facebook. In assessing student perceptions about the "appropriateness" of online social networks for existing or potential academic purposes, this project will shed light on how students understand, employ, and react to the University Library's online presence. Ultimately, this study aims to incorporate its observations and insights into a consideration of how the University Library might better employ Facebook as a resource for improving student services. The study's findings will be presented in a report intended for publication.

Need for Research

Early in the life of social networking sites (SNSs) academic attention focused primarily on privacy issues, Internet safety, and concerns the sites were posing distractions for students in and out of the classroom. Very little attention was paid to how librarians or academics might use these sites to communicate with students; one of the first studies of librarians' usage of and attitudes towards Facebook was conducted in 2006 by Charnigo and Barnett-Ellis (2008). They surveyed 244 reference or public service librarians about their awareness of Facebook and what potential use or current use of the SNS they thought the academic librarians could make. Of the 126 respondents, most were aware of SNSs but at that time few saw a connection between libraries and Facebook (Charnigo, p. 29) and most disagreed or were unsure that there was any academic potential for Facebook (Charnigo, p. 30). Those who did see the potential believed that libraries could use Facebook to promote services and resources, but many were unsure whether it was "an appropriate venue" (Charnigo, p. 30). De Rosa et al. (2007) did a broader study of social network site users, with one category of respondents being library directors. They found that in comparison to the 37% of U.S. general public that used SNSs, only 22% of library directors had done so (De Rosa, p. 4-4) and that very few of them perceived a role for the library in social networking sites (De Rosa, p. 5-1).

In the short time since both of these studies were conducted, awareness and usage of Facebook among librarians has grown extensively and with it a belief that given the opportunity students would use it to connect with their librarians and their libraries. Many current articles and presentations at professional conferences (Kwong, Kealey, Lawson, Matthews, Spomer) and numerous blog posts include enthusiastic endorsements of Facebook (as well as other SNSs) as a tool for outreach and access and have engendered a feeling amongst many librarians that they must somehow participate in this phenomenon or be left behind. As students spend increasing amounts of time at SNSs, conventional wisdom would suggest libraries should have a presence there as well. Similar arguments have been made for past outreach efforts that move librarians out of the library and into the places where students congregate. The key to any outreach success, however, is that you are providing students with services that they want, where they want and when they want. As Farkas (2006) said, "there is a big difference between 'being where our patrons are' and 'being USEFUL to our patrons where they are.'"

Looking at the question from the students' perspective would seem to be a more productive and informative approach to determining whether Facebook is a useful medium for library-student communication and exchange. Chu and Meulamans did such work in 2006, when they conducted a study of first-year undergraduates at California State University San Marcos (CSUSM). This study gathered data on the students' use of social networking tools for both social and academic purposes,

as well as their perception of faculty presence in these networks. They found that -- although students used SNSs to discuss classes, professors, and assignments -- a number of students included comments in their surveys that they weren't interested in directly communicating with faculty members through their SNS (Chu, p. 77). Follow-up focus groups with students from all years confirmed these findings.

In 2007 librarians at George Washington University's Gelman Library (GWU) created Facebook accounts and implemented a marketing campaign encouraging students to utilize the services of a librarian by "friending" them. They were surprised when the response was less than enthusiastic and they subsequently had to question whether the library should continue their efforts to connect with students using social networking tools. The GWU librarians chose to reevaluate their efforts and worked with an anthropologist to design a study using questionnaires, direct observation, and individual interviews to determine students' Facebook use patterns and preferences.

The Facebook usage of students, they found, is primarily social. Academic usage tends to be limited to arranging meetings, communicating about due dates and assignment guidelines, and the like. Students had difficulty conceptualizing Facebook as an academic tool and were generally uncomfortable with the idea of "friending" their professors or librarians. While library-oriented applications appealed to students, few expressed interest in adding those applications to their own sites but instead preferred to use them on another page (either a librarian's or organization's page).

While we can learn from both the CSUSM and GWU studies, each only surveyed a relatively small group of students. CSUSM distributed the survey to four undergraduate general education classes and received 105 responses from the 128 surveys distributed. GWU's recruitment efforts resulted in a response group of 104. Neither of these respondent pools provide a large enough population to determine significant differences in response rates according to demographic factors such as gender, age, or year in college. And while a random sample of 100 is a sufficient number for a yes/no survey, a survey of more complex questions requires a much larger response rate for the results to be representative.

The intent of the UC Berkeley Library research is to determine whether a larger sample will result in affirming the findings of these other studies or disproving them. An additional goal is to recruit a participant pool large enough to make these distinctions between various populations. Announcements of the survey will be sent to all students and we will aim for an 8-15% response rate. Normally, the response rate goal would be higher (10-20%), but adjustments have been made to account for the fact that not all students use social networking sites.

Ultimately, the study results should inform in what manner Library staff can most effectively use SNSs as outreach tools and where the Library should put its efforts in developing applications and promoting library services and resources through SNSs. This is an opportunity for us to make decisions about services based on data, rather than on anecdotal evidence or an enthusiasm for a new technology.

Design and Methodology

Research will consist primarily of administering a survey (see Appendix A), conducting informal interviews, and observing individuals' use of Facebook in relation to the University Library's website, Facebook web pages, and online resources. While the study will collect some information about usage of other SNSs, the focus will be on Facebook as it has emerged as the more popular SNS for college and university populations.

The survey questions presented in the appendix replicate those done by GWU with some small modifications. Before it is administered, the survey will be reviewed by staff in the Doe/Moffitt Instructional Services department, as well as members of the Library's Educational Initiatives Council, and is likely to be revised based on feedback from these groups.

In the initial data collection phase of the project, a survey and information sheet will be posted online at SurveyMonkey.com. An announcement of the project, survey, and a drawing for a \$100 gift

certificate among survey respondents will be posted on the University Library Website, in the *Daily Cal*, and through Facebook bulletins, and through the distribution of fliers.

Follow-up observations and interviews will then be conducted by a graduate student, either by email or in person in public settings at the University of California Berkeley Library. The purpose of these observations and interviews are to explore in more depth the views, attitudes and experiences of students in relation to SNSs. Potential subjects will be obtained through email queries through Facebook and advertisements on the University Library Website and in the *Daily Cal*, the campus student newspaper. The data obtained will be primarily qualitative, although quantitative data (e.g., regarding age, gender, college year and major, frequency of Facebook use, etc.) will be recorded insofar as it is relevant to the project objectives.

Based on the survey results and project objectives, more subjects will be obtained for interviews and observation. Upon obtaining consent, the online interactions and study habits of the subject will be observed and, if the volunteer is interested, informal interviews may be scheduled and conducted. The goal is to recruit 20 volunteers for interviews, which, depending on the preferences and availability of the volunteer, will be conducted in-person or via email correspondence. Interviews via email will be primarily in questionnaire form, and volunteers will be asked to return the completed questionnaire by email response or anonymously to a department mailbox; in-person interviews will take place in the Library. In interviews, volunteers may be asked to discuss their study habits, technology use, language use, and their experiences with Facebook and the University Library. Interviews will be relatively informal and conversational. Individual participation is estimated to require, at maximum, approximately two hours over the course of three months, including all scheduled in-person interviews, surveys, and email correspondence. Since the intent of the interviews is to explore the phenomenon of SNSs and students' interactions with them more in-depth, and not to generalize students' experiences by extrapolating from a representative number, 20 participants should be sufficient.

Librarians at GWU believe their interviews and observations were particularly successful because they were conducted by a graduate student, rather than by a library staff person. Their belief was that the students were more comfortable and open with a peer about their experiences and their views than they would have been with a library employee. Ideally, for the UC Berkeley Library study, a student familiar with interview techniques would be hired, perhaps someone in the fields of psychology or anthropology. The estimate is that coordinating and conducting in-person interviews would require two hours for each session, for a total of 40 hours. The student would also be responsible for transcribing in-person interviews, which generally requires 6-8 hours of effort for each hour on tape. If it turns out that all of the interviews are done in person, this might require 160 hours of transcription time. In that event the lead investigator would recruit others to assist with transcription so that the graduate student could also participate in other aspects of the study.

In addition to developing the instruments for the survey, observations, and interviews and coordinating the implementation of the instruments, the lead investigator will be responsible for analyzing the results and writing a report on the project based on the data collected through the survey, observations and interviews. Findings of this research project will be compared with the findings of the study conducted by Gelman Library staff at George Washington University. The research will be written up for publication in a peer-reviewed journal in the field of Library and Information Science.

Budget

Questionnaire incentive: \$100 UC Berkeley Bookstore Gift Certificate	= \$ 100.00
Interview incentive: \$25 Starbucks card for 20 participants	= \$ 500.00
Facebook advertisements: \$25 per day for 5 days	= \$ 125.00
Daily Cal advertisements: \$120 per day for 5 days	= \$ 600.00
Graduate assistant: \$14.01/hr for 10 hrs/week for 20 weeks	= \$2802.00
<i>Total</i>	= \$4127.00

Personnel

Lead Investigator: Jennifer Dorner, Head of Doe/Moffitt Instructional Services, University Library
Jennifer Dorner will provide project leadership and organization. Her past research projects have included studying students' use of Library resources, and measuring students' information literacy competencies. She is currently analyzing the results of a survey querying students about their use of the Doe and Moffitt Libraries during finals. *See attached vita.*

Graduate Student: A graduate student will be hired to assist in coding survey answers, analyzing survey data, recruiting volunteers for the interview and observation steps of the study, conducting those parts of the study, and analyzing and reporting the data generated from those steps.

Timetable for Completion

Date	Task
March 2009	Submit Human Subjects protocol.
August 2009	Hire graduate student.
September 2009	Conduct recruitment through Library's website, fliers, Facebook ads, Daily Cal ads. Survey available on Survey Monkey from mid-September to mid-October.
Mid-October 2009	Observation and interview participants selected from survey participants or through additional recruitment.
Mid-October-December 2009	Observations/interviews conducted by graduate student.
January – February 2009	Data compiled and analyzed.
March 2010	Final report submitted to LAUC Research and Professional Development committee
July 2010	Annual report submitted to LAUC Research and Professional Development committee

Bibliography

- Charnigo, L., & Barnett-Ellis, P. (2007). Checking out Facebook.com: The impact of a digital trend on academic libraries. *Information Technology and Libraries*, 26(1), 23-34.
- Chu, M., & Meulemans, Y. N. (2008). The problem and potential of MySpace and Facebook usage in academic libraries. *Internet Reference Services Quarterly*, 13(1), 69-85.
- De Rosa, C., Cantrell, J., Havens, A., Hawk, J., Jenkins, L., Gauder, B., et al. (2007). *Sharing, privacy and trust in our networked world: A report to the OCLC membership*. Dublin, OH: OCLC.
- Farkas, M. (2006). Libraries in social networking software. Retrieved December 29, 2008, from <http://meredith.wolfwater.com/wordpress/2006/05/10/libraries-in-social-networking-software/>.
- Kealey, S. *Fishing in a barrel: Facebook as an outreach and marketing tool for academic libraries*. Poster presented at the 13th ACRL National Conference, Baltimore. Retrieved from <http://library.princeton.edu/conferences/techlibservices/presentations/Kealey.ppt>.
- Kwong, V. (2007). Reach out to your students using MySpace and Facebook. *Indiana Libraries*, 26(3), 53-57.
- Lawson, D. (2007). Taking the library to users: Experimenting with Facebook as an outreach tool. In L. B. Cohen (Ed.), *Library 2.0 initiatives in academic libraries*. Chicago, Ill.: Association of College and Research Libraries.

Matthews, B. (2006). Do you Facebook? Networking with students online. *College & Research Library News*, 67(5), 306-307.

Spomer, M. Y. (2008). The fine art of throwing sheep: How Facebook can contribute to librarianship and community at theological institutions. *Theological Librarianship*, 1(1), 10-21.

Appendix A: Facebook Questionnaire

1. Gender
 - a. Male
 - b. Female
2. Age
 - a. (text entry field)
3. College Year
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate student
4. Academic Major
 - a. (text entry field)
5. While completing homework assignments, studying for exams, or conducting research for courses, I: (check any that apply)
 - a. Frequently check and use my Facebook account
 - b. Frequently check and use my email
 - c. Regularly check and use my Facebook account
 - d. Regularly check and use my email
 - e. Rarely check and use my Facebook account
 - f. Rarely check and use my email
6. To which online social networks do you belong? (check any that apply)
 - a. Facebook
 - b. MySpace
 - c. Friendster
 - d. LinkedIn
 - e. Orkut
 - f. Other (please specify)
7. How often do you sign onto and use Facebook
 - a. Multiple times daily
 - b. Once daily
 - c. Between one and five times per week
 - d. Less than weekly
 - e. I do not use Facebook
8. If you do use Facebook, please continue taking this survey. If not, please skip the remaining questions and submit.
9. Do you use Facebook to communicate with friends about specific course assignments?
 - a. Yes
 - b. No
10. Do you use Facebook to arrange study groups?
 - a. Yes
 - b. No
11. Do you use Facebook to communicate with friends about your academic interests?
 - a. Yes
 - b. No
12. Why do you use Facebook? (Rank in order of importance, with "1" being most important and "4" being least important)
 - a. To maintain social relationships with friends on campus
 - b. To maintain long-distance social relationships with friends
 - c. To facilitate academic goals and coordinate study with friends
 - d. To keep informed of on-campus events
13. Are there any other important reasons for using Facebook not listed in the previous question? If so, please specify: (text entry field)

14. What role does Facebook play in your study habits and academic life? (check any that apply)
 - a. My Facebook use negatively affects my academic performance; Facebook distracts me from my studies
 - b. My Facebook use positively affects my academic performance
 - c. I rarely use Facebook for academic purposes
 - d. I sometimes use Facebook for academic purposes
15. Did you know that many individual libraries at UC Berkeley have Facebook profiles?
 - a. Yes
 - b. No
16. Did you know that many librarians at UC Berkeley have Facebook profiles?
 - a. Yes
 - b. No
17. How do you feel about librarians having Facebook profiles?
 - a. I like it
 - b. I'm comfortable with it
 - c. I'm uncomfortable with it
 - d. I don't know
18. How do you feel about professors having Facebook profiles?
 - a. I like it
 - b. I'm comfortable with it
 - c. I'm uncomfortable with it
 - d. I don't know
19. Have you ever friended a librarian on Facebook?
 - a. Yes
 - b. No
20. Have you ever friended a professor on Facebook?
 - a. Yes
 - b. No
21. What features of a librarian's Facebook profile would interest you? (check any that apply)
 - a. Information about the librarian as an individual (e.g., personal interests, activities)
 - b. The librarian's social interaction with other members through wall posts
 - c. Information about and access to library resources
 - d. Study suggestions and research advice (e.g., the use of scholarly sources)
 - e. I have no interest in visiting librarians' Facebook profiles
22. Which best characterizes how you would feel about the University Library sending library-related messages or bulletins specifically to you through Facebook?
 - a. I would like it
 - b. I'd be comfortable with it
 - c. I'd be uncomfortable with it
 - d. I don't know
23. If you needed help with your research or had a question about the library, would you feel comfortable communicating through Facebook with a librarian about it?
 - a. Yes
 - b. No
 - c. I'm not sure
24. If you needed help with your research or had a question about the library, would you feel comfortable communicating through Facebook with a professor about it?
 - a. Yes
 - b. No
 - c. I'm not sure

LAUC Librarians Association of the University of California

I do not expect to have any per diem or travel expenses.

SUPPLEMENTAL BUDGET INFORMATION
This Sheet Must Accompany the Grant Application

PER DIEM

Please indicate the source of the per diem rates used in the application

- a. Federal Government
- b. University
- c. Other _____
- d. Other _____

Location	Rate	Source
----------	------	--------

- 1.
- 2.
- 3.
- 4.
- 5.

TRAVEL

Please indicate the source of the travel information used in the application

- a. Federal Government
- b. University
- c. Internet Search (list which service used) _____
- d. Travel Agency
- e. Other _____

Location	Type	Amount	Rate	Source
----------	------	--------	------	--------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

JENNIFER L. DORNER

302 MOFFITT LIBRARY, MC 6000
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510.642.1580
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EDUCATION

Bachelor of Arts in English, May 1986
Whitman College, Walla Walla, Washington

Master of Librarianship, August 1994
University of Washington, Seattle, Washington

PRESENT POSITION

Head of Doe/Moffitt Instructional Services June 07 - Present
University of California, Berkeley, California

- Manage the Instructional Services department, directly supervising 12 full-time staff including librarians and library assistants.
- Provide leadership and guidance for the planning, development, and evaluation of all instructional services within the Doe/Moffitt Libraries.
- Lead working groups charged to envision future services, practices, and space usages in a renovated Moffitt Library.
- Contribute to instruction and reference services.

ADDITIONAL EXPERIENCE

Humanities & Social Sciences Librarian/Assistant Professor Apr. 03 – May 07
Portland State University, Portland, Oregon

- Served as liaison and developed collections for nine subject departments: History, International Studies, Anthropology, Black Studies, Chicano/Latino Studies, Native American Studies, Judaic Studies, Philosophy and Conflict Resolution.
- Provided library instruction and consultation services for upper-division undergraduate students and graduate students for subject departments and to freshmen, sophomores, and transfer students through the General Education program.
- Provided reference service at the Library's general reference desk and weekly reference hours in the History department.
- Served as the Special Collections Coordinator from 2003-2007, developing policies and procedures for the acquisition, processing and handling of Special Collections materials and acquiring, processing and writing finding aids for manuscript collections.
- Served as the Library's Assessment Coordinator from 2003-2005, investigating methods of assessment and implementing a two-part pilot test of ETS's Information and Communication Technology (ICT) literacy test. Coordinated the Library's efforts to compile accreditation documentation and wrote most of the narrative presented to the accreditation committee.

Information Literacy Coordinator

Jan. 01 – Mar. 03

Lewis & Clark College, Portland, Oregon

- Laid the groundwork for an information literacy and instructional program at an institution with no tradition of library instruction.
- Designed and conducted training programs for faculty and library staff.
- Collaborated with instructors to design effective research assignments.
- Integrated online tutorial instruction into first-year core curriculum.
- Developed information literacy assessment tools for incoming students.
- Worked with the campus systems office to acquire a shared mobile computer classroom.
- Served as a resource for five other Oregon colleges involved in information literacy initiatives.
- Served as acting library liaison for the International Affairs and English departments, providing research assistance, library instruction and collection development.

Instructional Services Librarian

Jun. 97 – Dec. 00

Ball State University, Muncie, Indiana

- Provided comprehensive reference service at the main library's reference desk for undergraduate and graduate students in all disciplines.
- Collaborated with faculty members to integrate information literacy into their courses.
- Taught information skills in wide array of courses and programs.
- Designed print and online instructional materials.
- Led efforts to plan, develop, evaluate, and maintain multiple online tutorials.
- Coordinated deployment of technology in two electronic classrooms.

Acting Web Manager

Aug. 98 – Apr. 99

Ball State University, Muncie, Indiana

(Half-time position in Library Computing Services held concurrently with Instructional Services position.)

- Maintained and updated the Library's Web pages.
- Assisted Library departments with developing Web pages.
- Helped design a Web-based interface for a new online catalog.

Science/Business/Social Science Librarian

Nov. 95 – May 97

Memphis/Shelby County Public Library, Memphis, Tennessee

- Provided reference service to a diverse range of patrons.
- Participated in collection development tasks in the sciences and social sciences, including collection assessment, weeding, and ordering.
- Led the design of the department's Web site and coordinated efforts to incorporate Web resources into reference work.
- Trained new librarians and library assistants; instructed library users in use of the online catalog through formalized training program.

Planned Work Experience Librarian

Jul. 94 – Nov. 95

Memphis/Shelby County Public Library, Memphis, Tennessee

Student Reference Assistant

Jun. 93 – Jun. 94

Odegaard Undergraduate Library, University of Washington, Seattle, Washington

Law Library Technician

Feb. 93 – Oct. 93

Document Clerk

Feb. 92 – Feb. 93

Garvey, Schubert & Barer, Seattle, Washington

Regional Sales Assistant
Midwest Living, Seattle, Washington Mar. 89 – Nov. 90

Production Coordinator
Outdoor Empire Publishing, Seattle, Washington Mar. 87 – Mar. 89

EDITORIAL EXPERIENCE

Co-editor
Research Strategies, Elsevier Jan. 03 – Dec. 06

Editor
Public Services Quarterly, Haworth Press Nov. 00 – Dec. 03

Assistant Editor
De Novo, Washington State Bar Association Jun. 88 – Jun. 91

REFEREED PUBLICATIONS

Chapters Dorner, Jennifer and Susan Levondosky. "Evaluating WWW Information: Instruction Methods in the Electronic Classroom." *All that Glitters: Prospecting for Information in the Changing Library World*. Ed. Sue K. Norman. Greenwich: JAI Press, 1999. 73-88.

Articles Hodson-Carlton, Kay and Jennifer L. Dorner. "An Electronic Approach to Evaluating Health Care Web Resources." *Nurse Educator* 24.5 (1999): 21-26

Dorner, Jennifer L, Susan E. Taylor, and Kay Hodson-Carlton. "Faculty-Librarian Collaboration for Nursing Information Literacy: A Tiered Approach." *RSR: Reference Services Review* 29.2 (2001): 132-140.

NON-REFEREED PUBLICATIONS

Chapters Dorner, Jennifer. "Information Literacy Assessment Tool." *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions*. Ed. Elizabeth Fueseler Avery. Chicago: Association of College and Research Libraries, 2003. 103-107.

Articles Dorner, Jennifer. "A Grant-Funded Information Literacy Initiative at Lewis & Clark College." *PNLA Quarterly* 65.4 (2001): 6.

Dorner, Jennifer and Elaine Gass. "The Times They Are A-Changin': The Information Literacy Initiative at Lewis & Clark College." *OLA Quarterly* 7.2 (2001): 10-11.

Dorner, Jennifer (and others). "Computerized Test Development Software: A Comparative Review Updated." *Computers in Nursing* 18.2 (2000): 72-86.

Oberlander, Cyril, Sherry Buchanan, Jennifer Dorner and Robert Schroeder. "Student Research Strategy Survey" in *Our Voices: Teaching and Learning at PSU. Fifth Annual: 2004-2005*. Portland, OR: Center for Academic Excellence, Portland State University, 2005.

Dorner, Jennifer, Sharon Elteto and Robert Schroeder. "Assessing 21st Century Skills: The ETS/ICT Testing Initiative" in *Our Voices: Teaching and Learning at PSU. Fifth*

Annual: 2004-2005. Portland, OR: Center for Academic Excellence, Portland State University, 2005.

Book Reviews

Dorner, Jennifer. Rev. of *Historical Dictionary of the Discovery and Exploration of the Northwest Passage* by Alan Day. *Oregon Historical Quarterly*. 107.3 (2006): 476-478.

Dorner, Jennifer. Rev. of *Teaching Faculty How to Use Technology: Best Practices From Leading Institutions* ed. by Rhonda M. Epper and A.W. Bates. *Journal of Academic Librarianship* 28.3 (2002): 172.

Dorner, Jennifer. Rev. of *Teaching the Library to Today's Users* ed. by Trudi E. Jacobson and Helene C. Williams. *Journal of Academic Librarianship* 27.2 (2001): 158.

Dorner, Jennifer. Rev. of 'LOEX' of the West: Collaboration and Instructional Design in a Virtual Environment ed. By Kari Anderson and Elizabeth Babbitt. *Journal of Academic Librarianship* 25.6 (1999): 491.

Other

Dorner, Jennifer. *An Index to "The Egyptian" 1913-1995*. Memphis, TN: J. Dorner, 1996.

Dorner, Jennifer and Smyth Lai, eds. *Oregon Authors 2003-2004*. Salem, OR: Oregon Library Association, 2006.

Hinchliffe, Lisa Janicke and Jennifer Dorner, eds. *How to Get Published in LIS Journals: A Practical Guide*. 2nd ed. San Diego, CA: Elsevier, 2006.

Dorner, Jennifer and Heidi Senior, eds. *Oregon Authors 2002*. Salem, OR: Oregon Library Association, 2003.

Hinchliffe, Lisa Janicke and Jennifer Dorner, eds. *How to Get Published in LIS Journals: A Practical Guide*. San Diego, CA: Elsevier, 2003.

PRESENTATIONS

UC Information Literacy Common Interest Group Workshop, Irvine, CA, 2006.
"Infusing Information Literacy throughout the UCs." Keynote Speaker.

Association of College and Research Libraries Conference, Minneapolis, MN, 2005.
Paper Presentations: "Curiosity and Motivation-to-Learn" and "Socratic Inquiry and the Pedagogy of Reference: Serendipity in Information Seeking." Moderator.

Association of College and Research Libraries Conference, Minneapolis, MN, 2005.
Elsevier Library Connect Editors' Session. "How to Get Published in LIS Journals." Presenter.

International Federation of Library Associations Annual Conference, Buenos Aires, Argentina, 2004. "Skills and Techniques for Information Literacy Instruction: A Workshop." Presenter.

American Library Association Midwinter Conference, San Diego, CA, 2004. ACRL Instruction Section Midwinter Discussion Forum: "The 21st Century Instruction Section: Shaping the Future of IS." Moderator.

Purdue University Learner EnAbleD Digital Environment Resources (LEADER) Grant Program, West Lafayette, IN, 2003. "Partnering for Information Literacy" 2-day workshop. Presenter.

Oregon Library Association Annual Conference, Corvallis, IOR, 2003. Preconference. "It's No Go Without the Show: Maximizing Learning Through Better Teaching," Presenter.

Murdock Technology Initiative Conference, Portland, OR, 2002. "TILT and Information Literacy." Presenter.

Online Northwest, Eugene, OR, 2002. "Adapting TILT: Implementing the Texas Information Literacy Tutorial at Lewis & Clark College." Presenter.

Illinois State University, Normal, IL, 2001. Professional Development Workshop. "Active Learning in the Electronic Classroom." Presenter.

American Library Association Midwinter Conference, Washington, DC, 2001. ACRL Instruction Section Midwinter Discussion Forum: "Information Literacy in Library Instruction Programs." Presenter.

American Library Association Annual Conference, Chicago, IL, 2000. Poster session. "Information Literacy for Enhancing Advanced Nursing Practice: A Faculty-Librarian Collaboration." Presenter.

Internet Librarian International Conference, London, England, 2000. Panel Presentation. "Training Roundtable." Presenter.

SELECTED ONLINE PROJECTS

Avoiding Plagiarism. <http://library.lclark.edu/reference/plagiarism/index.htm> (This was an additional module for Lewis & Clark's implementation of TILT. Since my departure, responsibility for administering this tutorial has moved from the Library to the General Education program.)

Mastering the Web. <http://web.bsu.edu/00selevendos/frame1.htm> (the last of four online tutorials Instructional Services developed at Ball State University. The others have since been significantly updated and revised.)

OTHER TEACHING & CURRICULAR ACHIEVEMENTS

Instructor, Masters of Teaching Program, City University, 2002-2003.

Curriculum Consultant, Concordia University, 2002.

Trainer, Washington State Library Information Literacy Project, 2001.

Curriculum Consultant, Washington State Library Information Literacy Project, 2001.

GOVERNANCE ACTIVITIES

PSU Academic Appeals Board, 2004-2007.

PSU Performance Reviews Task Force, 2006-2007.

PSU Accreditation Standard Five Sub-Committee, 2004-2005.

PSU Assessment Resource Network, 2003-2005.

PROFESSIONAL ACTIVITIES

Chair, ACRL Instruction Section Nominating Committee, 2009-2010
Chair, ACRL Information Literacy Task Force, 2008.
Chair, ACRL Information Literacy Advisory Council, 2007-2008.
Member, ACRL Institute for Information Literacy Executive Committee, 2007-present.
Chair, ACRL Instruction Section Miriam Dudley Award Subcommittee, 2007-2008.
Chair, ACRL Instruction Section, 2006-2007.
Chair, ACRL Sections Council, 2006-2007.
Ex-officio member, ACRL Research Committee, 2006-2007.
Vice-Chair/Chair Elect, ACRL Instruction Section, 2005-2006.
Chair, LOEX of the West 2006 Program Selection Committee, 2004-2006.
Member, ACRL Institute for Information Literacy Executive Committee, 2003-2005.
Chair, ACRL Instruction Section, IS of the Future Task Force, 2003-2004.
Chair, ACRL Instruction Section, Publication Manual Task Force, 2002-2003.
Chair, ACRL Instruction Section, Communication Committee, 2001-2002.
Secretary ACRL Instruction Section Executive Committee, 2000-2001.
Member, ACRL National Conference, Roundtables Planning Committee 1999-2001
Chair, ACRL Instruction Section, Planning Committee, 1999-2000.
Intern, ACRL Professional Development Committee, 1999-2000
Member, ACRL Instruction Section, Planning Committee, 1997-2000.
Member, ACRL University Libraries Section, Current Topics Planning Committee, 1998-2002.
Member, ALA President's Committee. Community Partnerships for Information Literacy, 2000-2001.
Member, OLA Oregon Authors Committee, 2002-2006.

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Library Association, 1992-present.
Association of College and Research Libraries, 1997-present.
California Academic & Research Libraries, 2007-present.
Reference and User Services Association 2003-present.
Oregon Library Association, 2001-2007.
Western History Association, 2001-2007.
American Association for the Advancement of Slavic Studies, 2001-2007.
Oregon Historical Society, 2003-2007.
Indiana Library Federation, 1997-2000.
Public Library Association, 1992-1997.

COMMUNITY SERVICE

Albany Public Library, Friends of the Library volunteer, 2008.
Genealogical Forum of Oregon, Publication digitization project, 2004-2005.

HONORS & GRANTS

Canadian Studies Library Support Program Grant: \$2,000, 2006-2007.
Canadian Studies Library Support Program Grant: \$2,000, 2005-2006.
Elected Vice-Chair/Chair-Elect of the ACRL Instruction Section, 2005-2008.
Institute of Turkish Studies Library Materials Grant: \$2,500, 2005-2006.
Canadian Studies Library Support Program Grant: \$2,000, 2004-2005.

PSU STRT Grant “Assessing 21st Century Skills: The ETS/ICT Testing Initiative”:
\$500, 2004-2005.
PSU STRT Grant “Student Research Strategy Survey”: \$500, 2004-2005.
Portland State University Professional Travel Grant, \$1000, 2004.
Canadian Studies Library Support Program Grant: \$2,000, 2003-2004.
ACRL/IMLS Grant: Assessing Student Learning Outcomes in Information Literacy
Programs: Training Academic Librarians, \$1200, 2001.
Elected Secretary of the ACRL Instruction Section, 2000-2001.
ACRL representative to the ALA Information Literacy Partnerships Assembly
Preconference, 2000.
Rotary International Group Study Exchange Program with Brazil, 1996.
Washington Library Association Scholarship Recipient, 1993-1994.
Whitman College Scholarship Recipient, 1982-1986.