

**Application for Promotion, Kapi'olani Community College**

For the convenience of members of the Department Personnel Committee and the Tenure Promotion Review Committee, I have made this document available in print and online formats. Since much of my work has been produced for the Web, I thought it easier for readers of this document to have a form of this document where they can read the narrative using a Web browser and easily review the large body of online work I have created by following hyperlinks. I also understand that committee members may be limited to reading this document in designated areas where computers may not be available, hence my submission of a complete printed document along with evidence. In both versions, parenthetical references lead to supporting documentation.

The print version refers the reader to cited Appendices and page numbers, while the online version provides hyperlinks to PDF files. The use of the macron and glottal stop consonant (the kahakō and 'okina respectively) in Hawaiian language words referenced below follows the practice of the source document to which I refer. If the document chooses not to use these diacritical marks, I do not use them.

The URL for this promotion document is:

<http://www2.hawaii.edu/~kroddy/promotion/2004/>

My current vita is available at:

<http://www2.hawaii.edu/~kroddy/vitae/index.html>

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**OVERVIEW**

I am applying for promotion to Rank 4, Associate Professor, Kapi'olani Community College (KCC). My University of Hawaii employment history is summarized on page 9.3. The following text below served as my guide to the writing of this document. From *Guidelines for Tenure and Promotion, University of Hawaii Community Colleges, 2004-2005, page A5*:

Associate Professor, Community Colleges (C4)

Faculty at Rank 4 perform consistently at a highly effective and productive level in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student needs. They provide individual leadership to colleagues in their discipline area, college or university. In addition, they work with colleagues in other disciplines to facilitate total student learning. They initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification. It is expected that they will provide significant service to the college and community outside of the area of primary responsibilities and that they will sustain involvement in professional and self-development activities.

I have served for two years at the rank of Assistant Professor (C3) at KCC. According to the "*Guidelines for Tenure and Promotion, University of Hawaii Community Colleges 2004-2005*," page P2, applicants filing for promotion from Rank 3 to 4 must serve three years before they are eligible to file. Applicants may request a waiver from the Chancellor to be considered earlier. I requested and received a waiver from Chancellor John Morton for one year's time-in-rank dated May 28, 2004 (page 2.3). My request is unusual, as I will now explain.

My recent locus of tenure transfer (page 9.3) was a lateral move with no increase in rank. The work I currently do at KCC is practically identical to the work I did at UH-Hilo. I believe I have made significant accomplishments since 1998 to warrant promotion to Rank 4. At issue here is the creditable time/time-in-rank I have served at KCC at the rank of Assistant Professor (C3), which will be two years in January 2005.

Though position titles are different between the two campuses, I believe the UH-Hilo Librarian III rank is equivalent to Assistant Professor (C3), Community Colleges. At UHH, UHM, and UH-WO, Librarian are ranking numerically from 2 to 5, and correspond to Community College rankings as follows:

Librarian II – Instructor (C2)  
Librarian III - Assistant Professor (C3)  
Librarian IV - Associate Professor (C4)  
Librarian V – Professor (C5)

If my four years of service at UH-Hilo as Librarian III are considered equivalent to Assistant Professor, Community Colleges (C3), I will have served slightly over six years at this rank.

I consulted the “Guidelines for Tenure and Promotion, University of Hawaii Community Colleges 2004-2005” and the latest copy of the “2003-2009 Agreement between the University of Hawaii Professional Assembly and the Board of Regents” for guidance, but found nothing explicit for my situation.

“The Available Options,” page P2 of the *Guidelines* states: “If you believe you have met the expectations and criteria of the rank to which you plan to apply for promotion, you may submit your promotion application: from Rank 3 to 4, after completing your third year of creditable service in rank 3 or 4, respectively.”

Attachment 1, “University of Hawaii Community Colleges Faculty Classification Plan” Page A5, concurs: “Application for promotion to Associate Professor, Community Colleges, may be made after completing three (3) years of service as an Assistant Professor, Community Colleges [emphasis mine]. Waiver of time-in-rank requirements may be approved in accordance with the Community College Promotion Guidelines. (July 17, 1992)”

I believe I have met the criteria for promotion to Associate Professor, Community Colleges (C4), as stated on Page A5 of the *Guidelines* (page 10.2 above) and will attempt to prove my case below. For example, one criterion I must meet is “[to] initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification.” A Librarian is expected to serve the needs of his own campus and the UH Library System through collaborative endeavors with colleagues at other campuses. My involvement with the following UH System Library Committees, and departments and individuals at Hamilton library will demonstrate this (years in parentheses denote the beginning year of involvement): Voyager WebVoyage Committee (1999), the UH System Library Information Literacy Committee (2002), the Intrasystem Loan Committee (2003), Desktop Network Services and Systems Offices at Hamilton Library (1992), and Hamilton’s Electronic Resources Coordinator (2003).

This document will cover endeavors and accomplishments for the six-year period since my last promotion in July 1998, beginning at UH-Hilo.

## **EDUCATIONAL PHILOSOPHY**

I have over 30 years of experience in public service work in the public and private sectors, and have lived in very diverse areas of the world – Atlanta, Israel, Washington DC, San Francisco, Hilo, and Honolulu – and have encountered many cultures different from my own. I am very comfortable with diverse peoples.

I've been a professional librarian for 18 years. Librarians are instructors by profession. We show library users how to find information for their immediate needs, and teach them the skills to find information for future needs without relying on intermediaries. The nature of our profession requires an open mind, sensitivity to the thoughts and ideas of others, and the ability to extract information from a client through a series of questions, responses, and observations. Individuals range from the very articulate and fluent to those who are less so. Once I determine what they need, I show them how to find it in a series of steps. This profession enables me to talk to just about anyone about practically anything, because that's what librarians do on the job – we are asked many different kinds of questions about psychological disorders, cinema, chemical information, drug interaction information, social issues, human sexuality, labor and employment, government statistics, medical procedures, music – in short, anything and everything is asked of librarians. We must be approachable and non-judgmental, be exceptionally good listeners, and be dedicated to service.

As an academic librarian, my primary purpose is to connect students, faculty, staff and the general public to the information they need to support coursework and curricular endeavors. My responsibility is to teach them how to find information in a wide array of print and online formats to meet immediate needs, and to impart skills they can use to find information on their own for future needs. To do this, I demystify the search process, instill critical thinking by encouraging them to question information sources, and teach them how to select a topic, formulate a topic sentence or thesis, and choose keywords, phrases and synonyms to search databases. Ultimately, I attempt to foster confidence and promote self-reliance through my instruction.

As I will demonstrate in the narrative below, I advocate and promote the practice of “information literacy,” a pedagogical method that has developed in academic library instruction programs nationwide in the last ten years. Essentially, students are taught competencies and skills to transform themselves into independent information searchers based on a critical thinking model, rather than one based on “library skills” sets. Instead of focusing exclusively on the mechanics of choosing a database, constructing keyword, subject, and title, and knowing how to display, retrieve and print information, students learn what information *is*, who creates it, why it is important, and how information, combined with their own thoughts and ideas, can create new information. Students are shown how to approach an information need by constructing a research strategy, a consistent and logical series of steps. Flexibility at the topic exploration stage is important. Students learn that information search is not a “one-size-fits-all” method, but a series of decisions, reformulations, and search re-executions before appropriate and

useful information is found. I teach students how to evaluate the information they find for relevancy and authority, and how to use credible information support theses and arguments. Students also learn how to properly give credit to others by using parenthetical referencing and citing sources to avoid plagiarism.

I suspect that some students new to college do not fully understand the purpose of oral presentations or written research papers. They don't make the connection between these skills and what will be required of them in the workplace. As an instructor and librarian, I try to help students understand the importance of good oral and written skills by encouraging them to read on their own outside of school. Reading the work of others greatly helps in the improvement of one's writing skills. I work closely with instructional faculty to ensure that their content are met within the framework of information literacy. I consult with instructors prior to class sessions and tailor my guest lectures to the needs of the class rather than using a "canned" lecture, which may or may not be relevant.

I regularly assess my performance using evaluation forms I distribute after class. Students have provided constructive criticism and useful suggestions that have enabled me to improve. Faculty members are also asked to comment on my performance, and do so in person and in writing.

I have an open door policy with students. In class, I tell students to come to my office if they need help. I'm easy to find - my office is close to the Reference Desk, and across from the library instruction classroom. It has a large window where people can see me clearly. I have found that this policy works well with students who are too shy to ask questions in front of others, but feel comfortable asking me one-on-one. Students who begin to panic when their projects are in trouble and time is running out are grateful that they can drop in for assistance. I want the research and retrieval process to go smoothly and quickly for students, so they can spend more of their time reading, thinking, and writing. Helping our students and other members of the KCC community at their point of need IS my primary duty.

## **LEADERSHIP**

I believe I have demonstrated leadership in two principle areas of responsibility: instruction and technology. My work with the American Library Association's Instruction Section, as member and Chair, followed by the development of teaching materials created at UH-Hilo based on the tenets of information literacy, and my work on the UH Libraries Information Literacy Committee will demonstrate this.

I have been deeply immersed in technological pursuits as an innovator and a problem solver. Technology has introduced new forms of instructional delivery in the form of static and dynamic Web sites, the WebCT e-learning system, streaming video, full-text articles and other technological aids which enable students to choose when, how, and where they best learn. I keep abreast of technology through professional literature, attendance at conferences, consulting with peers in Hawaii and on the US Mainland.

Technology is a challenge, and I enjoy the discovery, experimentation, and testing that it requires. I am eager to share my successes and failures with my colleagues. I work both collaboratively and independently on projects. For example, I was one of the UH-Hilo “Web folk,” an ad-hoc group of faculty and staff who built the UH-Hilo Web in the mid-90’s. I designed and published the library’s Web site in 1995. In response to a budget cut of my instruction program in 1999, I migrated the library’s principal instruction manual, the *Library Skills Workbook*, from print to a series of WebCT modules, introducing hundreds of students to WebCT for the first time before it became more widely used at UHH. My WebCT modules were the first of their kind used in regular library instruction classes in the UH System. I supervised the Request For Proposal that brought the Pharos UnipriNT system to the UHH library, and later to all computer labs on the UHH Campus. KCC library purchased Pharos after seeing how successful it was in Hilo. During my sabbatical, I tested and recommended Web survey and calendar software to Hamilton Library’s Public Services Head, who purchased it and made it available to librarians there. At KCC, I have led in the development of an ADA-compliant library Web site, so individuals with disabilities using special software to view pages can do so easily. To my knowledge, the KCC Library is the only ADA-compliant library Web in the UH System. I have represented the Reference department’s needs and concerns to library administration in meetings, and have guided the work of others by authoring the department’s Tactical Plan, with collegial input. These accomplishments will be more fully explained below.

## DOCUMENT ORGANIZATION

Since my accomplishments over the last six years have taken place on three campuses, and many of my responsibilities were similar or identical at each place, and the boundary of one duty with another is often fuzzy (e.g., reference, instruction, and electronic resources responsibilities are mutually supportive and difficult to extricate discretely), I believe my readers will be served if I follow a strict chronology of my employment at UH-Hilo, UH-Manoa (during my sabbatical year) and Kapi’olani Community College. Sabbatical accomplishments at Manoa will be included in the UH-Hilo portion of this document, though I occasionally reference them in the KCC section as well. The narrative and supporting evidence is arranged into the following endeavors and appendices:

Endeavors	Appendix	Pages
Instruction	A	A1-A136
Reference	B	B1-B41
Electronic Resources and Technology	C	C1-C33
Service	D	D1-D54
Professional Development	E	E1-E12
Scholarly and Creative Endeavors	F	F1-F480
Evaluations	G	G1-G44
Student Evaluations	H	H1-H89

Evaluations Appendix G contains letters of thanks, appreciation, acknowledgement, and support for my application from faculty, administrators, and colleagues.

Student Evaluations Appendix H are from Fall semester 2004. Student comments have been collected from each evaluation and typed for easier reading.



**Accomplishments as Librarian III  
Instruction and Technology Librarian  
University of Hawai'i at Hilo  
(August 1998 – August 2001, UH-Hilo)**

## INSTRUCTION

My primary responsibility at UH-Hilo's Mookini Library was to teach students how to find information in print and online through classroom instruction and the development of instructional materials to support faculty curricula. Instruction sessions were conducted with groups in an electronic classroom. Individual instruction often took place in public areas, at the reference desk, or in my office. I taught an average of ninety instruction sessions per semester in the library's classroom from 1998 to 2001; approximately half of those sessions were conducted with freshmen English 100 students, and the other half were divided among 200-level and upper division classes.

Mookini has enjoyed a collaborative relationship with the English department for over twenty years, which resulted in the development and implementation of a formal library instruction program. English 100 is a general education requirement, and completion of a series of exercises demonstrating familiarity with the library's services and materials was, and remains, an English Department requirement. All students were exposed to the library at least once during their college career. The *Library Skills Workbook*, a printed workbook created by librarians with input from the English faculty, was primarily an activity-oriented approach that taught students basic library skills: how to search the online catalog and print and electronic periodical indexes, how to formulate a research strategy, how to read call numbers and periodical citations, and other skills.

I was responsible for producing the *Workbook* from 1994 until 1999 (App. A1-A47; [PDF](#)). The workbook had to be substantially revised each semester to reflect the rapid changes in technology, including online catalog software upgrades, newly added periodical databases, and two migrations to new library management systems (CARL, and later Hawaii Voyager). In 1999, public services budget cuts and an impending WASC site visit prompted me to make decisions about the instruction program's future. I responded by migrating the *Workbook* to WebCT in late 1999. This eliminated student-assistant production in manually duplicating and assembling some six hundred 47-page workbooks each year, which saved the library money. A rather cumbersome and complex accounting relationship with the UHH Bookstore was discontinued, saving students money, since they no longer needed to purchase the paper workbooks from the bookstore. To view the modules, point your browser to <http://facultywebct.hawaii.edu> For "WebCT ID:" enter **kroddy-1**; password, **webct**. Select "Library Instruction Program-Kevin (KR)" and view the course as a student would. Page-by-page content may also be viewed here (App. A48-A80; [PDF](#)). Students were given handouts in paper format to create WebCT accounts and access the online modules (App. A81-A82; [PDF](#)).

The move to an online format enabled me to take advantage of WebCT's statistical module, making it possible to analyze student output more efficiently, which led to the

development of even more effective interactive modules. For example, if students found a passage or question difficult to understand, they told me about it. I was able to make the correction immediately online, and avoid the problem of issuing errata pages, an often incomplete and messy procedure. I used split frame technology to deliver more dynamic lessons. For example, my Hawaii Voyager module had step-by-step instructions in the left frame, and a live connection to Voyager in the right frame, enabling students to actively engage and experiment with the database in real time. This was more certainly more interesting than reading about an online catalog in front of a computer, as they had to do with the printed workbook. Students were required to take online quizzes to demonstrate mastery of a particular area. WebCT immediately graded the quizzes after submission and displayed results. WebCT programming features prevented students from advancing to the next module until the present module was mastered with a quiz score of 80% or better. Students were allowed to take the quiz a total of three times to reach the desired 80%. To discourage students from printing out module quizzes and distributing them to others, I created a large number of quiz questions to test the skills and concepts I wanted them to know, and used WebCT's question shuffling feature to deliver a different quiz version to each student. Some quizzes required students to search for information using a live connection to a database, a testing innovation that was not possible with paper-based tests. Examples of quiz questions from two modules are included here (App. A83-A89; [HTML](#); [HTML](#)).

The print-to-online migration of the instruction program permitted me to introduce more concepts of information literacy. I wanted students to know more about what information *is*. Why it information created and why is it important? Who creates it, and how? How is existing knowledge, hypotheses, and experimentation combined to create new information? I talked more about how to determine bias, persuasive argumentation, and the importance of determining the accuracy and reliability of information when teaching them how to efficiently search the Web. The ethical, responsible use of information, and ways to properly cite sources to avoid plagiarism were also discussed in detail. Students were taught 'library skills' as before, such as topic statement or thesis formulation, and searching databases, but I also tried to show students frequently overlooked database features, such as searching online thesauri and subject headings for more relevant search terms that would improve search results. I believe the introduction of information literacy principles in 1999 into my program made it much better and more interesting to students.

I also wanted to comply with newly drafted WASC program assessment standards prior to their accreditation visit. The statistical features WebCT provided helped, as did other changes in the program that I introduced. For example, to better assess student learning, I gave the students a printed pre-test before they registered for WebCT accounts at the first orientation. After they completed the WebCT modules (which took anywhere from 3-6 weeks, depending on the schedule of the English 100 instructor) I gave them a post-test, which was identical to the pre-test. This enabled me to zero in on particular skills and knowledge students should have, as well as determine if the students were learning them. This allowed me to adjust a particular module, question, or text passage students had difficulty with to improve the learning experience.

Student evaluations are very useful in gauging my effectiveness as an instructor. In fact, using the anonymous survey feature in the WebCT program, students were required to submit a course evaluation in order to successfully complete my course. WebCT merely indicated whether a student submitted an evaluation. If they did not, I sent them an email to remind them to do so.

Unfortunately, evaluations for my Hilo courses were lost in a system crash of WebCT in 2001. However, my instruction performance was acknowledged by a number of Hilo faculty (App. G1-G7; [PDF](#)). One professor in the College of Agriculture thanked me for one-on-one instruction I conducted with him (App. G8; [PDF](#)). Other instruction activities included my involvement with curriculum development for the UHH Freshman Seminar, an inter-disciplinary program developed by the College of Arts and Sciences in Fall 1998. Two faculty members thanked me for my participation in this collaborative endeavor (App. G9-G10; [PDF](#)).

One UHH library colleague, one from HawCC, and the Chair of the Humanities Division of the College of Arts and Sciences commended me for my ability as an instructor during my time in Hilo (App. G11-G14).

As an instructional aid to learning about the library itself, I created a 'virtual tour' of all three floors, enabling Web site visitors to view services, materials, and collections using six cross-referenced indexes. Visitors can 'wander' the library with the 'unguided' module, or elect to be guided on a 'walking tour' of each of the library's three floors, complete with graphics and photos. The use of embedded hyperlinks promotes fast access to information. View the Virtual Library Tour at: [http://library.uhh.hawaii.edu/virtual\\_tour/index.htm](http://library.uhh.hawaii.edu/virtual_tour/index.htm) A few sample pages may be viewed here (App. C2-C10).

## REFERENCE

I have almost eighteen years of reference experience in law, public, and academic library environments and have served individuals from all walks of life. I feel comfortable interacting with all types of people. My responsibility as a reference provider in an academic setting is to help students, faculty, and staff locate information. Reference work is inherently instructional: while processing an information request, I teach the individual how I found the answer in the hope that s/he will retain the solution so s/he eventually becomes more independent as a searcher when a similar information need arises in the future (e.g., searching for a book in Hawaii Voyager). I provided reference assistance for simple and complex requests to groups and individuals from the UHH and Hawaii Community College (HawCC) campuses at the library's reference desk approximately eight hours per week. My assistance in helping one UH-Hilo professor and a visiting professor from Oxford University in bibliographic and photo credit matters were appreciated and acknowledged in their publications: Dudley and Lee's *Tsunami!* (University of Hawaii Press 1998) (App. B1-B2; [PDF](#)), and Nettle and Romaine's *Vanishing voices: the extinction of the world's languages* (Oxford University Press 2000) (App. B3-B4; [PDF](#)).

## **ELECTRONIC RESOURCES AND TECHNOLOGY**

After creating the library's Web site, I was responsible for its maintenance, improvement, and expansion. The site has not changed markedly in overall design since my departure. An archive of how the site looked in 2001 before a few content changes were made by my successor is available at <http://web.archive.org/web/20010201200800/http://library.uhh.hawaii.edu/>.

Between 1998 and 2001, the library subscribed to several CD-ROM full-text periodical indexes such as the *New York Times* and *Wall Street Journal*. My job was to keep CD-ROM software and PCs updated and running smoothly. I tested, evaluated, and solicited comments from colleagues about new databases I thought we should add to the collection.

I completed two notable Information Technology projects during this time.

### *The procurement and installation of a pay-for-print system on the UHH campus*

Online printing was once freely available in the library. Rising costs, and impending budget cuts in 1998 prompted the UHH Library Director to find way to recover printing costs. I found a vendor that could provide this service. Once the budget was allocated, I supervised the process of acquiring and installing hardware, software, and licenses for two print stations in the library. Building the UnipriNT system by Pharos Systems took several months, and included supervising an IT Specialist from Academic Computing Support Services, the UHH equivalent to KCC's IMTS. Pharos was a fairly new company at the time. The software required a great deal of monitoring and troubleshooting in 1998-1999 to ensure the system's reliability. Our work paid off, as we saw an immediate 60% drop in printing, which resulted in saving money on toner, paper, and staff maintenance costs. By 2000-2001, the library was turning a small profit. The system became so popular that the UHH Head of Technology asked us to gradually install UnipriNT stations in all open computer labs on campus. Years 2001 to 2003 saw the deployment of UnipriNT to a total of twelve computer labs across campus.

UnipriNT required a separate debit card from the one used with library photocopy machines. To increase library user satisfaction and revenue, I lobbied for new photocopy machines that would allow the UnipriNT debit card to be used for both. These machines were eventually installed in 2001. UHH was the first site in Hawaii to offer pay-for-computer-printing in the library and computer labs; representatives from KCC library attended our installation in 1998. Later, KCC library purchased the Pharos software based on our success with the program and our recommendations.

*The installation and configuration of a remote authentication system in early 2001 to permit off-campus access to licensed periodical and full-text databases*

Electronic periodical database subscriptions to which the library subscribed on CD began to migrate to the Web in 2000-2001. Article abstracts, citations, and full-text articles were now available twenty-four hours a day. Database vendors eventually permitted off-campus access to their databases only if libraries took on the responsibility of authenticating users. As a convenience to our users, I looked for software that would make remote access a reality for over 6,000 students, faculty, and staff. There were several challenges to overcome before I could claim success.

Nearly all of the databases purchased at the time were available to UHH and HawCC students. However, UHH decided to purchase a rather expensive database to support the baccalaureate psychology program. Database price is based on the number of full-time students enrolled. It was determined that the database would be of greater use to four-year students and faculty than to community college students, so off-campus access was to be provided to UHH only. (Hawaii Community College students and faculty who wanted to use it could do so in the library). Complicating matters was the fact that UHH and HawCC faculty shared common office buildings and a physical network. To ensure that UHH adhered to the contract, each UHH-affiliated IP address needed to be registered for authentication so only UHH users could use the database. "IP addresses" are unique numbers that identify a computer on the network. At the time, UHH and HawCC computers shared IP addresses within ranges, complicating the authentication process considerably. Authentication is handled by a "proxy server," which takes data entered by a user (in this case, a library card barcode and surname) and compares it with a 'flat' file of authorized barcodes and surnames. If a match is found, access is permitted. To ensure that the library was providing service to UHH only for this one database, I built a Windows 2000 Server and installed two copies of the proxy server software on it, and configured one copy for each campus.

One last problem remained: creating and managing the library user 'flat files' so they could be read and processed by the server. At the time, UH System Libraries were migrating to Hawaii Voyager. UHH and HawCC were assigned into a single patron group. This was logical, as the library is a shared facility of the two campuses. However, it posed problems for patron authentication and the proxy, which required the data to be in two separate files. The library's Circulation Manager and I devised a work-around that split the patron groups by campus without upsetting Hawaii Voyager's Circulation Matrix, a complicated set of tables that defined privileges of each user's account in the UH System. Once the separation of data was made, I arranged for hourly uploads of two flat files of patron names and barcodes to the library server with personnel in the Hamilton Library Systems Office. Soon after both proxy servers were in service, UHH and HawCC IT specialists began the task of reassigning IPs based on campus affiliation into two physical networks, which simplified proxying after that.

**SERVICE***Library*

I was a member of the Librarian II Search Committee in the summer of 1998, resulting in the first tenure track hire since my arrival in 1991.

*Campus*

As UH faculty, UH-Hilo librarians regularly contribute to endeavors that benefit and promote campus life. I was asked to work on the Sexual Harassment Policy in Spring 2000. Prior to this date, the campus did not have a formal policy on dealing with this issue, nor did it have procedures on complaint filing and monitoring. Using UH-Manoa's policy as a foundation, our group reworked the language to define sexual harassment and the procedures required to file complaints. Two additional documents were created in the process: the Sexual Harassment Complaint Form and the Timeline for Formal Complaint Procedure, which provided an administrative timeline for document submission, review, and decision processing. My job was to collect, synthesize and edit suggestions from the committee participants and create the final documents, which were accepted and released on June 1, 2000 (App. D1-D9)

<http://www.uhh.hawaii.edu/uhh/accreditation/uhhsexualharrasmentpolicy.php>. The Interim Vice Chancellor for Academic Affairs thanked me for my contribution to this important effort. (App. G19; [PDF](#)).

I enjoy promoting my profession to others when the opportunity arises. In 1998 I participated in a panel discussion titled "Passions & Careers," a forum in which faculty and students listened to faculty members explain how they discovered their professional callings. The organizers of this event acknowledged my contributions to the discussion (App. G20; [PDF](#)).

One way to promote the library is to get involved in student orientation and campus life. An example of this was the work I did in the Spring of 2000 for new student orientation. My effort was appreciated in a letter from the Student Life Programmer (App. G21; [PDF](#)).

I chaired the search committee for Information Technology Specialist, Position No. 80854, in July 2001, that reported to the Head of Academic Computing Support Services. Since several of the committee members were new to recruitment, this particular search took a great deal of time, both in training committee members to review applications according to Human Resources standards. The time was well-spent, as we hired an excellent candidate for the position.

*System*

I served as the UHH representative to the Hawaii Voyager WebVoyage Committee. In late 1999, UH System Libraries prepared to migrate from the text-based CARL system to



the Web-based Hawaii Voyager catalog. A team of representatives from System libraries was needed to design the catalog's public search and display interface. I had a considerable amount of experience teaching different online search interfaces. The opportunity to assist in creating a simple, intuitive and functional interface that would serve as our book catalog was too good to pass up. I joined the Voyager WebVoyage Committee, and traveled to O'ahu for a series of meetings for one year. The main purpose of the Committee was to enhance and improve Endeavor Corporation's default Web interface by customizing the visual design, layout, buttons, hyperlinks, and context-sensitive help screens. Later, our group added the FAQ (Frequently Asked Questions) pages. I assumed sole responsibility for redesigning and editing all of Voyager's context-sensitive help screens. When the Voyager System was launched in 2000, the public needed to know basic information about what it did. I wrote a "top ten" list and loaded it on the Mookini Library Web – other UH System libraries thought the concept was a good one and pointed to my list after Voyager went live (App. C1) [http://library.uhh.hawaii.edu/top\\_ten.htm](http://library.uhh.hawaii.edu/top_ten.htm). Throughout my years with the Committee my work has been appreciated by the Committee's Chairs (App. G15-G17; [PDF](#)). The coordinator of the Endeavor Implementation Steering Committee thanked me for my service to the CARL-to-Voyager migration (App. G18; [PDF](#)). Later accomplishments as KCC's WebVoyage representative are provided below.

I served on a Tenure Promotion Review Committee in January 2000 for a UH-WO Faculty Member applying to Rank C5. He was promoted the following summer.

## **SCHOLARLY AND CREATIVE ENDEAVORS**

### *American Library Association Committee Work*

1998 was my last year of active involvement in the Association of College and Research Libraries (ACRL), a division of the American Library Association. I worked in ACRL's Instruction Section as a member the Teaching Methods Committee for three years, attended the Annual and Midwinter Conferences, and became Chair in 1997. My involvement with three peers in the Instruction Section during this time produced the pedagogical volume *Designs in active learning: a sourcebook of classroom strategies for information education* (App. F1-F232), published by the American Library Association. The book is a collection of over 50 effective strategies used by instruction librarians nationwide to teach various information seeking and evaluation skills. My job as production editor was to gather submissions from contributors, group them according to subject type, and forward them to my three collaborators for further editing. Copies were sent back for final proofreading, minor editing, and formatting before I sent it to the publisher. According to OCLC's WorldCAT, the world's largest bibliographic utility, as of October 5, 2004, our book is available in over 1000 libraries worldwide (App. F233-F234). Library educators liked the book and gave it favorable reviews in library literature (App.F235-238; ). The Chair of the Instruction Section thanked me for my contributions to the Instruction Section during my three-year appointment (App. G22; [PDF](#)).

At the 1998 American Library Association Annual Conference, I was a member of a panel discussion for the Independent Schools Section (ISS), one of the affiliated groups under the American Association of School Librarians division. ISS discusses problems relating to non-public school librarianship. The coordinator liked my presentation and acknowledged it with a card (App. G23-G24; [PDF](#)).

In April, 2004, I was thanked by the Chancellor for my years of service to UH-Hilo (App. G25; [PDF](#)).

### *Work on Hawaiian language*

I served as the library's Hawaiian language specialist beginning in 1993. My background in languages and BA degree in linguistics prompted me to enroll in Hawaiian immersion language classes from 1993-1995, completing four years of work in three. I earned 35 units of post-baccalaureate credit (App. E1-E4; [PDF](#)). To increase my own proficiency in the language, and to make a contribution to the Hawaiian language revitalization movement to benefit my fellow students and other members of the community, I took on the epic and (once obscure) legend titled "The Hawaiian Romance of Laieikawai," translated by anthropologist Martha Beckwith and published in 1918 by the Smithsonian Institution's Bureau of Ethnology. In Hawaiian, the title of the story is "Ke Ka'ao o Lā'ieikawai, Ka Hiwahiwa o Paliuli, Kawhineokali'ulā." Using Beckwith's copy, I retyped and reformatted the story, inserted the diacritical marks (the macron, or kahakō and the glottal stop consonant, or 'okina), and helped create a glossary of the text with my proofreaders. It is the only copy of the story in existence with full diacritical support and a glossary. The text was published by the Hale Kuamo'o Hawaiian Language Center for use in the *Kula Kaiapuni* ('Hawaiian Immersion Schools') in 1997 (App. F239-F357) [Note: The name that appears on the cover and title page is my Hawaiian name *Mataio*, the equivalent of my middle name 'Matthew']. To my knowledge, the *Kula Kaiapuni* did not have long stories such as this available in diacritically marked Hawaiian prior to my contribution. Two other individuals also published on printed versions of this story: "Ka Mo'olelo o Lā'ieikawai - The Hawaiian romance of Lā'ieikawai" by Malcolm Naea Chun (1997), and "The Legend of Lā'ieikawai," an abridged English version, retold and illustrated by Dietrich Varez (2004). Chun's work simply reprinted Martha Beckwith's introduction and translation of the story; new information contained in it was limited to additional biographical information about Beckwith. Varez' work appeared in English and abridged the story. Varez also produced a 40-minute CD titled "The legend of Lā'ieikawai" narrated by Ka'upena Wong (2002). The UHH Director of Libraries thanked me for my efforts when the book was included in a 1999 faculty display (App. G26; [PDF](#)).

In 1999, I uploaded the Lā'ieikawai text to a Web site that I created with two other Hawaiian language educators on Maui: <http://www.kapaamoolelo.org>. The purpose of our site was to promote use of the Hawaiian language by making a few popular stories and legends, and many more obscure ones buried in old Hawaiian newspapers, available on the Web. As such, we felt Hawaiian language fluency could be further developed by



*not* providing the diacritical marks – essentially giving our readers the natural reading environment that Hawaiians in the 19<sup>th</sup> century had when the stories were first published. Hawaiians of that era did not need diacritical marks; as native, fluent speakers, they could easily interpret meaning without them. The closest translation into English of this site is (and unfortunately, some of the beauty and nuance is lost to this English translation): “Stories Held Fast: An Electronic Repository for Today’s World.” The introductory and title pages are available here (App. F358-F364), as are a few chapters from one of the stories on the site (App. F365-F378).

I am happy to see that the story of Lā`ieikawai lives on, and has captured the imaginations of others who, in turn, have shared their particular visions and interpretations of it with the public. Beckwith, Chun, Varez, and I each addressed particular audiences with our renditions of the text: Beckwith, to academicians, as her doctoral dissertation; Chun and Varez, to general audiences, as a fine sample of Hawaiian storytelling; and mine, to 1) intermediate Hawaiian language students who chose the ‘marked’ version in print to gain more proficiency in the language, and 2) advanced students who chose to challenge themselves and read the unmarked version online, and interpret for themselves the *kaona* (‘hidden meanings’) contained in the text. Another advantage of the online version was that the Hawaiian words and phrases could be searched. Lā`ieikawai continues to generate interest. In 2003, The *Honolulu Star Bulletin* reported that another individual is preparing the text for loading at Project Gutenberg’s ebook site: <http://starbulletin.com/2003/12/01/news/story6.html> (App. F379-F380)

#### *Hawaii World Wide Web Virtual Library*

The World Wide Web Virtual Library <http://conbio.net/vl/database/> was the first catalog of Web sites compiled by Tim Berners-Lee, the British scientist credited as the creator of the World Wide Web. The Virtual Library continually seeks subject specialists who are interested in creating high quality affiliated Virtual Library sites. I contacted T. Matthew Ciolek, Head, Internet Publications Bureau, Research School of Asian and Pacific Studies, Australian National University to ask if I could create a Web site for Hawaii. He approved my request, and in 1999, I loaded the Hawaii World Wide Web Virtual Library on the UH-Hilo library server. The purpose of the site is not an exhaustive list of links to other sites; instead, my site points visitors to *reliable* and *creditable* academic and government sites about Hawaii. I evaluate sites according to particular criteria (relevancy, reliability, usefulness, and contact information), assign them a subject area, and add them to the site. I check sites regularly to determine the sites I have selected continue to meet my criteria. In the fall of 2003, I migrated the site to the KCC Library server where I continue to revise and update it: <http://library.kcc.hawaii.edu/main/wwwvlhawaii> (App. F381-F424).

## PROFESSIONAL DEVELOPMENT

*Activities during sabbatical leave, August 2001 – August 2002*

The main purpose of my sabbatical leave was to complete the coursework needed to earn a second Master's Degree to meet the minimum qualification for promotion to Librarian IV at UHH. My undergraduate degree in linguistics, and my language ability made my choice of subject specialization easy. I enrolled in the MA Program in Linguistics at UH-Manoa, maintained a 4.0 average, and as a full-time graduate student earned 21 units of the 30 required for the degree in one year (App. E5-E9; [PDF](#)).

To supplement my half-pay status for the year, I worked 19 hours per week in a nine-month casual hire position in the Public Services department at Hamilton Library. This did not violate the terms of my sabbatical leave, as the remuneration I received in the position did not exceed what I would have received on full salary. I worked with the Head of Public Services on a number of instruction and public-relations projects as a visiting librarian. He thanked me for my accomplishments during that year (App. G27-G28; [PDF](#)). In addition to my graduate course work, I managed to complete the following projects:

1. I developed an interactive tutorial to teach students how to use the *Expanded Academic Index (EAI)*, a once popular periodical database at UH. (<http://www2.hawaii.edu/~kroddy/eai/>) [As of 30 June 2003, the UH System discontinued their subscription to this database. Hamilton Library's home page has also changed. The instructional text I wrote in the left frame is available for review.] The opening page of the tutorial is available here (App. A90).
2. I revised and enhanced an Internet tutorial I created for Mookini Library's Instruction Program, which is now linked from the KCC library Web <http://library.kcc.hawaii.edu/main/web/> A sample chapter of the tutorial is available here: (App. A91-A98).
3. I created and loaded new Web pages for "Learning the Library" at Hamilton Library <http://libweb.hawaii.edu/uhmlib/learnlib/learnlib.html> (App. A99-A102). The Head of Public Services wanted a central access point to Hamilton Library Instructional Services on the Web site. Working with librarians from various departments, I created Web pages enabling UHM faculty and students to easily locate library instruction services by department. These pages have been only slightly revised since I created them.
4. Hamilton Library's Information Literacy Program was just beginning. I helped it along by conducting a comprehensive search of the Web and library literature in print on Information Literacy to ensure currency with the latest theories and practices in academic libraries nationwide. I created a WebCT site for it to serve as a repository for the information I found (available for review at <http://facultywebct.hawaii.edu> WebCT User ID: **kroddy-1**, password: **webct**, select "Information Literacy

Program”). I also wrote an Information Literacy vision statement for Hamilton Library and the UH System (App. A103-A107; [PDF](#)).

5. The Public Services Head wanted a system in which librarians could report and submit instruction and reference statistics electronically. After spending a fair amount of time locating and testing Web-based statistics compilation products, I recommended the purchase and installation of the following product:  
<http://www.objectplanet.com/Surveyor/>

I tested the product by creating two different interactive forms:

- a. Instructional statistics  
(<http://www2.objectplanet.com/survey/survey.asp?s=01244049154245090101>) (App. A108–A119; [PDF](#))
- b. Reference desk statistics  
(<http://www2.objectplanet.com/survey/survey.asp?s=01100083224137036157>) (App. B5-B14; [PDF](#))

The software is useful for other purposes. As of June 2004, eight individuals at Hamilton Library were conducting 15 types of surveys with this software.

6. I recommended the purchase of online calendar software for Hamilton and Sinclair Libraries: <http://libweb.hawaii.edu/uhmlib/staffonly/calindex.html> UHH library had been using the software for years. Now, UHM library faculty and staff working in three buildings could easily reserve electronic classrooms, create interactive departmental calendars and reference desk schedules, or create their own business calendars. I supervised the installation of the product on the server, while a colleague designed individual calendar color schemes. Approximately 16 scheduling calendars are currently in use by library administration, faculty, and staff. The library’s calendar index and a sample calendar is available here (App. C11-C14).
7. I spent an average of three hours per week providing reference assistance to library users at the Central Information Desk. I occasionally took on extra hours when other librarians had last-minute meetings or scheduling conflicts.
8. The development of a library promotion/publicity campaign to announce the official opening of Hamilton’s Phase III and the completion of asbestos removal and the re-roofing of Phase II. The Hamilton Library Public Services Head wanted me to be innovative and creative as possible on this assignment. The report may be reviewed at (App. F425-F435) <http://www2.hawaii.edu/~kroddy/hamilton/adcampaign.htm>.
9. I helped with the digitization of *Affairs in Hawaii* (also known as the “Blount Report”), published in 1894 by the (U.S.) House Foreign Relations Committee. A work of 1437 pages, the Blount Report was the first extensive U. S. Congressional Report on the events that eventually led to the Annexation of Hawaii. After my nine-

month contract with the Public Services department expired in June, I was hired as a graduate assistant in Desktop Network Services for summer, 2002. There I served as one of two digitization assistants for this report. I was responsible for using a desktop scanner to input pages 500-1437 (a total of 937 pages). I first scanned each page to create a TIFF image. The image was then passed through an optical character recognition program (OCR) to convert it into an MS-Word document, where I formatted, spell-checked, and proofread each page. Next, I created an HTML file of each page so it could be searched by keyword. Finally, I uploaded each TIFF image in batches to be converted to PDFs. Site visitors can view the original scanned page as a PDF, an MS-Word document, or as simple HTML. I continued to work on the project during my medical leave and recuperation at the end of August through November, and conducted final editing checks, including manually checking over four thousand hyperlinks. The work ended in May 2003, when the Hamilton Library Head of Desktop Network Services deemed the project finished. The portion of the report I did report is available at:

<http://128.171.57.100/libdept/hawaiian/annexation/blount/br0500.html> Sample pages are available here (App. F436-437, html; F438, MS-Word; F439, PDF)

I, along with the principal UHM Humanities Scholar and the Head of Desktop Network Services gave a public presentation to forty people in the spring of 2003 on this project at Hamilton Library. More presentations, targeted specifically for members of the Hawaiian community, are planned in the future to make more people aware of this document. My effort in this endeavor was acknowledged in an article in the Honolulu Advertiser in which I was interviewed (App. F440-F441): <http://the.honoluluadvertiser.com/article/2003/May/26/ln/ln26a.html> The Head of Desktop Network services thanked me for my efforts on this worthwhile project to the Hawaiian Community (App. G29; [PDF](#)).

**Accomplishments as Assistant Professor (C3)  
Electronic Resources/Information Literacy Librarian  
Kapi'olani Community College  
December 2, 2002 to present**

I was temporarily appointed as Assistant Professor and Electronic Resources Librarian on December 2, 2002; my permanent appointment came through on January 27, 2003. On September 1, 2004, I migrated to the position of Information Literacy/Instruction Librarian. It's probably easier to describe the work I've done since my arrival in both positions, because there is considerable overlap.

### **INSTRUCTION**

My responsibilities in this area are identical to those on page 10.11 above. I teach students to become independent information searchers rather than reliance on intermediaries such as librarians to do it for them. I have moved away from a strictly "skills set" pedagogical approach in the last five years to the critical thinking and information literacy approach previously described.

As a faculty member for the past 13 years in the UH System, I have taken a number of courses for professional and personal development: Hawaiian language courses, linguistic courses, and short seminars on computing applications. I believe I maintain my teaching edge by remaining close to the student experience as a student myself.

Students learn in many different ways. Some students learn by reading; others benefit from listening and watching in-class demonstrations. Some like using Web sites, while others prefer short videos. Interactive, hands-on learning in a computer lab is the most effective, but the needed equipment to make it happen is expensive.

Soon after I arrived, I added content pages to the library's Web site on how to research a topic and evaluate and cite sources (App. A120-A122) [http://library.kcc.hawaii.edu/main/find\\_articles.html](http://library.kcc.hawaii.edu/main/find_articles.html). Web work requires using a number of different programs to create interesting and useful sites. For example, using Adobe's Photoshop Elements, I scanned, retouched, and updated the library's floor maps, added information on them to make library materials and resources more findable and loaded them onto the site (App. A123) <http://library.kcc.hawaii.edu/main/libmap.html>. In Fall 2003, many students were having problems finding textbooks for their classes, and came to the library to see if we had the texts in our collection. To address this, I created a page to help students with finding alternatives to purchasing books at the campus bookstore (App. A124-A125) [http://library.kcc.hawaii.edu/main/textbook\\_prices.html](http://library.kcc.hawaii.edu/main/textbook_prices.html). The migration of my program from paper to WebCT has already been described, including my use of split frame technology that is designed so students could read step-by-step instructions in a left frame while working through each instruction using a live connection to a database in the right frame. Two tutorials I created using this technology include "Searching the Expanded Academic Index" (page 10.20 above) and requesting a book from another library (App. A126-A127) <http://library.kcc.hawaii.edu/main/isl/index.html>.

I began conducting instructional sessions with faculty after I was officially appointed as the Information Literacy Librarian in September 2004. To date, I have taught a total of 12 library sessions: one section of Respiratory 101, 2 sections of FSHE 290 (Hospitality Management), 4 sections of English 100, 2 sections of English 22, and 3 sessions with a section of ESOL 94 class.

I solicited student evaluations on my performance which I have included as Appendix H. I tried to make the evaluations as brief as possible and used a 1-5 scale to gauge their satisfaction in particular areas. A faculty member whose class I taught sent me a letter of appreciation for my work with his students (G-30; [PDF](#)).

## REFERENCE

My responsibilities as a reference provider are almost identical to those at UH-Hilo - to help students, faculty, and staff locate information. With every reference question asked, I attempt to teach the user how s/he might find the information on his/her own. At KCC, I provided 6-8 hours per week of in-person assistance at the Reference Desk, and additional hours from my office. I answered approximately 50 reference questions sent via email to our Web site in 2002-2003.

Every year each department in the library is asked to write a strategic plan outlining department goals and objectives for the year ahead. I did this as the Reference department's *ersatz* coordinator and as the only full-time permanent librarian over the summer. I conducted several meetings with Reference staff in 2004 to review the progress made from the previous year's document, and to plan the department's activities for 2004-2005. The document is structured in such a way that campus administrators unfamiliar with library work could easily follow what we do and what we need to make it happen. I was ultimately responsible for taking the staff's ideas and my own to generate the document, and am responsible for keeping the document current and on track (App. B15-B41; [PDF](#)).

### *Hawaiian reference*

My academic training in linguistics and proficiency in the Hawaiian language stated earlier has enabled me to provide more extensive reference service when Hawaiiana is the focus of the question. Since KCC's Hawaiian Language and Culture program is considerably smaller than UH-Hilo's, I do not get the volume of questions I once did. Occasionally I am asked to provide Hawaiian translations for words, phrases, and sentences from library users. I also continue to update the Hawaii World Wide Web Virtual Library Web site I created.

### *Reference computing*

In June 2003, I temporarily assumed some of the responsibilities of the Systems Librarian when he was granted a one-year leave. After his resignation in June 2004, I

continued to perform these tasks. My ten prior years of experience with PC maintenance and troubleshooting at UH Hilo came in handy.

When I arrived, the public use computers in and around the Reference Area needed immediate attention. During the summer of 2003, I solicited suggestions from Reference Staff on how best to reconfigure the area to improve equipment upgrading and maintenance, as well as to make it more inviting, comfortable and conducive to student research. The original configuration of PCs in a row of carrels was based on the library's CARL system, a character-based catalog connected to a group of "dumb" terminals. Wiring constraints of the character-based catalog kept the PCs in tight rows. Our migration to a Web-based catalog using Ethernet enabled PCs to be placed anywhere. Once the department agreed on the configuration I proposed, I drew up a schedule to make the plan happen. Reference Group colleagues and I rearranged furniture and equipment to the present configuration.

The PCs available to users in the Reference area were a collection of once new (in 1998) and cast-off machines from Hamilton Library and other sources. They were not in the best of shape, and needed a good deal of supervision and maintenance to keep them running. Security programs installed to prevent tampering actually interfered with their operation, often requiring multiple reboots every day, and often when a student was actually using the PC. I had no control or authorization to update the operating systems or the virus software, and until the PCs were replaced (see below), the Reference Staff had to live with the problem. However, I was able to address other problems.

For example, a restriction was placed on some PCs to prevent students from accessing email clients such as yahoo and hotmail. Some library staff felt permitting the use of email by some would prevent others from more 'legitimate' pursuits, such as browsing the Hawaii Voyager Catalog. At the same time, a growing number of KCC instructors were requiring students to retrieve and submit assignments sent to them via email. Often, PCs designated as "catalog-only" were idle when students needed a PC to retrieve course-related email. I negotiated a trial period with library staff members who were hesitant about lifting the restrictions. To their credit, my colleagues decided to give it a try. Once we determined that students did not abuse this privilege, and were much better served by it, email restrictions on these PCs were permanently removed. No problems or complaints have resulted since, and students benefited.

In December 2003, a librarian in the Reference department secured a corporate donation of forty PCs to the library. As head of Reference computing, I held a series of meetings with members of the department to decide how the gift was to be used. We decided on the software programs to offer our students, and how the PCs should be arranged in the public areas. A committee composed of the Head Librarian, the Educational Support Specialist for Automation, two Information Technology Specialists from the Information and Media Technology Services (IMTS), and I met to plan the installation of the operating system and software programs for each PC. I kept the timeline on schedule. By the end of February 2004, the old PCs were swapped out and eighteen new PCs were available to students. The gift enabled the Reference department to offer a higher quality



and more reliable network of PCs to students, as well as software enabling them to do things they couldn't do before, such as file transfers using the Secure Shell FTP program from library PC desktops to their accounts on the UH ITS server, and the ability to view and hear video and audio files on the Web.

## **ELECTRONIC RESOURCES AND TECHNOLOGY**

I was first appointed as the library's Electronic Resources Librarian. The position is heavily instructional, as I was responsible for bringing my tutorials, and others, to the Web. I accomplished a great deal in this position.

### *The library Web site*

I first learned how to create Web sites by coding HTML manually in 1994, and created the UHH library site in 1995. Later I experimented with a variety of Web editing software (FrontPage, Home Site, HTML Kit, and others). I tested a very early version of Dreamweaver Web editor in Hilo years ago, but found the product unintuitive. Since Dreamweaver is the preferred software by library staff and the KCC Web team, I decided to give it another try. Fortunately, the program improved markedly since my first experience with it.

First, I needed to redesign the library's site. A copy of the old KCC library Web that existed prior to my arrival can be viewed at [http://library.kcc.hawaii.edu/main/old\\_library\\_web/](http://library.kcc.hawaii.edu/main/old_library_web/). Web sites should be intuitive and easy to navigate using consistent and logical design. Several librarians had worked on the site prior to my arrival, and as a result, the site's overall design deteriorated, and useful content was hard to find. Some of the content I found was outdated and/or incomplete. For example, very little information was available on how to borrow a book from another UH System library; no information was available on broad subjects and corresponding call numbers; no information was available as to the instruction services the library offered, and no alphabetical site index existed to find site content easily. Since our Web site represents both the human and material resources available in the library, I sought input and ideas from library staff members on how the site could be improved. Instruction librarians advised me to defer substantial structural changes to the site until the end of the semester, as it would present problems to instructional materials they had developed. One colleague suggested I use Cascading Style Sheet (CSS) technology to introduce a higher quality of site uniformity, as well as provide an easy and fast method to change site layout and formatting.

I began work by adding, rewriting, and deleting content. I postponed major structural work to the end of the semester. I taught myself how to write CSS templates and incorporated them into the site. At semester's end I created new templates, a call number table, a site index, and standard navigation links and buttons on every page, making the site more functional and user-friendly. On July 1, 2003 the new site went live <http://library.kcc.hawaii.edu>. Since that time, I have added more content.



The Web site did not have a means in which users could make comments or suggestions about the site or library. I created a PHP driven suggestion form that enabled users to fill out and submit a Web form. I advertised this feature on the KCC Bulletin (App. C15-C16).

To add a dynamic feel to the library's home page, and to advertise different services, I used a Java script to display a new service at the center of the page with each page loading - approximately 15 versions of the home page can be viewed, with a sampling of pages available here (App. C21-C33; <http://library.kcc.hawaii.edu/>).

To make the library site keywords searchable, I signed up for Google's "Public Service Search," which allows educational institutions to configure its powerful search engine on specific domains such as 'library.kcc.hawaii.edu' for free. This not only made the library's Web site more accessible, but also the other Web sites hosted on our domain (e.g., the Pacific Regional Aquaculture Information Service for Education - PRAISE).

I spent the summer of 2004 learning how to design page layout using CSS. Leading edge Web design now eschews tables in favor of CSS-generated layout for several reasons, one of them the difficulty ADA browsers have with tables. The library's Home Page content layout is completely generated by CSS.

#### *Access to individuals with disabilities*

To my knowledge, no prior attempt was made to make the library Web site fully accessible to persons with disabilities. These users must often rely on special Web-browsing software that "reads" pages with a speech synthesizer, or magnifies pages for the visually impaired. Poorly written HTML code may contain impediments to such software than can render pages unreadable.

"Section 508 of the Rehabilitation Act of 1973 requires the federal government to ensure that its electronic and information technology is accessible to persons with disabilities (29 U.S.C. § 794d)" – for more information, visit <http://www.section508.gov/index.cfm?FuseAction=Content&ID=12#Purpose>. Working in tandem to accomplish the objective of total accessibility is the World Wide Web Consortium (W3C), the entity charged "to lead the World Wide Web to its full potential by developing common protocols that promote its evolution and ensure its interoperability." W3C produced the "Web Content Accessibility Guidelines 2.0, a series of instructions to Web designers on how to make Web pages fully ADA compliant. These instructions address a series of checkpoints, and are further broken down into priority categories 1, 2, and 3. The following quote summarizes the differences:

"[Priority 1] A Web content developer **must** satisfy this checkpoint. Otherwise, one or more groups will find it impossible to access information in the document. Satisfying this checkpoint is a basic requirement for some groups to be able to use Web documents.

[Priority 2] A Web content developer **should** satisfy this checkpoint. Otherwise, one or more groups will find it difficult to access information in the document. Satisfying this checkpoint will remove significant barriers to accessing Web documents.

“[Priority 3] A Web content developer **may** address this checkpoint. Otherwise, one or more groups will find it somewhat difficult to access information in the document. Satisfying this checkpoint will improve access to Web documents.”

*from "Web Content Accessibility Guidelines 1.0" available at*  
<http://www.w3.org/TR/WAI-WEBCONTENT/>

Institutions receiving federal funding are required to comply with Priority 1 and strongly encouraged to comply with Priority 2 and 3 requirements. When I took over the library's Web, it was far from being Priority 1 compliant. It is unknown how many attempts were made to access it by persons with disabilities that were unsuccessful. To make it compliant, I followed the directives from Section 508 and the W3C cited above. I first had to ensure that the site's HTML code could be 'validated,' meaning that the code itself was syntactically correct and readable by most browsers. Browsers that run ADA software are particularly sensitive to code errors that may or may not register on mainstream browsers. For example, all images on the Web must have an "ALT" tag to indicate the presence of an image. In the summer of 2004, I decided to convert the library Web site to XHTML (eXtensible Hypertext Markup Language), a new standard recommended by the W3C. XHTML is a reformulation of HTML 4.0 in XML. The site now complies to the XHTML code standard and better serves individuals with disabilities. The library's site in XHTML code could potentially be read by other Web enabled devices such as Palm Pilots and certain models of cell phones that our students may have. I have yet to work out the details to make that happen.

#### *Improving access to print and electronic periodicals*

When I arrived, the Web site contained an incomplete list of print and online periodicals available to library users. I updated the print format periodicals list immediately: [http://library.kcc.hawaii.edu/main/kcc\\_journals\\_list.html](http://library.kcc.hawaii.edu/main/kcc_journals_list.html). A more urgent need was to create a searchable list of the six thousand electronic full-text journal titles available through EBSCOhost. EBSCOhost did a poor job of making this information easy to find and use. Until I was able to provide a better solution, I periodically downloaded a large cumbersome, and hard-to-read EBSCO Excel file containing all of the periodical titles in its database and made it available on the library Web. I wanted our users to be able to search our electronic journal holdings by keyword, title, and subject. Our journal count grew steadily to 11,000 online journals when the Lexis-Nexis database was added, and later to 19,000 journals when we added ScienceDirect. Whenever the library purchased access to new databases, or recommended new ones available at the State Library, I made announcements on the KCC Bulletin to the Community (App. C17-C19).

I consulted with my colleagues at KCC, UH-Hilo and UH-Manoa to discuss possible solutions. Hamilton Library's Electronic Resources Librarian was particularly helpful.

UH-Manoa had a journal count of over 25,000 journals, and replicating a form of the Electronic Resources Gateway database she had created for Manoa here at KCC was possible, but would have left me little time for anything else. Maintaining database updates alone - adding, deleting, renaming titles and other bibliographic tasks - is a full-time job. Hamilton's Electronic Resources Librarian was a valuable source of information and advice. I met with her twice, and she gave me a copy of her database on CD to examine on my computer and use as a template if I wanted.

Fortunately, an inexpensive technological solution emerged in the spring of 2004. Two database vendors announced similar online journal title indexing services that automatically built hyperlinks to the databases to which the library subscribed in response to user searches. I arranged for both vendors to provide 60-day trials at mid-semester when student use of library databases was high. I announced this via the KCC Bulletin (App. C20) and the library's Web site, and asked for comments and input about the services. Once the Reference Staff and I decided on the service we wanted, I configured the service to the library's periodical databases, and uploaded a copy of our print periodical list to be added to the index.

At the time, I was learning how to create Web videos with "Camtasia," a software package I bought that uses server streaming technology and the free Flash Video viewer. Learning how to storyboard, structure, narrate, and pace a video was challenging, but fun. Students without sound cards in PCs at home or in the library can also use the videos as I have provided annotations in the form of popup windows at various points in the video.

To promote the service, I created a short, narrated video describing how to use it, which I named the "Full-Text Periodical Finder." The video can be viewed at [http://library.kcc.hawaii.edu/main/video/serials\\_solutions/ss\\_basic\\_search.html](http://library.kcc.hawaii.edu/main/video/serials_solutions/ss_basic_search.html).

To make retrieval of full-text articles easier for users, I took advantage of the new "OpenURL" standards to increase functionality between the library's periodical database subscriptions. "OpenURL" enables a searcher to access the full-text of a periodical article in one database while searching another database that may only provide the citation. For example, KCC subscribes to the EBSCOHost and ScienceDirect databases. EBSCOHost only has abstracting and indexing for a number of journal titles, but ScienceDirect has the full-text. When OpenURL is activated, a KCC library user searching EBSCOHost sees a full-text link and follows it to the ScienceDirect database where s/he is able to access the full-text article. Without OpenURL, the user would be required to note the citation, decide which database *had* the article in full-text, switch to the database, redo the search, and display the article. OpenURL makes an otherwise tedious process transparent and efficient for the user, improving the search and retrieval experience. The library also benefits, as it makes better use of the full-text subscriptions to which it subscribes. OpenURL is now operational in the EBSCO, Lexis-Nexis, PubMed, and ScienceDirect databases.

I also maintained the proxy server that enables off-campus authentication, a responsibility I had in Hilo and already explained on page 10.15.

Additional responsibilities were to monitor, troubleshoot, and report connection problems between library client computers and the remote hosts of our periodical database vendors. Sometimes problems were resolved quickly, while others took days or weeks, requiring regular follow-up and progress reports. I met with visiting database vendor representatives on occasion, and arranged for two vendor presentations to library staff.

Issues surrounding Internet plagiarism prompted me to create a series of pages in the fall semester of 2003, defining and giving examples of plagiarism, and ways to avoid it (App. A128-A136) <http://library.kcc.hawaii.edu/main/plagiarism1.html>. One faculty member required her three history classes to read my pages before she discussed the issue in class (App. G31-G32).

Plagiarism was on the minds of other faculty too. As part of the Wo Innovations in Learning Day (WILD), I was asked by a Language Arts professor to co-facilitate a workshop on plagiarism with her (App. E10-E12; [PDF](#)). She thanked me for my work on my plagiarism Web pages and my participation in her workshop (G33; [PDF](#)). During this time, I offered a “Library Services & Resources” workshop to interested faculty. The Interim Dean of Instruction acknowledged both of my WILD workshops (App. G34-G35; [PDF](#)) as did the event’s organizers (App. G36).

*IntraSystem Loan coordinator.* For one year I served as the library’s intrasystem loan (ISL) coordinator, and was responsible for lending KCC materials to requesting libraries and borrowing items for our faculty and students. During my time, I processed 520 lending requests, and 178 borrowing requests. I managed to make one innovation in this job during the year. Prior to my taking over, an individual who wanted to borrow a book from another library had to fill out a request in paper for the item at the Reference Desk. The previous ISL librarian then processed these paper requests online using a module on Hawaii Voyager. After convincing library staff that it would be more convenient and efficient for staff and user alike if the users themselves were permitted to request items online, I enabled this feature, advertised the fact on the library’s home page and wrote up instructions on how to do it using split-frame technology (App. A126-A127). <http://library.kcc.hawaii.edu/main/isl/index.html>. At the time, KCC was the only Community College Library allowing users to place their own online requests, and in doing this, shortened turn-around time and improved the workflow.

## **SERVICE**

### *Library*

I served on the following library recruitment committees:

Information Technology Specialist PBA, Position No. 79922, July 2003. This was a challenging recruitment committee, as the Chair and one other member had no previous experience in recruitment. A great deal of work went into preparing interview questions

and testing the applicants' skills on a computer with samples of routine tasks expected in the job. The time paid off, as we hired the best-qualified applicant for the job.

Vocational Learning Support Specialist, Position no. 86815T, June 2004. An acknowledgement of my service is available here (App. G37; [PDF](#)).

Electronic Resources Coordinator (library faculty), Position No. 84438, August 2004. An acknowledgement of my service is available here (App. G38). This recruitment committee reviewed the applications of four extremely qualified applicants. Our top choice accepted our offer of employment, and began working with us in September.

### *Campus*

I served the college in the following ways:

*As Secretary, KCC Faculty Senate.* I began my job as Secretary in fall 2003, and am currently serving a second term for Academic Year 2004-2005. As such, I am responsible for taking attendance, accurately recording meeting minutes of the Senate's monthly meetings. I make Senate minutes, supporting documentation, and memos under discussion available on the Senate's Web site <http://www.kcc.hawaii.edu/~senate> which I have maintained since September 2003. Minutes from the 2003-2004 Academic Year are available for review here (App. D10-D48). The Senate Chair thanked me for my continued service as an Officer of the College's Faculty Governance (App. G39), as did another Faculty Senate member (G33).

*As library liaison to the Campus recycling effort.* Recycling is a socially responsible and environmentally friendly activity that the College should actively promote to students and members of the surrounding community. My interest in recycling began on the Hilo campus, where a very small series of bins strategically placed through campus nine years ago steadily developed into a robust and comprehensive waste-recycling program. I had hoped to see a similar development on this campus when I arrived.

Recent recycling efforts in the Fall of 2003 by other KCC faculty led to the placement of a large recycling container in a campus parking lot, and smaller receptacles in campus buildings. I have worked closely with two KCC faculty members who incorporate recycling into their curriculum as a service learning activity.

*Earth Day.* To bring awareness to local environmental concerns, I created a poster session for Earth Day 2004 (App. F443-F450) with an emphasis on service learning opportunities on O'ahu, and displayed it in the library for several weeks (App. F451-F452).

### *System*

I served the UH System in the following ways.

The University of Hawaii Strategic Plan 2002-2010

<http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html> envisions a unified system of educational units from once individual campuses to form “a system of units that students can enter, leave, and reenter as their lives evolve and change...unreasonable barriers to [student] transfer are removed.” Faculty are expected to work together to attain this goal, as the Plan continues: “*faculty and staff are recruited, prepared, and rewarded for performance linked to the development and delivery of programs and services that advance the purposes of the system.*” [emphasis mine] Fortunately, library faculty in UH System Libraries have been collaborating for years to provide high quality information services through sharing ideas, materials and online resources. As I briefly mentioned on page 10.6, I began my collaboration with UH System Librarians in Hilo 12 years ago, and continued collaborative endeavors during my sabbatical at UH Manoa, and at KCC.

During the last year, I have worked toward the goal of information literacy for all UH students, and on the improvement of the Hawaii Voyager user interface through work in the following committees:

*UH Libraries Information Literacy Committee (UHLILC)*. For several years, other UH System instruction librarians and I have held informal discussions on how to bring “information literacy,” briefly defined as “the ability to recognize when information is needed, find such information, evaluate it for accuracy and relevancy, and use it ethically” in solving problems to the UH System. I, and librarians on other campuses convinced faculty and administrators that the concept would improve students in the classroom and in their personal lives. The LILC was founded as an official UH System Library Committee in February 2003, while a group of us attended focus group training in Kailua-Kona. The goal of this committee is

“to provide a formal, independent voice and organization through which librarian faculty of the University of Hawaii system can participate in the determination and development of library-wide information literacy policies and promote and improve coordination, communication, and understanding on information literacy issues and projects.”

My efforts have included participation in discussions to evaluate library instruction on the KCC campus and to introduce information literacy competencies in our instruction program. I also created and maintain the committee’s WebCT site as a forum to communicate and exchange documents (<http://facultywebct.hawaii.edu> For “WebCT ID:” enter **kroddy-1**; password, **webct** Select “UHLILC (UH LILC - kapiolanikroddy1)” to view the course as a committee member would) I also created a separate listserv discussion group called [uh-libs-ilc@hawaii.edu](mailto:uh-libs-ilc@hawaii.edu).

In an effort to establish a uniform program of basic library instruction that inculcates the principles of information literacy adopted by the Committee for the System, UHLILC committees identified LOBO (Library Online Basic Orientation - <http://www.lib.ncsu.edu/lobo2/> a Web learning product created by librarians and English instructors at North Carolina State University (NCSU), as a product it could use once it was reconfigured to UH resources and databases. The Committee brought one of



LOBO's creators to Hawaii for consultation in May 2004, and an agreement was recently signed between NCSU and the UH Library Council over the summer to allow the Committee free UH access to the LOBO files. The UH product has been renamed LILO (Learning Information Literacy Online) and is currently being edited by Committee Members for release in January 2005. My job is to remove all mentions of NCSU from the site and replace them with UH ones. I am the production manager of the LILO site, and am responsible for final proofreading and editing, as well as site uploading and maintenance. An Associate Professor of UHM's Library and Information Sciences Program acknowledged me as an Information Literacy leader in the UH System (App. G40; [PDF](#)).

*Hawaii Voyager WebVoyage.* On page 10.16, I described my three-year involvement with the committee as UH-Hilo's representative. I became KCC's representative when the Systems Librarian went on leave in June 2003. One of my more recent contributions to this group included rewriting several Voyager Frequently Asked Questions sections to reflect new information. My latest effort for the group in August 2004 was to examine Hawaii Voyager Web compliance to the Americans With Disabilities Act (ADA). I prepared a report for other committee members with my recommendations on how to resolve the problem (App. D49-D51) <http://library.kcc.hawaii.edu/main/webpac/ada/>. My participation on this committee ended with the arrival of the Electronic Resources Coordinator who now serves as KCC's representative. The Chair thanked me for my recent contributions to the Committee (App. G41; [PDF](#)).

### *Community*

An important part of a community college faculty member's job is to apply knowledge and experience gained in the position to support service projects in the local community. I involved myself with four such projects:

#### *The redesign of a small synagogue library*

I am acting as an unpaid consultant to Temple Emanu-El, a Reform Jewish community located on the Pali Highway. In Fall 2003, the Temple needed the services of a professional librarian to redesign the library's collection of approximately 2500 books used by Temple members and the teachers and students of a small day school. Temple employees were unfamiliar with maintaining a library, and it had fallen into neglect. Items were added or removed from the shelves without creating or expunging a record in the library's card catalog. This was a challenge for me, as I have never managed a library's Circulation or Cataloging functions.

To begin the redesign, I met with Temple employees to establish a collection policy and to determine the populations the collection was intended to serve. For example, the shelves contained a number of children's books, but it was later decided to move them to the shelving in the day school. Once a collection policy statement was established, a weeding program to remove unwanted material could begin. I handled mold and mildew problems by discarding unwanted materials, and taught 3 volunteers how to properly care

for the collection by disinfecting materials with anti-mold cleaning solutions. The Temple's rabbi is currently reviewing materials by subject. Once he is done, the collection can be properly cataloged on an inexpensive Web-based library management system I found. Volunteers will be trained to enter bibliographic information from each book that can later be retrieved and viewed on the Internet. A self-service circulation module will be added so users can check out their own books. The Temple's austere budget could not afford a computer for the library, so I built them one using spare parts I had at home in addition to donating a new motherboard and Ethernet adapter. The Temple acknowledged my work with an article I wrote for its newsletter (App. D52; [PDF](#)) and a certificate of appreciation. (App. D53; [PDF](#)).

### *Contributions to the Hawaiian Community*

The digitization of the Blount Report (page 10.21), and the *Hawaiian legends Web site* (page 10.18) disseminated importation political and cultural information to the Hawaiian Community via the Web. Future plans include redesigning the legends site as an e-book. For the past several years, an associate professor of Hawaiian Language at UH-Manoa has told her students about the site. The professor herself has used the site in her own Hawaiian language research. She acknowledged and appreciated the work that I and the other two contributors have done (App. G42; [PDF](#)).

*KCC Cactus Garden.* I was an avid collector of cactus and succulents as a child. My interest drew me in to the twice-a-semester "Cactus and Coffee" work details in the Cactus Garden. I have participated in 3 "Cactus and Coffee" Saturday morning gardening parties during my time at KCC (App. D54)  
[\[http://www2.hawaii.edu/~kroddy/vitae/2004/kr\\_cactus\\_garden\\_4\\_15\\_03.jpg\]](http://www2.hawaii.edu/~kroddy/vitae/2004/kr_cactus_garden_4_15_03.jpg)

## **PROFESSIONAL DEVELOPMENT/SCHOLARLY AND CREATIVE ENDEAVORS**

I have combined professional development and scholarly and creative endeavors here, as in some instances, the two have converged and it would be easier to understand if both were contained in the same section. I am involved in both professional development activities as a librarian and scholarly pursuits as a linguist. I have blended knowledge from both in current linguistic research that I will discuss below.

First, a brief summary of library-related workshops and conferences I have attended while at KCC:

*A focus-group workshop for UH library faculty, Kailua-Kona, February 2003.* "Focus group" is defined as "a qualitative market research technique in which a group of participants of common demographics, attitudes, or purchase patterns are led through a discussion of a particular topic by a trained moderator." UH System libraries have adopted this group interview technique to determine the perceptions and expectations users have for library services, and how we can take comments and suggestions to



improve. Moderators of focus groups are responsible for taking notes. I moderated two focus groups since my training – one at KCC and one at Hamilton Library.

*An information literacy workshop, May 2003.* Hamilton Library brought three Information Literacy leaders from U.S. mainland universities to meet with forty UH System librarians for a three-day workshop. I joined in workshop discussions that have led to a few of the UHLILC initiatives described above.

*An assessment of library instruction workshop, October 2003.* I joined thirty UH System librarians in discussions on how to effectively assess student-learning outcomes in academic library instruction programs.

*The Internet Librarian 2004 Conference, Monterey, California, November 2003.* 300 technical and instructional technology librarians nationwide met to exchange information and ideas on improving library materials and services electronically through designing databases and dynamic Web sites.

*LOBO (Library Online Basic Orientation)* The UH Library Information Literacy Committee identified a useful information literacy Web site called LOBO, created by librarians and English department faculty at North Carolina State University. The Committee brought one of the creators to Hawaii in May 2004 to discuss an overview of how LOBO was created, how to work through the complexities of setting up a dynamically driven Web site, and how LOBO could be configured for use by UH System instruction librarians. The UH System has been granted permission to reconfigure LOBO to a UH product called LILO (Learning Information Literacy Online). During the 2004-2005 Academic Year, will be configuring LOBO to work with Hawaii Voyager and other UH databases.

*Master's Program in Linguistics.* Librarianship is a profession that meshes nicely with a subject discipline. Often, advancement in academic libraries requires advanced degrees in addition to the Master's in Library Science. I am developing myself academically as a linguist, and have been a graduate student in the Department of Linguistics at UH-Manoa since Fall 2001.

I am a student in the Department's Language Documentation and Conservation track. My main academic focus is the study, analysis, and documentation of previously unwritten languages. My approach to linguistics is primarily descriptive, not theoretical. I am more interested in language sounds, and am developing myself as a phonetician. As such, I am very interested in the ways technology can assist this discipline.

I have completed all required coursework and the language requirements necessary for the Master's degree in Linguistics. I am currently researching and writing my Master's thesis, a "sketch grammar" of Satawalese, an under-documented Trukic language spoken by 600 people on the Islands of Satawal and Yap, in the Federated States of Micronesia. Sketch grammars are those that look at general features of a language's sound system, grammatical structure, and morphology (the way words are formed). For the past two

years, I've also been compiling a dictionary of the language with three native speakers of the language who live on the Big Island. Travel to Satawal Island is quite an involved affair, and requires more travel time than I have at the moment. A community of some 150 Satawalese live on the Island of Yap, approximately 525 miles from Guam. A planned research trip to Yap in May 2004 was canceled after Typhoon Sudal devastated eighty percent of the island. I have rescheduled my field trip to November 12-December 12, 2004. Examples of my work and writing ability on this effort can be found here (App. F453-F473; [PDF](#))

I have lent assistance to the Department of Linguistics as a librarian. To ensure that the department's Language Conservation and Documentation track has the library holdings it needs to support academic research, I found two comprehensive bibliographies online: one bibliography was compiled by Tasaku Tsunoda, Professor of Asian and Pacific Linguistics at Tokyo University entitled "Bibliography on Language Endangerment" and the other, "The MIT Bibliography on Language Endangerment and Preservation" was produced by Jonathan David Bobaljik, Harvard & McGill Universities (USA & Canada), Rob Pensalfini, and Luciana Storto, both of the Massachusetts Institute of Technology (USA). Each bibliography consisted of some 60 pages. I checked the entries on both bibliographies against Hawaii Voyager, created Web pages to register my notations for each citation, and circulated the URLs to faculty and students in Linguistics: <http://www2.hawaii.edu/~kroddy/bib/>.

My years of experience creating Web pages came in handy when I was asked to conduct Web page building workshops for the Department's faculty and graduate students as part of the Department's Tuesday Seminar series. I worked with approximately 14 participants in 2003 and 12 participants in 2004, and created a step-by-step handout for designing Web pages and instructions on how to upload pages to the UH sever for those present and as a guide for those who couldn't make the session (App. F474-F480) <http://www.ling.hawaii.edu/events/departmentevents.html>.

In the Spring of 2004 I became involved with the UH Language Documentation Project, a group consisting of graduate student advisors and native speakers of undocumented and under-documented Pacific languages. Graduate students present short workshops on the major foci of linguistic inquiry (syntax, phonology, morphology, dictionary compilation) to native speakers, who are taught how to conduct basic linguistic investigations of their languages. Results are impressive, ranging from detailed phonetic inventories (a listing of language sounds), word lists, dictionaries, and short texts. In Spring 2004, I taught a seminar of 20 advisors and students how to use Shoebox, a dictionary-making program, and was acknowledged with a certificate by the Project's Leader (App. F442). In the Fall of 2004, I will be repeating my seminar in dictionary making and adding a new one in that will teach an interlinear text program, enabling students to enter the text of native language stories in a word processor and have the computer program supply word-for-word translations, resulting in an interlinear text line, consisting of 1) the native language, 2) a word-by-word translation, 3) the part of speech for each word, and 4) a free translation. For an example of this, see (App. F466-F473; [PDF](#)).

The Chair of the Department acknowledged my academic progress in the Department, and thanked me for all of my contributions (App. G43-G44; [PDF](#)).

In the summer of 2004, I attended the Emerging Metadata for Endangered Languages (EMELD – <http://www.emeld.org>) conference in Detroit. The purpose of EMELD is to develop ‘best practices’ for the recording, processing, and archiving of endangered languages linguistic data. The group is comprised of field linguists, archivists, language engineers, librarians, and graduate students. National Science Foundation funding has helped the group’s goals and objectives immensely, but more work must be done. The fear of useful linguistic data trapped in proprietary software programs that quickly become obsolete is motivating EMELD to propose standards for linguists to follow to ensure that their data can be read now and in the future. My training as a librarian was very useful during this workshop, and will continue to be as I continue to work with this group. Some of the issues EMELD members are addressing are very familiar to those of us with an Information Science background.

I plan on continuing into the PhD program once I have finished my MA Thesis. I enjoy learning, because it’s fun and keeps my mind agile and flexible. Being a student also helps me better understand the students I serve every day. I know the pressures they face in the classroom trying to understand difficult concepts in lectures, finding information in libraries and online to support their coursework, papers and presentations, and I most certainly haven’t forgotten how to collaborate effectively with classmates and professors.

## **FUTURE PLANS**

Though my fundamental professional responsibility – connecting people with information as a Reference provider at the Desk, as an instructor in a classroom, or one-on-one at PCs or specialized collections like maps and microfilm – has not changed over the 13 years I have worked at the University of Hawaii. Advances in technology and a shift in library instruction pedagogy from pedantic mechanical searching to information literacy has changed how I teach and others learn. My ability to easily accept change, my flexibility and willingness to learn new technology (often on my own) continues to serve both the College and me well.

Future plans include building a PC network in the library’s classroom. I discovered this during my time at UH-Hilo, where we had an electronic classroom with 15 computers. Time and again students have told me in evaluations (H2) that ‘hands-on’ work during a session was very useful to them as they were learning how to search. I agree, and wait until funding is available here at KCC to populate our classroom with computers.

I will continue to stay current with new information technology and instructional methods in my profession and use it when I can. I will attend useful workshops and conferences when I can. The ability of students, faculty, and staff at Kapi’olani Community College to effectively use information technology to search for information will remain my primary pedagogical concern.

As a representative of the library faculty of Kapi'olani Community College, I will continue to serve the interests of the College and UH System by continuing my collaborative work with other UH Campuses, and when appropriate, peers at institutions on the U.S. mainland and internationally. I will also share my professional knowledge and expertise by engaging in activities and service projects that benefit members of the local community.

Lastly, as a linguistics scholar, I am dedicated to bringing new knowledge to the discipline of linguistics in the form of data from languages that have been overlooked, and those that have a high probability of extinction within the next 30 years.