<u>**Part IV: Endeavors**</u>
Note: this document contains hyperlinks to supporting documents; to facilitate the use of these links you can read this document online at <http://www2.hawaii.edu/~rmq>.

Statement of Endeavors—Librarian Faculty

I am a tenured Librarian IV (B-4) at Sinclair Library (SL) applying for promotion to the Librarian V (B-5) level. Since my promotion to Librarian IV in 1990, I have demonstrated the "increasing productivity and professional maturity" stipulated in the University of Hawai'i at Manoa (UHM) promotion guidelines, serving as Head of UH Library Systems; Analyst for Processing, Operations, and Automation; Head of Sinclair Library; and Sinclair Library Manager of Operations. In addition to chairing and serving on numerous UH and professional committees, I have completed a Masters in Educational Technology. I discuss these activities, and my qualifications for Librarian V, in the appropriate narrative sections of this dossier.

I became a librarian in the belief that information is the most important commodity in the world. When I began my career, computer use was limited to huge mainframes, programmed using magnetic tape and punch cards, but with much less storage and power than my current iPOD. Even at that time, my vision was of a world where information was available in full text, sound, color, and motion delivered directly into people's homes. This vision has been embraced fully and realized quickly in many parts of the world, and remains the motivation for my career—a career devoted to the growth of information technology in Hawai'i.

This promotion dossier represents my attempt to do justice to my career as a librarian faculty member at the University of Hawai'i, and its two parts deliberately reflect the two outstanding aspects of my work and managerial style: a fascination—that has developed into a career-long obsession with and dedication to—information technology, and an unyielding belief in the need for and benefits of a hands-on, personal, involved, managerial style. This dossier similarly combines technical lists of accomplishments with short narratives expressing my managerial and knowledge management philosophies.

The opening section of the dossier, "Professional Activities," begins by summarizing my qualifications for the position of Librarian V, demonstrating that I more than meet the required and desired qualifications, and continues with longer, narrative explorations of what I see as my most meaningful accomplishments as a UH librarian. The concluding section, "Service Activities," complements the narrative by listing my professional memberships, affiliations, activities, presentations, publications, and community service. Appended to the dossier are a variety of supporting materials, including evaluations from instruction and presentations as well as samples of my work.

A. Professional Activities

Minimum Qualifications:

1**.** Master's degree in library or information sciences
•   Masters of Library and Information Sciences, University of Hawai'i (1982)
2. Second Master's degree in specialized subject area
•   Masters in Educational Technology, University of Hawai'i (2006)

3. Served twelve years of appropriate experience or four years in rank of Librarian IV
• Librarian IV, UHM: 1990– present
• Librarian III, UHM: 1986–1990
• Awarded tenure, UHM: 1988
• Librarian II, UHM: 1982–1986

Duties and Responsibilities:

1. Involved in organizing, implementing, or evaluating major programs and/or services

• Initiated, planned, and administered the systemwide expansion of cooperative automated library systems
When I began, one department in UHM's Hamilton library made use of a cooperative, automated library system. I initiated, developed, and oversaw the growth of this technology to include the entire UH system, and UH cooperation in statewide endeavors such as the Hawai'i Voyager Users Group, and international partnerships such as the Endeavor enhancement committee (see "Professional Activities. Information Technology: Library Automation").

• Initiated, planned, developed, and administered the technological transformation of the UH library reserves system
In 1982, Library Reserves used a totally paper-based system for managing and delivering hard copies of text, films, slides, video, and sound recording. Using programs that I developed and administered, the Reserves system now manages and delivers electronically full text, images, and audio (see "Professional Activities: Access Services").

• Created and administered transformative technological advances in cataloging
In the early 1980s I designed, tested, and initiated the ALOHA automated system using MARC records, which I developed from the Library's OCLC system. Currently for cataloging records, I am creating specifying indexes with keyword access to all fields (see "Professional Activities. Information Technology: Indexing Working Group).

• Initiated, created, tested, and administered technological advances in staff training
Throughout my career at UH, I have emphasized the importance of staff training, and the use of a full range of technology to support staff—from the development of inexpensive, easy to use, handouts, procedures, and interactions, to my most recent work developing online web-based tutorials and delivering online seminars (see "Professional Activities: Administration and Management").

• Redesigned media scheduling for classroom instruction
I have planned and implemented the changeover from a paper-based system, to a stand-alone computer system, to a module integrated in the library management system (see "Professional Activities: Access Services").

• Implemented and advocated the use of technologies to support the differently abled
Foreseeing the need for increased access to Library resources, I designed a website readable by screen reader and a webpage of guidelines for library staff, and serve on the Library's ADA Working Committee (http://libweb.hawaii.edu/uhmlib/ada/ada_index.html) (see "Professional Activities. Information Technology: ADA Working Committee).

- Initiated, designed, and administered the Library's initial World Wide Web presence
The first email user at UH libraries, when the Internet was not yet used by the general public, I designed and served as webmaster for the UHM library's first website, and continue to be involved in its expansion and in additional Web work for the library (http://www.sinclair.hawaii.edu) (see "Professional Activities. Information Technology: Webmaster for Sinclair Library").

- Advocated for and designed cooperative Library policies and procedures
Recognizing the advantages of increased cooperation and systemization, I developed the specifications for a UH statewide automated system, and am currently working on designing and maintaining UH system standards for access services (http://libweb.hawaii.edu/uhmlib/libinfo/policies_circ.html) (see "Professional Activities: UH System Standards Committee).

- Planned and implemented public online requests for Wong Audiovisual materials (http://www.sinclair.hawaii.edu/HTML/media_service.html) (see "Professional Activities: Access Services)

- Implemented and administered patron initiated service to self-checkout books at Sinclair Library (see "Professional Activities: Access Services)

- Re-organized and administered Sinclair Library to maintain service hours despite staff reduction (http://www.sinclair.hawaii.edu/HTML/about/as_reports/rp9697.html) (see "Professional Activities: Administration and Management")

2. Demonstrates academic and professional leadership

- Lectured in graduate-level education classes and supervised graduate interns and projects (see "Professional Activities: Instructional Service)

- Served on UH systemwide committees, UH library system committees, UHM campus wide committees, and UHM library wide committees (for specific service, see "Service Activities: Professional Activities")

- Technical advisor for the development of the UHM strategic plan (http://www.uhm.hawaii.edu/vision/defining_our_destiny/planning_process/committees_groups.htm)

- Served as president and past president of the Hawai'i Voyager's Users Group Board of Director. Besides administrative duties, these positions involved organizing the Hawai'i User's Group Meeting (HUGM), and presenting papers and representing the regional group at national and international conferences (http://hvug.hawaii.edu).

- Professional service with the Endeavor User Group
I have been variously an EUG presenter, presider, panel coordinator, and chair and member of the Enhancement committee for Media Scheduling.

- Participation in the Hawaii Library Association (http://hlaweb.org) (see ″Service Activities: Meetings/Conferences/Workshops″)

- Participation in education conferences to promote information literacy (see "Service Activities: Meetings/Conferences/Workshops")

3. Engaged in managerial and supervisory activity

- Manager of Operations Sinclair Library [2002-present]
- Head, Sinclair Library [1995-1998, 2000-2002]
- Analyst for Public Services [1993-1995]
- Analyst for Processing Operations and Automation [1992-1993]
- Head of Library Systems [1982-1991]

The duties attached to these positions are described in the following narrative.

Aspects of Librarianship
Since 1992 I have served as a public services/reference librarian in UHM's Sinclair Library (SL), where since 1995 I have also served in a managerial role. As noted above, throughout my career I have performed technical services work, including Head of library automation services. My career includes management experience in all areas of library services. As highlighted in the "Professional Activities" section, I have worked, administered, and managed in the areas of information technology, access services, collection development, public and reference service, and instructional services. As a Librarian IV, my foci have been

1)   to establish in various departments procedures that make the best use of technology
2)   to administer Sinclair Library and the Wong Audiovisual Center
3)   to create and provide web services for SL (http://www.sinclair.hawaii.edu)
4)   to create and maintain WebCT for use by UH system committees (http://wct01.hawaii.edu/public/uhsyslibrary1/)
5)   to work at the UH statewide level to standardize library services (http://www.sinclair.hawaii.edu/HTML/pdf/NonUHChart.pdf)

As noted, I have served as a Librarian IV at UHM since 1990, working at SL since 1992. To appreciate fully the scope of my activities as a Librarian IV, it is helpful to understand Sinclair Library's unique characteristics and position within UH library services.

UHM Libraries: Sinclair Library
The University of Hawai'i at Manoa Libraries include Hamilton Library and Sinclair Library. Together they comprise the largest research library in the Pacific, with over three million titles now accessible to UH researchers and faculty, graduate and undergraduate students, and the general public and researchers throughout Hawai'i and the world in person or by phone, mail, electronic mail, electronic chat, websites, and interlibrary loan.

SL is a welcome place to study and easily find materials that enrich the University experience. SL contains UHM's music collection, with books, scores, and audio recordings; the Wong Audiovisual Center; bound periodicals; and print, electronic, and media reserves, thus providing

the video recording, sound recording, and reserves requirements for most disciplines at UHM.

- SL Reference Services

This department answers general reference questions and specializes in the music and audiovisual collection. We maintain 51.5 hours of reference services per week, including early morning, and weekend hours. Reference Services answers more than 5,000 questions annually, many of which require extensive research, thus extending our individual reference services hours into our non-scheduled hours (http://www.sinclair.hawaii.edu/HTML/about/as_reports/rp0405.htm#stat) (see "Professional Activities: Reference Services").

- SL Collection Development and Management

SL collections are selected and maintained by three librarians and a library technician. I have been responsible for the selection of the general reference collection since 1994, and for the reserve collections from 1994-2005 (see "Professional Activities: Administration and Management").

- Instruction in Music and General Research

Commonly referred to as bibliographic instruction, this service introduces university affiliated groups or individuals to, among other resources, web-based databases, the Library's online catalog, the Internet, searching techniques for music and media, and library orientation. I regularly teach, "Using the Internet for research," and tutorials in the use of the Library's online catalog (http://www2.hawaii.edu/~rmq/ResearchSearching2005.pps) (see "Professional Activities: Instructional Services).

- Staff Training in Media and Resource Scheduling

Using instructional tools that I have created and tested, I teach library staff throughout the UH system how to use the highly specialized and complex media scheduling and reserve software, so that there are standardized ways to input and use the reserve system.

- Access Services: Circulation of Library Materials, Media Scheduling, and Reserves

These services are a library's primary direct interface with its patrons. At SL, where I administer and manage these functions, more than 125,000 items were circulated in the 2005–2006 fiscal year. I also staff the public circulation desk myself on a regular basis so I can continually stay in touch with user needs and expectations, as well as staff experiences and performance, enabling me to instigate change as needed to better serve the public and streamline staff procedures (http://www.sinclair.hawaii.edu/HTML/about/as_reports/index.html) (see "Professional Activities: Access Services").

- Relocated HL Departments due to the 2004 Flood

Government documents staff and part of the collection has been housed in SL since the 2004 flood, this will continue until approximately 2009. UHM is a full depository and provides public access to Federal and International documents. http://library.manoa.hawaii.edu/departments/govdocs/index.html Systems office operations staff and library management software servers have also been at SL since the 2004 flood, this will continue until approximately 2008. http://assist.hawaii.edu

Professional Activities: Technology Services

Technology Services is probably the area of librarianship for which I am most recognized. I have been doing this work since 1982, when I was hired to automate library systems, which at that time were totally manual. My intimate, unparalleled knowledge of the history, development, and capabilities of library automation at UH has enabled SL to become a state leader in such areas as electronic reserves and instructional media.

Because I combine an in-depth technical and administrative understanding of the library software for circulation, interlibrary loans, and online catalog and request forms, with an intimate understanding of the indexes and matrix that control access, I bridge the gaps among automated systems/networks, public service, and technical services to help all sides understand each other. In particular, I have spearheaded the development and use of information technology to improve access services and the public catalog. At SL, I have managed and maintained the computer hardware, software, and networks since 1992. To insure that our patrons have better access to information, I have designed and administered the conversion to electronic reserves, which include print, music, and images. As an example of how I have adopted technology services for the specific betterment of all SL stakeholders, I implemented the self-checkout of library materials by patrons, facilitating maximum public access with the most prudent use of staff, especially during extended library hours when minimum staff is available.

Recognizing my expertise in information technology, I regularly am asked to serve on committees reviewing changes and impacts of automation systems. In fact, I have been closely involved in the selection of every Library management system purchased between 1982 and 2000. I have been invited to serve on many committees, including the Indexing task force, UH Web Voyage Steering Committee, the UH Circulation Steering Committee, the UH Interlibrary Loan Steering Committee, and the Web Weavers (see "Service Activities: Professional Activities").

By serving on UH systemwide committees, I have been able to provide leadership in the development of technological services. For example, I was selected to chair the committee that developed the public access interface for the library's first graphical user interface online catalog, and served on the committee that chose the current library management software. I also regularly make recommendations when we need to maintain system currency and compatibility by discarding, upgrading, or making new microcomputer purchases (hardware and software). When appropriate I work with Hamilton Library's Data Network Services (DNS) (http://libweb.hawaii.edu/libdept/dns/welcome.html) and Systems Department (http://assist.hawaii.edu), and the UH Information Technology Services (ITS) department (http://www.hawaii.edu/infotech). My work on the Manoa Distant Education Committee has allowed me to improve connections between library services and programs so that students and faculty are better served. Recently I have worked with UH libraries and the East-West Center to implement online training for the public and library staff. I often am called upon to represent the library to the University community in matters relating to information technology and technology services, and I have served as a technical expert to Voyager libraries on the mainland.

Information technology is notoriously a rapidly changing area, and it is essential to remain current with industry developments—it is also time-consuming and work intensive. I keep up

with the field by reading computer serials and software documentation and reviews, education technology literature, and experimenting with new software and hardware. I completed a Master's degree in educational technology in 2006, developing a series of online tutorials to enhance public use of the library catalog, and a series of tutorials for training student workers in libraries. Keeping current in information technology is clearly a constant demand, but the payoff is a practical expertise that translates to more efficient knowledge management of the library.

Information Technology: Webmaster for Sinclair Library
In 1995, Sinclair Library acquired the UH libraries' first web server, when the Internet and World Wide Web were just beginning and library administration was not sure our library should have a webpage. Initially we used it to mount internal training and policy documents. Over time we created pages that provided simple library information, such as hours and fines and fee policies. University researchers found us and asked for more information. Our first website was thus completely user request oriented—we posted what people asked for. Gradually we became proactive, providing what we knew would be helpful.

A couple of years later, Hamilton Library's decision to create websites for its various departments again followed an organic process, driven by what the users requested and what the librarians wanted them to know. I helped various departments with technical issues as they first started publishing on the WWW, and founded and chaired Web Weavers, a users group whose members shared ideas and strategies, offered expertise to departments without technologically savvy staff, and supported each other in developing our Web presence.

Information Technology: Library Automation
In 1998 I served on the Review of Library Systems (ROLS) Committee to evaluate integrated library systems suitable for the University of Hawai'i libraries. The impetus for this review was twofold: 1) to have a system in place that was Y2K (Year 2000) compatible, and 2) to find a suitable server-client based system. Subcommittees were formed to develop criteria for the selection and testing of each of the major components of an integrated system: access services, which incorporates circulation, inter-library loan, booking, and reserves; technical services, which includes serials, acquisitions, and cataloging; system technology and operation, which includes the operation of the telecommunications and computerized components of the system; and public interface, which includes how patrons interact (logon/out, utilize, query, etc.) with the system.

Based on my information technology expertise and experience with circulation, interlibrary loan, media scheduling, and reserves, I was invited to serve on the Access Services Committee, which was comprised of thirteen members representing the access service departments of Sinclair Library, Hamilton Library, and the UH Community Colleges. ASC developed a list of requirements for features that a circulation, interlibrary loan, reserves, and media schedule module must have, and a series of scenarios by which to test these features. I took the lead in developing the media scheduling and reserves criteria. Since I had written the specifications for the first library automation system implemented in 1984 (ALOHA), I also took the lead in writing the initial specifications We developed functional specifications for each module, and created a hierarchical evaluation tool based on our criteria—a weighted evaluation plan that was easy for members to score, tally, and grade by categories, with an overall commentary section. We then developed a set of scenarios that each vendor would enact, thus showing us how many of our functional specifications each automation system could address.

The ROLS committee reviewed five vendors, evaluating all aspects of their product. The initial first phase of creating a hierarchy of functional specifications with scenarios that could pragmatically test these specifications involved frequent meetings (sometimes three to five meetings per week) over a five-week period. When the purchase of a new library management system was put on hold due to time and fiscal restrictions, the Library decided to update the existing CARL software with the company's Y2K "fix" and upgraded hardware as an interim alternative.

The review project was restarted in June 1999, when a Request for Proposals (RFP) for an integrated online system was released. From the five vendors responding, the ROLS committees reviewed three. Again because of time constraints, the PIC committee [first use of this abbreviation] met together as a unit and with vendors seven times a week for three weeks. Pre- and post-review planning sessions assured the acquisition of the best system the library could purchase with its allotted $1.3 million. My participation on these teams allowed me to share my knowledge of how to evaluate an automation system with systemwide concerns, and especially how to evaluate a program not only for its functionalities but also in light of the integrity of a company. (For the previous two library system purchases—ALOHA and UHCARL—we had to build into the contract a schedule of future developments against payments, For this third system I found it crucial to base our final review on existing features, not promises.) A new vendor was selected in November 1999.

Information Technology: ADA Working Committee
Early on in designing the SL website, I had worked with a blind student and a screen reader to ensure that text-only portions of the site were easily accessible. Thus when HL recognized the need to have standards for assisting differently abled library users, I was asked to serve on a task force charged with creating a webpage that outlined our policies. This work was done by a group of three librarians working with KOKUA services on the Manoa campus (http://libweb.hawaii.edu/uhmlib/ada/ada_index.html).

Information Technology: Indexing Working Group
Because of my knowledge of MARC tags, cataloging rules, and the public catalog, I was asked to serve on the Indexing Working Group, which was tasked with determining exactly what information would be included in which indexes, and what specialized indexes would be built. My experience with the first two rounds of automation made me realize how absolutely critical this process is to the future success of the library catalog. Only the library staff uses most of the indexes, but they are fundamental to providing efficient, effective workflows. The most important indexes for the public at large are the various keyword indexes. These allow users to search for the words they remember regardless of word order or proximity. In 1999 this was still a radical idea for most librarians, who were accustomed to thinking in terms of known entry searching.

My understanding of indexing technology and user needs allows me to provide a unique insight on the WebVoyage committee, which continues to work to improve public access to the catalog.

Circulation Steering Committee
Due to my expertise in automated systems, and development such specialized aspects of circulation services as media scheduling and reserves, I was appointed to the Circulation Steering

Committee. The University of Hawai'i had purchased a system—to be implemented in all the UH libraries, plus the Business Research Library on Maui, the Bishop Museum, Hawai'i Medical Library, the Hawai'i State Archives, and later the Kamehameha Schools—that included table-driven software for circulation, media scheduling, interlibrary loan, and reserves. Along with the other committee members, I learned to configure these tables and matrixes, and to understand the ramifications of this work. Initially each library wanted to configure the software to replicate existing policies. Working together, we came to see the advantages of new ways of doing things, and learned that some things were not possible in the new system. So we agreed to start with a fresh look, and I took a leadership role in personally configuring the tables that control the circulation, media scheduling, and reserves modules used by Sinclair Library, allowing me easily to fix problems or implement improved services. This capability has become especially important of late because of the extensive staff turnover in the library systems office in charge of providing this support. Because I understand the system at an expert level, I can now train the library systems office staff to support these modules.

Media Scheduling Enhancement Committee
I serve on the international committee to recommend enhancements for the media-scheduling module, and work with all areas of circulation services to prepare the enhancement requests that will shape future releases of the library management software, service that requires not just analytical skills, but in-depth knowledge—based on listening, observing, and hands-on experience—of how staff and patrons actually interact with the system.

Access Services UH System Standards Committee
One of the key decisions in converting to the new library management software was to load all the library data from all campuses into one database, requiring collaboration on a new level. UH system steering committees were created for all the major modules. I served on the Circulation Steering Committee, which sought to normalize library-borrowing policies so that students, faculty, and staff on any campus could receive similar services, such as standardized loan periods and fines and fees. This goal led to new ways of doing many ordinary things. Fines, for example, could only be collected at the library where they were incurred, but with the new technology and policies, they can now be paid at any UH library.

We stressed the need for standardization to the UH Library Council, consisting of the heads of all the UH libraries, and in 2001 they appointed the UH Library Council's Task Force on Circulation & Intersystem Loan Policy & Procedures, a select group representing the diverse policies of the UH libraries statewide, but charged with finding a common ground (http://libweb.hawaii.edu/uhmlib/libinfo/policies_circ.html). Our first step was to inventory existing policies and procedures, to find similarities, and then work on compromises in the very diverse areas. After meeting regularly for almost a year, the task force recommended a wide range of system standards (http://www.sinclair.hawaii.edu/HTML/pdf/NonUHChart.pdf).

My analytical and technical skills were a mainstay to this group, but more important was my ability to help people see each other's viewpoints, and to seek and find similarities that may not have been obvious. My experience with this systemwide group of exceptional librarians not only provided invaluable tests of my negotiating skills and patience, but realized my vision of almost twenty years standing of having a UH library system that works with a common set of values toward the goal of providing seamless, excellent library services statewide.

WebVoyage Coordinating Committee
This committee is charged with maintaining and improving the user interface for the statewide web-based public catalog. Because of all the different patron bases being affected by this single interface, this committee is also comprised of representatives from the thirteen campuses of the UH system, and when appropriate the Hawai'i State Archives, Kamehameha Schools, and Bishop Museum, and all decisions were reached by consensus—a task made even more challenging with the addition of cataloging and systems representatives.

On this committee I serve as the expert on request forms available through WebVoyage, the public access catalog. We use several types. Callslips are used to request materials to be pulled from the shelves and held for patrons. Bibliographic-level forms allow users to pull bibliographic information from a library record directly onto the form, as when requesting Intralibrary loans or media for classroom showing, placing items on reserve, or reporting catalog errors. I help visualize, create, and maintain how to use these forms so that the library is responsive to the needs of its users.

Copyright Working Committee
Automation and electronic resources have made the issue of copyright compliance much more than a matter of what can be photocopied. A working committee was formed to create a website that would provide sufficient information for library staff and faculty to determine whether intellectual property and fair use were being properly respected (http://libweb.hawaii.edu/uhmlib/copyright/atUH.html). My work with electronic reserves, and my up-to-date training in the College of Education, made me an invaluable member of this team of three librarians.

Professional Activities: Access Services
Sinclair Library is the only library in the state that provides all six types of access services: reserves, media scheduling, circulation, online paging, business services, and stacks maintenance. I manage these operations with a hands-on approach combining technical and humanistic skills.
Reserves may be the area that best demonstrates my professional growth. When I was in Library School in 1980, the first computer program I wrote on punch cards was to automate the SL reserve collection. The automation of reserves has come a long way technologically, but its goal is essentially the same. Faculty want students to read material that either is not available for purchase, like slides, or is cost prohibitive. For example, they may want their students to read a single chapter in several books, or they may want to provide copies of supplemental readings excerpted from books owned by the library. Often classes need to watch a film, which they can do by coming to the library to watch it as a group. The film can then be put on reserve for those students who missed class or who want to give it more study. In essence, the goal of reserves is to support instruction by holding materials in the library for students to use there. The loan periods for these materials are usually hourly, so that the whole class can share one copy.
Electronic reserve is the process of providing online access to all types of reserve materials. This online access is critical for online or hybrid courses, but it also makes access to the materials more convenient for traditional courses. I investigated, implemented, and am continually streamlining electronic reserves. I began by approaching a few faculty who regularly put sample exams and course notes on reserve, and got permission to scan these materials and convert them to Acrobat PDF format for posting through the online catalog. The PDF format was selected because it has a free, easily available reader that works on all computer platforms, and it

allows for the scanned items to be printed so they look like the original material. We gradually added copyrighted materials, with faculty members responsible for determining fair use or acquiring permission. We then expanded into images for the art and architecture courses, and in 2006 I began working with music faculty to mount music files through University iTunes. Currently we can link through the reserves module to streaming videos that are on video servers maintained by other departments and institutions, and I am now planning how UHM libraries can have their own video server in the next couple of years, so that we can digitally mount videos for reserves.

Media Scheduling is the process by which faculty and students can schedule a video recording to show in class on a specific date. This procedure directly supports classroom instruction, and is a high priority for our staff. SL accepts requests online directly from UH Manoa faculty, staff, graduate students, and undergraduate students, and from the libraries of other UH campuses. Although very important to instructional faculty, these processes have always been very labor intensive for the library. Most university libraries only allow recorded media to be borrowed for classes, or to be used in the library. At UH we allow our recorded media (videotapes, DVDs, CDs, etc) to be borrowed for four-day loans by any member of the UH system. This means sometimes it is difficult to get things back for a faculty member to use in class, but since class showings are a high priority, I have worked with staff to devise many different systems to "guarantee" that the item will be ready and available when it has been scheduled. Our current software has an "integrated" module for media scheduling that alerts the library staff when circulating an item that it has been scheduled in the future. Scheduled items are put on reserve two weeks before needed, and fines for an overdue reserve item are $1 an hour—as motivation for timely returns.

Like all complicated systems, ours is not prefect. For it to work well, faculty members need to plan well in advance when they will be using an item. Because we lend throughout the state, sometimes a faculty member wants a title that has been shipped and is being used on another campus. One solution to this would be to own multiple copies of titles; a better, long-term solution would be to have digital online delivery of the titles. We are working toward that end, and in the meantime the faculty who can plan recorded media use in advance are extremely happy with our system.

Circulation includes the charging and discharging of library materials for library users, and producing fine/fee and courtesy notices. SL charges more than 150,000 items annually—approximately 25 percent of all materials charged/renewed statewide. I serve at the circulation desk weekly to keep in touch with how things are working, and to interact with both staff and patrons so that I can witness changes in expectations and needs. Because I am in charge of the matrix that controls circulation, I can often streamline processes and make mid-course corrections easily and quickly for staff. The use of an automated library management system is a dynamic process, and usually the changes that I make simply adjust things to the way people thought it should work. The only way this can happen is by my staying current with the library software updates and changes, and by actually doing the work so I can see what needs to be adjusted. When I visit other libraries around the state, I meet with the circulation staff, if they are willing, and see what I can do to help them make the system work more efficiently. I see this as both good management—working with staff with minimum interruption to smooth services— and as enjoyable, as I can adjust the computer systems to work for the staff, instead of demanding that they conform to the technology.

One simple but telling example of my managerial style involved a conversion I initiated from printed to emailed notices. It took several months for staff to get used to this idea. To facilitate the change, I investigated other libraries' practices, and shared that information with the

systemwide steering committee for circulation services. UH had recently changed to a registration and grade posting system that required all students and faculty to have a @hawaii.edu address. The expectation in the University had changed to one where email replaced many print practices. The time was right, yet the committee struggled with the idea, worried about complaints and claims that emails were never received. Initially we made email notices an option, and found most students preferred it. As people got used to the idea, it seemed increasingly natural. The transition went smoothly, and saved the library money and time because print notices no longer needed to be produced and mailed.

Online paging is the process by which patrons request material from either the closed or open stacks, and it is retrieved and placed on hold for pickup. After attending training at the Endeavor national headquarters, where I recognized the potential of the call slip software that drives this system, I spearheaded the development of online paging at UH. We discussed introducing this process with staff and student workers, and then implemented it in a trial mode, during which I worked with graduate students from the Library School, and conducted a user survey that indicated online paging would definitely be an advantage for users who searched the catalog remotely and saw what they wanted. The question was whether it would be a problem for the people who come into the library to find materials. The survey showed that users responded positively, and that the turn around time was actually faster for in-house patrons since there are fewer errors and less time waiting in line. Conducting such surveys, and paying attention to their results, is keys to expanding the responsiveness of the library to its users.

We are now three years into this program, and have had a great deal of positive feedback. Initially we only allowed people to request materials from the closed stacks, but as of October 30, 2006, all materials from SL can be requested, and they will be pulled and held for pickup when and where it is convenient for the patron. We plan to inaugurate a delivery system to campus faculty, thereby making the library an even better supporter of campus needs.

Business services include accepting payments for fines/fees, selling debit cards, and maintaining the copy and printer equipment in the library. Because all the libraries of the University of Hawai'i share the same database, it is critical that library users can take care of all financial transactions at any library location. I was on the committee that worked out the details of these financial agreements. Initially libraries would only take money for their own fines, but as practices were standardized, and library workers became more familiar with the new procedures, it became natural to allow library users from any UH campus to pay fines at any UH library. This process demonstrates the patience needed to create a responsive library that collaboratively builds trust to best serve the user. I could visualize how this change should happen long before it did, but I realized that it was best to introduce the new system gradually until almost everyone saw it as the natural way to do things.

Stacks maintenance is the system of keeping library materials in order, re-shelving returned materials, purchasing shelving—both compact and traditional—and labeling the stacks and shifting them when needed to accommodate uneven growth. I find that I regularly need to work with our stacks staff to concentrate on searching for missing materials. I also work on planning the shifting movement of the stacks, especially the media compact shelving closed stacks. Currently, for example, I am working on the overfilled music book closed-stacks area, revising the criteria for being in closed stacks, and then moving appropriate items to the regular stacks. The media collection is primarily made up of videotapes, laser discs, DVDs, and compact disks. These materials are kept in staff only areas, and retrieved for the library user. This collection has grown very rapidly, and in the late 1990s it was obvious it was going to outgrow our staff only space. We had no place to grow, so I investigated alternatives, and advocated the move to compact shelving, which was done gradually over several years, a few sections at a time, until

now the majority of the collection is housed in this shelving. I predicted growth, and mapped out the arrangement of the shelves that would best accommodate the workflow. I then worked with engineers, to certify that the floors at SL could support the load, and with staff and librarians to select the appropriate shelving to best accommodate the videotape, compact disc, and DVD collections.

Professional Activities: Administration and Management
My philosophy is to work as a walk-about manager, talking to staff where they work, and reserving my office for reviews. I maintain an open door policy for my office, and try to make it a safe and welcoming place for staff to come to me with issues. In my experience, library management succeeds only if the library staff have top priority. Fortunately, I enjoy working directly with staff on all kinds of library work—one of the attractions for me of Sinclair Library is the opportunity to keep active in all aspects of library work, rather than being limited to a specific function. I have worked with this hands-on approach since my first years as Systems Librarian, and this experience has only confirmed my belief that the best way to manage is to know the work well enough to be able to understand the issues, priorities, complications, and concerns. I don't pretend to be able to do perfectly the many tasks performed by library staff, but I do understand them well enough to be able to streamline processes as needed, and to quickly and accurately review the effect of technological advances on the current workflow.

My background in analysis, and the in-depth knowledge of hardware, software, and network information systems, coupled with a hands-on, supportive managerial philosophy, allows Sinclair Library to operate smoothly, and with a flexibility that accommodates our need to continually adjust while maintaining the highest quality of services and resources.
I schedule myself to work at our circulation and reference service desks on a regular basis to ensure that operations are running smoothly, and to facilitate the continual adjustments in service and procedures needed to stay fresh and responsive to the ever-changing educational world that frames what the library provides.

As Head of Sinclair, for example, I supervised and evaluated staff from four different bargaining units, each with different contractual requirements, converting and upgrading positions as needed. My experience as Head of Library Systems prepared me well to perform these tasks, as I have adjusted to various procedures for staff evaluation over the last twenty-four years. APT positions, for instance, have been converted into a new system with levels or bands and a totally online review process, and to cite just one example, I worked with library administration to convert the Sinclair Library media specialist from band A to band B, and have worked regularly to get merit increases for this outstanding employee.

I remain dedicated to my role as supervisor. When I was on my 2005–2006 sabbatical, instead of delegating this responsibility, I continued to monitor and advise via email, and came into the library to conduct performance reviews on our normal schedule. In addition to supervising full-time employees, I manage the training of the student workers at SL. In fact, I have created interactive tools and handouts to help with training (http://www.sinclair.hawaii.edu/HTML/about/training.html), and meet regularly with staff to review the training process. Sinclair Library regularly hires about forty students to perform duties ranging from stacks maintenance, to working at the business window, to preservation work (mold busters), to updating the website. The majority of the time the public is dealing directly with student employees. They are the face of the library, and to have great library

services, you need to have workers who are well trained and who have the support of the staff. I am particularly committed to ensuring the highest quality of student workers, and highest possible support for the staff that train them. My thesis for my Master's in Educational Technology is, in fact a case study examining the training of student workers at the University of Hawaiʻi libraries. I examined techniques used at the UH community college libraries, and then shared what I had learned through my thesis, delivering numerous presentations on this topic. The full text of that work is available at http://www2.hawaii.edu/~rmq, and a hard copy is included in the supplemental material.

Professional Activities: Administration and Management: Serials Linking
Sinclair Library houses older, bound periodical titles from various Hamilton collections, and we hire and manage "preservation students" to keep these materials clean. These periodicals also circulate from SL, and to facilitate circulation we link the periodicals when they are used and as time allows. I worked with the Head of Serials to create online tutorials that train workers to link the titles. An online version of the tutorial is located at http://www.sinclair.hawaii.edu/HTML/about/tutorials.html, and a PDF version is available at http://www.sinclair.hawaii.edu/HTML/pdf/Serials%20Linking.pdf

Professional Activities: Administration and Management: Cataloging
Among other items, the Wong Audiovisual collection houses video recordings about Hawaiʻi that are recorded from television, as selected by the Hawaiian Media Librarian, who then pursues copyright permission to retain them in the collection. This librarian works with the media specialist who does the actual recording and copying. My responsibility is to make sure that the technical issues are handled smoothly and efficiently, such as creating templates or transferring files. I have served on the selection committee for this position, and have also served as the day-to-day supervisor when appropriate, and have been instrumental in many of the decisions designed to develop a workflow that allows patrons to access these materials quickly and easily.

Professional Activities: Administration and Management: Flood 2004
On October 30, 2004, a river of water flowed through the basement of Hamilton Library, wiping out collections, materials processing areas, and computer rooms with servers and network hubs, and greatly compromising the air conditioning, electrical, and network infrastructure. Two years later we still have not recovered. The day after the disaster struck, I was on the scene, helping cope with the waters and mud, and keeping Sinclair Library open with expanded services and hours, since we escaped the destruction. On the day after the flood, I met with the Associate University Librarian for Information Technology, and offered him space in Sinclair Library that could reasonably accommodate a computer server room and the displaced system office staff. My position as Sinclair Library Manager of Operations, and background in information systems and library management, allowed me to understand quickly and clearly how to accomplish what was needed—for my library colleagues, and for the University as a whole. When the Head of Sinclair library returned, he fully supported my work and decisions, and encouraged me to ensure that operations continued and prospered.

As the former Head of Library Automated Systems, I was uniquely aware of what would be needed, and the importance of immediately starting the recovery process. With my cooperation, and physical, logistical, and moral support, and shared knowledge of library management and disaster recovery, the Library Systems office was up and running a week after the disaster. The Sinclair Library staff was willing to share all the resources needed to help the displaced staff,

equipment, and collections. My technical knowledge, coupled with human concern, management skills, and willingness to work beyond expectations in the face of the unexpected made a huge difference in how well the library handled the problems facing the entire campus when access to research materials was so severely compromised. We recreated the Hamilton Library systems office in the basement of Sinclair, the oldest library on campus, and greatly expanded the ITS CLIC lab in Sinclair, making room for the working library computers from Hamilton's inaccessible public areas. The goal again was to manage the depleted resources for the betterment of the campus community, since the flood had decommissioned so many computer labs.

One of the most common questions following the flood was why it was taking so long to test the electrical systems and reopen the library. To help understand this dilemma, I worked with a retired librarian to create, and make available electronically, the story "Subbasements" (see supporting material), so people could better understand why it took months for the library to reopen. Taking this initiative is emblematic of one of the most important roles I have assumed throughout my career: helping people from all backgrounds understand complicated or technical issues. It is often difficult for people of diverse backgrounds and skills to understand each other's viewpoints, and one of the best accomplishments of a successful manager is to learn as much as possible to help others make connections and enable everyone to do more. The work I do individually makes a difference, but the way I try to act with respect and admiration even for those with whom I strongly disagree makes an even more positive difference—reflected in Sinclair Library's status as a fun place to be, and it's the new focus to become the Student Success Center.

The computer systems finally came back up to full capacities only after many weeks of using a database without current data. I initiated one way to recover from the lost data by helping to devise a manual system to extend loans. While at first this seems ironically to be the opposite of my career path—using technology to improve the library experience for staff and patrons—it actually reflects my understanding of the meaning and value of technology. At that post-flood moment, the best technology for the tasks at hand were paper and pencil, and as a good manager it was my role to enable that flexible response, suited to that particular time.

Another very important job was to comfort the faculty, staff, and students whose lives were disrupted by the flood. HL was closed until January 2005, so we at SL housed the HL books being returned, provided extended hours, and worked with ITS to provide an expanded computer lab. A paging system was set up for HL books, enabling patrons to pick them up at Sinclair. Reserves materials were expanded to accommodate HL reference materials regularly used by classes. We worked long and hard, and with a great sense of camaraderie, to do all we could to provide the campus with library services even though HL was closed. During these months, we provided jobs for displaced HL staffers. HL and SL circulation staff normally work closely together, but during this time HL staff moved on site to help, particularly with the business procedures. Library System staff were provided with office space and a computer server room, and two years later are still in SL. Government Documents staff were also provided with office space and room to start the re-building of the collection. Government documents is still in SL, and will remain for at least three more years. Reflecting its management's position, the SL Staff all remain on the same page, happy to make room for and support our neighbors.

Professional Activities: Collection Development
Since 1994 I have been responsible for the selection and management of general reference materials, including dictionaries, style guides, almanacs, and other general use materials. From 1999 to 2005 I was responsible for purchasing print and electronic reserves—materials requested by faculty to be used by students in direct support of their courses. These materials come from a broad range of disciplines, and may be in almost any format, from DVD to books to digital music or images. I only deal with direct orders. Books requested by faculty and students, as well as titles that librarians identify from society publications or other advertisements, are ordered through BNA or directly from publishers.

Professional Activities: Reference Service
Sinclair Library provides reference services through scheduled hours at the reference desk, by working one-on-one with patrons, and in response to email and telephone inquiries, and we are currently implementing QuestionPoint, a reference chat service. I am responsible for scheduling the reference desk and training our library interns. I also create finding tools for Sinclair Library.

I continue to enjoy, and value, providing excellent reference service, whether answering questions at our reference desk, through email, or by keeping the website current. Our department averages about 5,000 inquiries per year. Common questions have to do with finding video materials to support a student presentation or faculty instruction, but the variety of specialized reference questions demands a wide-ranging knowledge. Our patrons range from senior auditors to the University of Hawai'i community of researchers, faculty, graduate, and undergraduate students, and I look forward to bringing all my knowledge and skills to this service for the benefit of our diverse community.

I also greatly value the opportunity to combine my technical expertise and reference experience to provide the library with new services quickly and easily. This year we will inaugurate QuestionPoint, a new reference service that allows UH library patrons to request online chat reference sessions. I will serve as an administrator and librarian participant for this service. Public service begins with knowing your clientele by direct experience. The more one can share in their experiences, the more one can know their concerns. I have done this by continually taking courses, enrolling as a graduate student, lecturing and working directly with instructors, and meeting patrons' needs by being there to answer questions in the library, by phone, email, and, in late 2006, via "chat." Researcher and student expectations are driving us to create better and more diverse ways to provide the needed services across the hours of a student's study day. As one example of our use of technology to respond to patron needs, one day a patron approached the reference desk and reported that she had tried to request music books to be pulled and held like video/music titles. We did not provide this service, but after discussion with various stakeholders—administration, staff, student workers, other librarians—we could see this as a service we could provide with very little additional burden. Getting things for people when asked can even result in the shelves staying in more accurate sequence. When in the shelves, we scan the area generally, and do not need to disturb things to locate what is needed. Within six weeks of a patron's question, a new service was available.

Professional Activities: Instructional Service: Bibliographical Classes
I develop and teach classes on how to use the Internet for research, how to use the library catalog, how to make the most of search engines, website evaluation, and supervision of hands-

on practice. I have taught this for all levels from undergraduate to faculty. The increase of digital resources has increased the need to guide users in selecting and using electronic catalogs and databases. I advise students which resources would be appropriate for their research, suggesting criteria for evaluating the quality and usefulness of sources, and explaining the availability of the Library's resources.

Professional Activities: Summary
As documented in this application, my professional activities demonstrate increasing productivity, professional maturity, and competent independent judgment in the performance of my duties. I have successfully organized, implemented, and evaluated major programs, services, and technology. Taking the lead, for example, in development and implementation of electronic reserves; in the expansion of patron initialed services such as request forms and self-checkout; and in the training of library employees. The academic and professional leadership I show as chair and participant on UH, Hawai'i, national, and international library organizations and committees inspires resource sharing among my library colleagues around the world, and assists non-library professional colleagues in their research and scholarship. In all these activities, I continue to champion technology for the people.

B. Service Activities
Service Activities: **Workshops and Conferences**
To increase my knowledge of libraries and education, and to contribute to the profession, I actively participate in professional organizations from the local to the international level. I have gained recognition as a speaker, a leader, and an officeholder in these organizations, representing local groups and interests to wider communities, and bringing back information and skills to our home community.

Service Activities: **Professional Activities - Professional International Committee**
Endeavor Enhancement Committee for Media Scheduling 2003–2007

Service Activities: **Professional Activities - University of Hawaii System Committees**
• 	Access Services UH System Standards Committee 2000–2002
• 	Circulation Steering Committee 2000–present
• 	Information Literacy Committee 2003–2004
• 	Inter-library Loan Steering Committee 2002–present
• 	Strategic Planning 2002–2004
• 	UH Library Council Task Force Circulation & Intersystem Loan Policy & Procedures 2001–2002
• 	WebVoyage Steering Committee 2000–present

Service Activities: **Professional Activities - UH Manoa Committees**
• 	Manoa Distant Education Committee (Faculty Senate representative) 2004–2005
• 	Manoa Strategic Planning-Technical Advisory Committee 2001–2003
• 	Tenure and Promotion Review Committee 2003, 2001 Chair, 1999

Service Activities: Professional Activities - Library Committees
I have been invited and elected to serve on a wide variety of library committees, indicating the respect of my peers, my competence in specialized areas, and my professional maturity.

- ADA working committee http://libweb.hawaii.edu/uhmlib/ada/ada_index.html 2003–2004
- Aloha United Way Co-coordinator 1999
- Copyright working committee http://libweb.hawaii.edu/uhmlib/copyright/atUH.html 2003–2005
- Department Head Group 1995-1998,1999
- Document Delivery Working Group 2003, 2006–Present
- E-Reserves Task Force 2002–2005
- Indexing task Force 2000–2001
- Library Personnel Committee 1996, 1999, 2001 **Screening** committee for the Associate University Librarian for Information Technology position for the UHM Libraries Various Selection Committees for Managerial and Professional Library Staff
- Management Structure Team 2003
- Processing Operations and Automation 1986–1991
- Public Services Head 1995–1998, 2001–2002, 2005–Present
- ROLS Steering Committee January 1998–2003
- Space Committee 1995-1998, 1999–2001
- Web Advisory Group 2003–2005
- Web Architecture Team 2002–2003
- Web Software Team 2004
- Web Weavers 1994–1998

Service Activities: - Professional Affiliations
- ALA Video Round Table 1998-2002
- American Library Association, Member 1982-1984, 1994-2005
- American Society for Information Science (ASIS), Member 1982-1988, 1996-1999
- Association of College and Research Libraries 1996-2003
- Beta Phi Mu International Honor Society Secretary, 1984-1986, *Editor* Directory 1985-1987, Member 1982-Present
- Hawaii Library Association, Member 1982-Present
- Hawaii State Telecommunications and Information Projects, 1988-1996
- Hawaii Voyager User' s Group 2001-Present, President 2004-2006
- Library and Information Technology Association, Member 1982-1986, 1994-2001
- National Education Association 1982-Present
- School of Library and Information Science, Alumni Executive Board—Continuing Education Chairperson, 1982-1984; President-elect 1986-1987; President 1987-1988; Member 1982-Present
- Special Libraries Association 1989-2002

Service Activities: - Publications/Presentations 2000-Present
- Quirk, Ruth Marie. "Case Study of Student workers in University of Hawaii Libraries" E-Learn Honolulu 2006
- Quirk, Ruth Marie. "Creating online tutorials for Training using Camtasia Studio" Hawaii Voyager Users group meeting Honolulu 2004
- Quirk, Ruth Marie. "Creating online Tutorials for Training" Hawaii Library Association Conference, Lanai 2003
- Quirk, Ruth Marie. "Creating online tutorials that are used in training library workers and to provide library instruction" EdMedia Lugano Switzerland 2004

- Quirk, Ruth Marie. "EndUser Overview" Hawaii Voyager Users Group Honolulu 2004, 2005, and 2006
- Quirk, Ruth Marie. "Google to the Max College of Education" Webinar, and to specific courses 2004, 2005, and 2006 Honolulu
- Quirk, Ruth Marie. "Harnessing the Power of Web-Based Tools for Skills Training" HVUG Conference Honolulu, Oahu http://hvug.hawaii.edu 2004
- Quirk, Ruth Marie. "Harnessing the Power of Web-Based Tools for Skills Training" HLA Conference http://www.hlaweb.org Kahuku, Oahu 2004
- Quirk, Ruth Marie. "Joyful Indexing" Honolulu 2000
- Quirk, Ruth Marie. "Media Rooms and Equipment Let's Schedule a Panel discussion". EndUser conference Chicago 2004
- Quirk, Ruth Marie. "Media Scheduling" Hawaii Voyager Users group meeting Honolulu 2004
- Quirk, Ruth Marie. "Online Tutorials to Train and Review Circulation Tasks" EndUser Conference Chicago 2003
- Quirk, Ruth Marie. "Student workers training using Camtasia" EndUser 2005, Chicago.
- Quirk, Ruth Marie. "Training, Re-Training of Review of Circulation Tasks for Student workers" EndUser conference Chicago 2004
- Quirk, Ruth Marie. Library Forum "Accessibility and the Library" http://libweb.hawaii.edu/uhmlib/ada/ada_index.html Honolulu 2004
- Quirk, Ruth Marie. Special Libraries Association Hawaiian-Pacific Chapter "What is Sinclair Library" Honolulu 2003

Service Activities: - Publications/Presentations Selection from Pre-2000
- Quirk, Ruth Marie. "Creating an Information Industry in Hawaii: The State Government's Pro-active Approach and Its Potential for Success." International Telecommunications Society Conference. Venice, Italy 1990.
- Quirk, Ruth Marie. "Directory of Sacred Dance in Hawaii." http://www.sacreddanceguild.org 1999. This directory was a product from my sabbatical.
- Quirk, Ruth Marie. "Guide to Videotape Productions." Distributed at American Society for Information Science Annual Meeting 1981. This paper resulted from my role as technical director of a videotape production for University of Hawaii at Manoa entitled "What an Online Literature Search Can Do for YOU."
- Quirk, Ruth Marie. "Role of an ASIS Chapter in a Professional Library School Program." Proceedings of the American Society for Information Science Mid-year Meeting. Durango, Colorado 1982.
- Quirk, Ruth Marie. "Sacred Dance in Hawaii: A Widespread Phenomenon." International Sacred Dance Guild Journal. Delaware, 1998.
- Quirk, Ruth Marie. "The Selection Process." Published in the Proceedings of the Intergraded Online Library System Conference. Columbus, Ohio 1983.
- Quirk, Ruth Marie. "UHDOC – A System to Simplify the Documentation Process." American Society for Information Science. Collected Papers, Mid-year. Lexington, Kentucky 1983.
- Quirk, Ruth Marie. "Using PEACESAT to access the library database at University of Hawaii at Manoa." Presented at the Pacific Telecommunications Conference 1989. This paper resulted from my role as technical liaison for training on a trip to Western Samoa, American Samoa, and Tonga installing PEACESAT stations with microcomputers to allow for the use of the PEACESAT links to send and receive data.

- Quirk, Ruth Marie. Sinclair Library Web Site. http://www.sinclair.hawaii.edu 1995–present.

Service Activities: - Instruction
- Camtasia training offered to East-West Center and UH Library personnel so they could create various public tutorials, such as how to search for electronic journals. 2001–2006 http://www.sinclair.hawaii.edu/HTML/help/public_tutorials.html
- Communications Intercultural Training UHM 1998, 2000
- Guest Lecture on Internet-based Research Methods for Educational Technology course ETEC 601 2003, 2004, 2005, 2006
- School of Library and Information Science Internship Supervisor LIS 690 1990, 1991, 1993, 1994, 1995, 1996, 1997, 1999, 2000, 2001, 2002, 2003, 2004
- School of Library and Information Science Project
- School of Library and Information Science Project Supervisor LIS 670 2002, 2003
- Supervision of High School Volunteers working on training tutorials 2003 http://www.sinclair.hawaii.edu/HTML/about/tutorials.html
- Supervision of McKinley High School Volunteers working on Website development 2004 http://www.sinclair.hawaii.edu

Service Activities: - Working Papers Pre-2000
- "A Plan for Library Systems Networking at Manoa." 1987
- "A Recommendation for Microcomputer Implementation in a University Library." 1985
- "Inter-Institutional Networking." 1992
- "Libraries and Computer Security: A Proposal for an In-house Policy." 1986
- "Recommendations for a circulation CD-ROM collection." 1995
- "Specifications for External Services Program." 1993–1994
- "Specifications for Gift and Exchange Module." 1992
- "Specifications for Interlibrary Loan Module." 1993
- "Specifications for Materials Booking Module." 1993–1994
- "State of Library Networking." 1989
- "Telework Using E-mail." 1989
- "Transborder Data Flow in the ASIA/Pacific Region: Cultural Diversity and Information Transfer." Basis of a panel session at the American Society for Information Science 47th Annual Meeting in Philadelphia, 1984.

Service Activities: - Meetings/Conferences/Workshops Attended 2000-Present
- Access 2000 Fundamentals Training Honolulu 2003
- Association for Advancement of Computing in Education Conference Honolulu 2003
- Association of Research Libraries Web Cast on Usability 2004
- Association of Research Libraries Management Skills workshop 2002
- Best Practices in E-Learning Online Conference 2003:
- Defining Our Destiny UHM 2002
- DEPARTMENT CHAIRS >< AT THE INTERFACE Honolulu 2003
- Departmental Leadership Workshop UHM 2001
- Distance Education Conference Honolulu 2005
- E-Learn Conference 2003, 2004, 2006 Honolulu
- EdMedia Lugano Switzerland 2004
- EdMedia Honolulu, Hawaii 2003

- EndUser Chicago, Illinois 2003, 2004, 2005, 2006
- Freedom of Information Seminar 2002
- Hawaii Voyager User's Group Meeting Honolulu, Hawaii 2003, 2004, 2005, 2006 (2005 President and Conference Coordinator)
- Hawai'i Library Association 2006, 2005, 2004, 2003, 2002, 2001, 2000 Various Hawaiian Islands
- ImageServer Training Honolulu 2002
- Information Literacy Workshop Honolulu 2003
- LILO Workshop Windward CC 2004
- Managing Change in the Workplace Honolulu 2002
- National Center on Disability and Access to Education workshops 2005
- New Media International Consortium Conference Honolulu, 2005
- Pacific Arts Festival New Caledonia 2000, Palau 2004
- Pan Pacific Distance Learning Association Conference Honolulu 2004, 2006
- Serving Your Customers a workshop for non-profit organizations Honolulu 2004
- Special Libraries Association – Hawaiian-Pacific Chapter Speed Networking Event 2005
- Talent 101, Talent 102 WebCT Summer Institute 2005
- Technology, Colleges and Community Worldwide Online Conference 2002, 2003. 2004, 2005, 2006
- UH System-Wide Strategic Planning Conference 2001
- Welcome Week Volunteer 2006

Service Activities: **Community Memberships**
- Angel Network Charities Volunteer 1992–2005
- ARTS 2002–2005
- Calvary by the Sea Artist in Residence 1998–Ongoing, Council of Deacons Treasurer 2002–2005
- Hawaii Council on the Arts 1998–2001
- Hawaii Dance Council 1997–2000
- Hawaii International Film Festival Member1999-2002
- Sacred Dance Guild Member 1995–Present; President, Hawaii Chapter 1998–2001; Record Secretary 1999–2002; President 2002–2004; Chapter representative to the international association 2004–present

Supporting materials

- Excerpt from Master's thesis 2006 (4.24)

- Evaluation from ETEC 601 2005 Comments only (4.25-26)

- Evaluation from EndUser 2003 and 2005b   (4.27-30)

- Evaluation from HUGM 2006 (4.31-32)

- Page from Sinclair website   (4.33)

- ADA webpage   (4.34)

- Copyright webpage (4.35)

- Excerpt from SL annual report 1996 (4.36)

- Chart of non-UH user policies (4.37)

- Example of procedure for Serials Linking (4.38-42)

- SL statistics (4.43-44)

Trainers of Student Employees in University of Hawai'i Libraries:

A Case Study

The University of Hawai'i (UH) Libraries, encompassing over a dozen facilities on thirteen campuses statewide, use student employees as the primary service providers to charge out library materials. The level of service provided at these service points is thus determined by the training the student employees receive from the full-time staff. However, the researcher found scarce information on how these students were actually trained. The researcher assumes that the student employees were trained by non-librarians—University of Hawai'i library technicians and library assistants—using a WebCT (Web Course Tool) resource that provides access to a variety of training tools.

This case study focused on the use of WebCT resource materials for training at the University of Hawai'i, and examined the diffusion of training innovations through the library social system. Three primary questions guide this research: How are non-librarian trainers of student employees at the University of Hawai'i libraries using the Circulation Services and Training WebCT? How do the trainers benefit from the WebCT resource? And what can be done to improve the WebCT resource?

The findings show that the WebCT resource serves as a repository for standardized material and directly supports the sharing of local as well as general materials. There are numerous benefits, including reduced work for individuals due to sharing of resources in a central location. Improvements needed include removing content from the secured environment so that it might be more easily available, updated, and expanded; improving training materials and access to them by trainers; and most importantly providing support for the trainers.

ETEC 601 Evaluation Internet Research Feedback –comment report

9. What new technique did you learn from this session?
- I learned of some new search engines and how to use them.
- Using Google "Fuzzy" search items.
- I learned a lot of new techniques tonight esp. ways to navigate the internet more effectively and efficiently. New search engines such as Teoma and lii.org are very informative. As a Google user, I am glad to know that there are also other search engines out there that are focused more on scholarly research.
- Various methods to refine searches.
- I discovered that Google contained many different useful functions that help specify a search. I also learned new methods of finding information by using the different commands.
- Google Print and Google Scholar
- general understand on how to do searches...would have like more information about educational search engines...etc
- I learned more about the various searching features you can use (especially in Google). I think I will be using a lot of these features as I continue my ETEC studies. I especially liked the define: filetype: and related: features.
- It was especially useful to see and then experience the differences in the search engines and the types of specialized search commands...for those of us doing graduate research, regular search techniques aren't enough to insure that we have adequately delved into our topics.
- I also found the "fuzzy" search techniques and the "limiting" techniques to be very helpful.
- how to use different symbols for specific searches
- search tecniques
- How to use the tilday as a thesaurus tool.
- I learned how to refine and focus the search for my subject matter. How to take searching to the next level.
- Using Google's other search tools to focus a search, and using other databases on the web to acquire relevant sources. Also, using punctuation and keywords to assist in web searches via Google and Yahoo.
- To search by exactly word. I haven't known yet

10. How can this new information help you in your studies?
- It will give me resources to use in my future papers.
- I can browse a lot more sources vs. the limitations of using standard search techniques
- To navigate the Internet more effectively...
- It will be extremely useful when looking up literary sources.
- When doing research, it is essential to get the most reliable and valid information available. Utilizing the appropriate search engines and directories will assist the gathering of information a lot easier.
- It provides additonal resources for my research
- it's a start in undestanding researching
- The information will undoubtedly come in handy when researching information for my master's project/topic. I think the filetype: feature will be especially useful if I need to reference PPT presentations or other documents/data/research (PDF files).

- It will help me to survey what's out there as I try to focus my topic for my thesis and, once I do that, it will help me to feel more confident that I have done a thorough job of scholarly research.
- finding what i'm looking for quicker
- online searches
- Make it easier to do research.
- Hopefully it will save time because i won't waste time sifting through unneeded sites.
- It can broaden and better focus my search for information on the web.
- Giving me an idea. Sometimes I think we should know broaden and when we want information , we can select or use immediatly.
- I like the way to find that I didn't know

12. What changes (if any) would you make to improve this instruction?
- I think it was great as is.
- None. It was absolutely engaging.
- Although the handouts were collated, they needed to be stapled to avoid missing pages.
- More time to try the various methods.
- I think considering the time given. The instruction was excellent.
- None, great as is.
- more direct information about educational searches....and maybe not so fast overview of material....i got lost several times....also maybe a room that has computer assess so we won't have to bring our own.
- More time!! Or, break up the instruction into two different sessions to take in all the information.
- not sure...I can see the reason for scheduling it earlier in the course...I can also see a reason for scheduling it later...when we would actually be doing the hands on with our own topics...
- I loved the humor and the energy that RuthMarie projected...we could tell that she is very skilled at this and yet her approach was down to earth and relaxed
- Slow down. Cover less material and communicate other tricks through handouts.
- it was great
- N/A
- It may have helped if we all had computers that could access the web.
- None.
- Nothing... just slow down . I 'm not a freshman I was born in between the start of computer so sometimes I'm quite slow and clumsy because of my language skill.

13. What did you find most frustrating about the presentation?
- I didn't find anything frustrating.
- Nothing.
- If she would present this in less than 1.5 hour per session. Learners tend to shut down when a lesson gets too long. Although it is something I would definitely want to learn, but it's better to have the presentation for only 1.5 hour or less on two separate days.
- Didn't have my own laptop.
- I was never frustrated
- none
- Rushing through the material...
- just the fact that I come in to anything at the end of a working day on "low batt"...but the humor and the hands on did much to remedy that :)
- Too much information. Too fast pace.

- too long
- N/A
- Not being able to connect to the internet and wasting time on troubleshooting that instead of listening to the presenter and trying the searches.
- None.
- Faster speaking like Rocket to the moon !!!! Hahah... but any way , generally I can follow... :)

14. Comments
- I found this presentation very useful.
- Very good instructor who knew her stuff. She should be teaching all university departments how to search for information better.
- I think the presenter is very knowledgeable and very enthusiastic about her work and that is a good sign. I can see myself asking her more qestions in the future.
- Cleary and useful presentation.
- The instruction was very educational and stimulating.
- Great presentation. Expertise and enthusiasm of presenter was wonderful.
- thanks for the help...and tech support...you guys do a great job for us!
- Mahalo, for your time and efforts! This type of information is interesting and useful, not only for our own research efforts, but also for our students (those of us who work in a school system) as well.
- Although the presentation was geared to graduate students, I think some of the exercises and understandings would be helpful to my high school students and that the "topic worksheet" would be helpful to students working on something like History Day, for example...
- Thank you for coming to class and sharing. I enjoyed learning.
- none
- I enjoyed her presentation! She was very enthusiastic!
- Great presentation... lots of useful information.

ENDUSER 2003
Session: 10, Online Tutorials
RuthMarie Pulelehua Quirk   **79 evaluations received 106 attendees at session**

1=Strongly Agree
2=Agree
3=Undecided   **A V E R A G E S**
4=Disagree

	THIS SESSION	ALL SESSIONS	BEST SESSION	WORST SESSION
5=Strongly Disagree				
The speaker was knowledgeable	1.27586	1.34266	1.000	1.97500
The presentation was good	1.43860	1.49509	1.000	2.27500
The speaker was engaging	1.27586	1.51437	1.02381	2.51163
Time was used effectively	1.34545	1.52602	1.08333	2.18644
There was adequate time for questions	1.29091	1.57010	1.13333	2.57576
The visual aids were effective	1.33333	1.54654	1.16667	2.14634
The handouts appear useful	1.47273	1.61161	1.07143	2.30435
The room set-up was effective	1.47368	1.60804	1.08333	2.09375
Session met my expectations	1.43103	1.65261	1.07143	2.51220
Program was at expected level	1.40351	1.63949	1.07143	2.46154
I would recommend this to others	1.33929	1.53147	1.07143	2.28421
I'd like further sessions on this topic	1.40351	1.49942	1.08333	2.26923

Comments

- Good & useful!
- Instructor was excellent. Good advice & ideas
- Examples were helpful to see. Person was knowledgeable
- More time would have been good for examples.
- Room could have been a little darker, but presenter didn't have moderator to help
- Creativity of idea to use tools that simplify processes idea. Teams can contribute to design & project
- Useful to see what others are doing in an area of common interest
- Great presentation - humor used appropriately
- Thanks for the snack!
- inventive use of software great idea --
- This was exactly what we are looking for.
- The speaker was very engaging; the example was very helpful.
- Wow! We've been experimenting with Powerpoint/WebCT. This is the best of both worlds!
- Very informative session!
- very engaging speaker
- great job!
- Very useful information!
- info on a specific product
- exactly what I was looking for!
- Having a demonstration
- Too short
- Speaker was great. Liked humor

- The presenter is very down to earth & makes the session fun - not so rigid & formal
- Very clear, effective use of time, organized
- speaker's technological savvy
- Discussion of rationale for online training, especially since I and my group are starting to work on this.
- Great idea! Thanks for sharing!
- Great macadamia nuts! Interesting concepts.
- All cool
- Very informative. I would be interested in these programs.
- info on cost & use of software & info on problems
- Gave me some great ideas to bring back -- thanks!
- Actual demos
- Handout
- Quickness of going through examples
- Actual on-line demos
- The demo from the software was most helpful

ENDUSER 2005
Session 59:
Training, Re-training, and Review of Circulation tasks for Student workers

Category	Average Rating	Number
Knowledgeable speaker	1.053	38
Clear presentation	1.128	39
Engaging speaker	1.026	39
Good Time Usage	1.289	38
Time for Questions	1.750	36
Effective visuals	1.053	38
Useful handouts	1.231	39
Effective room set-up	1.789	38
Met expectations	1.184	38
Expected level	1.216	37
Recommend to others	1.105	38
Further such sessions	1.132	38

WHAT I LIKED MOST ABOUT THIS SESSION:
- Great session!
- Introduced me to a new software product
- Very helpful!
- The context of learning theory - I'm really pleased to hear about a training method that accounts for
- different learning styles

- Seeing software and uses.
- Presenter was informative & fun
- Best session of conference
- Liked the nuts! Liked the demo of Camtasia
- Her sense of humor, ability to engage audience.
- Very energetic speaker
- The step by step demos!
- great program, great program
- The zip of the presenter
- Presenter has an infectuous enthusiasm for this topic.
- Great - I have Camtasia not v. well try it Thanks.
- positive attitude about students' learning
- humor
- Ruth was wonderful, charming & funny

WHAT I LIKED LEAST ABOUT THIS SESSION:
- I wanted more time to see it and discuss issues. Fastest 45 min of the conference!
- Started off slow. Room was very crowded.
- Probably more time for questions.
- Not enough time.

    OTHER COMMENTS:
- Excellent presentation
- Practical - will definitly use
- Room was TOO hot
- I'd love to see a "How To" Build a tutorial
- Great job!
- This was highly helpful.
- Exciting stuff
- Room: NO easel w/ schedule outside Salon 9!
- Great work. Thanks for sharing.
- SupportWeb sharing idea needs promotion & organization from somewhere
- I think this would be great for trainning my students. Thank you!
- Room: crowded
- I recommend that she present this again & perhaps hold a workshop
- How to attache to web pg & Flash need.
- questions not repeated for audience
- More time.

HUGM 2006

Program 8: EndUser Recap - RuthMarie Pulelehua Quirk (and Richard Morris)

Speakers: Select one response for statement.

		N/A	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Total	Scale Average
Was/were knowledgeable about the topic.	Count	0	13	4	0	0	0	17	4.76
	%	0.00%	76.50%	23.50%	0.00%	0.00%	0.00%	100.00%	
Delivered the presentation(s) in a clear and effective manner.	Count	0	10	7	0	0	0	17	4.59
	%	0.00%	58.80%	41.20%	0.00%	0.00%	0.00%	100.00%	
Was/were engaging.	Count	0	11	6	0	0	0	17	4.65
	%	0.00%	64.70%	35.30%	0.00%	0.00%	0.00%	100.00%	
Used the allotted time effectively.	Count	0	13	3	0	0	0	16	4.81
	%	0.00%	81.30%	18.80%	0.00%	0.00%	0.00%	100.00%	
Used effective visual aids.	Count	0	7	9	1	0	0	17	4.35
	%	0.00%	41.20%	52.90%	5.90%	0.00%	0.00%	100.00%	
Provided useful handouts.	Count	1	7	9	0	0	0	17	4.18
	%	5.90%	41.20%	52.90%	0.00%	0.00%	0.00%	100.00%	
Total	Count	1	61	38	1	0	0	101	4.55
	%	1.00%	60.40%	37.60%	1.00%	0.00%	0.00%	100.00%	

Presentations: Select one response per statement

		N/A	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Total	Scale Average
There was adequate time for questions.	Count	0	8	7	0	0	0	15	4.53
	%	0.00%	53.30%	46.70%	0.00%	0.00%	0.00%	100.00%	
Visual aids were effective.	Count	0	8	7	1	0	0	16	4.44
	%	0.00%	50.00%	43.80%	6.30%	0.00%	0.00%	100.00%	
Handouts were useful.	Count	1	8	6	1	0	0	16	4.19
	%	6.30%	50.00%	37.50%	6.30%	0.00%	0.00%	100.00%	
Room set-up was effective for this presentation.	Count	0	11	5	0	0	0	16	4.69
	%	0.00%	68.80%	31.30%	0.00%	0.00%	0.00%	100.00%	
Session met my expectations.	Count	0	10	6	0	0	0	16	4.63
	%	0.00%	62.50%	37.50%	0.00%	0.00%	0.00%	100.00%	
Presentation was at the level I expected.	Count	0	9	5	1	0	0	15	4.53
	%	0.00%	60.00%	33.30%	6.70%	0.00%	0.00%	100.00%	
Whether or not this session met my needs, I would recommend it to others.	Count	0	9	5	0	0	0	14	4.64
	%	0.00%	64.30%	35.70%	0.00%	0.00%	0.00%	100.00%	
I would be interested in further sesisons on this topic at next year's HUGM.	Count	0	11	3	1	0	0	15	4.67
	%	0.00%	73.30%	20.00%	6.70%	0.00%	0.00%	100.00%	
Total	Count	1	74	44	4	0	0	123	4.54
	%	0.80%	60.20%	35.80%	3.30%	0.00%	0.00%	100.00%	

The part I liked most about the session was:

RuthMarie's lively presentation style.

Ruth was very energetic and organized.

Recollection of EndUser conference

The variety of information

Learning that ther's a website for this and that it has really good stuff.

RuthMarie's
presentation

The part I about the session was:

n/a

One of the presenters did not use any visual aids, or handouts.

Additional comments

Enjoyed RuthMarie's use of humor.

Yes, require all UH attendees to Endeavor each year at HVUG [regarding interest in further sessions on this topic at next year's HUGM]

good idea to have this annual, since I will never get funded to go to the meeting.

[TEXT-ONLY VERSION] [Skip Menu Items]

GREGG M.
SINCLAIR
LIBRARY

University of Hawaii Hamilton Library Table of Contents Search this site

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Wong Audiovisual Center

Music Collection

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Borrowing, Fines, Policies

Quick Links:

» New Books and Media List

» New Grove Dictionary for Music and Musicians

» Media Paging

» Music Around Town

» Electronic Serials

» NonUH Borrowers' Cards Chart

» Job Openings

Gov't Docs Now Located at Sinclair Library »

UHM Library Services »

Electronic Resources »

Hawaii" Voyager Online Library Catalog »

Find out about Sinclair hours and location: Fall 2006. Fall Holidays and Finals Week

Learn how to use the library, the catalog, the web, and journal article indexes »

What's New!

» Asia Videos and Feature Films

» Wireless Network Access

» Forms and Services

4. 33 (B)

UNIVERSITY OF HAWAI'I AT MĀNOA **LIBRARIES**

ADA Home | Library Home | Online Catalog

Search Library Web

Americans with Disabilities Act (ADA) and Assistive Services and Technology Resources

Services at UH Manoa Libraries

- Resources within the Libraries
- PCs with Assistive Technologies in the Libraries
- ADA Policy Statement [Word format of Policy]
- Staff Guidelines for Offering Assistance
- For information or questions contact the Public Services Division.

Campus Services at UH Manoa

- KOKUA Program [Ann Ito, 808-956-7511]
- EEO/AA Office [Mie Watanabe, 808-956-6423]
- Campus Map showing special access points

UH System-wide Services

- ADA Policy Statement for University of Hawai'i at Hilo
- Disabled Student Service Program/Provider at UH Campuses
- UH at Manoa [Ann Ito, 808-956-7511]
- UH at Hilo [Susan Shirachi, 808-933-0816]
- UH at West O'ahu [Terri Ota, 808-956-8400]
- Hawai'i Community College [Kare Kane, 808-933-0702]
- Honolulu Community College [Lorri Taniguichi, 808-845-9282]
- Kapi'olani Community College [Mary Joan A. Haverly, 808-734-9552]
- Kaua'i Community College [Sandy Magnussen, 808-245-8314]
- Leeward Community College [Tamara Watson-Wade, 808-455-0421]
- Maui Community College [Lisa Correa, 808-984-3496]
- Windward Community College [Yvette Malama, 808-235-7489]

Community Services

- Assistive Technology Resources Center
- Disability and Communication Access Board
- Library for the Blind and Physically Handicapped

UNIVERSITY OF HAWAI'I AT MĀNOA LIBRARIES

Library Home | Online Catalog

UHM Libraries Copyright Policy & Guidelines

UHM Libraries Copyright Tools

- UHM Libraries Reserves
- Sample Permission Request

Copyright @UH

Copyright Links

- Copyright Clearinghouse
- Creative Commons
- Cornell Public Domain Chart
- TEACH Act
- Digital Millenium Copyright Act
- U.S. Copyright Law

Copyright @UH

■ **University of Hawaii Copyright Policy**

The University of Hawaii Copyright Guidelines, April 1992 [PDF].

■ **Notification of Claimed Infringement of Copyright**

Provides instructions for filing notifications of claimed infringement using University of Hawaii services pursuant to the Digital Millennium Copyright Act (1998).

■ **Honolulu Community College: Copyright Information**

List links to various sites, concerning copyright.

■ **UH Hilo Library: Copyright Guidelines**

Some links with faculty information.

■ **Copyright at the University of Hawai'i-West O'ahu**

Copyright information.

■ **LCC: Primer on Copyright Use**

Informative and well-designed outline.

■ **LCC: Copyright Law in Distance and Distributed Learning**

Includes an excellent PowerPoint presentation.

■ **Distance Education Information for Instructors - Copyright and Intellectual Property**

Lists copyright sites related to distance education.

1996-1997 Annual Report

Prepared by Ruth Marie Quirk, Head
on behalf of Sinclair Library Staff

Edythe Kaanapu, Linda Engelberg, Gregg Geary, Carla Hose, Barbara Kudo, Sharon LePage, Mitchell Moriwaki,
Merlita Nazareno, Cora Nishimura, Lois Tom, Alexis Weatherl

View Statistics and Graphs

Introduction:

1996-97 was a year of challenging opportunities, continuing the trend of the last three years. The entire staff is to be commended for their efforts to provide quality service to its large clientele while juggling projects that came their way.

In 1995-96 the library suffered personnel losses. In July 1996, the Head of Sinclair went on a two year leave. An existing librarian position (Multimedia Services) took over the responsibilities of Head, in addition to her existing responsibilities. Student help, once again, were trained to take over what duties they could and some projects were put aside -- like building a CD-ROM collection.

In January 1997, the reorganization plan for Sinclair Library Staff was implemented, including new processes for decision making by consensus. The changes for all staff have been a great challenge. From January to March 1997, the Supervising Librarian Tech I was out on medical leave. Though this occurred during a time of reorganization and cross-training, staff managed to adapt during her absence. Efforts from all the staff have kept the library's statistics up and patrons satisfied.

In the next year, one of our major projects is to work on a vision for the renovation of Sinclair.

Departmental Mission Statement:

Sinclair Library is dedicated to providing public services and collection development, maintaining the online records, and improving access to the collections housed there.

1997-98 Strategic plan of department, library-wide strategic plan

Progress toward current goals and outcomes reached are listed here in relation to the Sinclair Library Strategic Plan

Goals (in bold) and objectives:

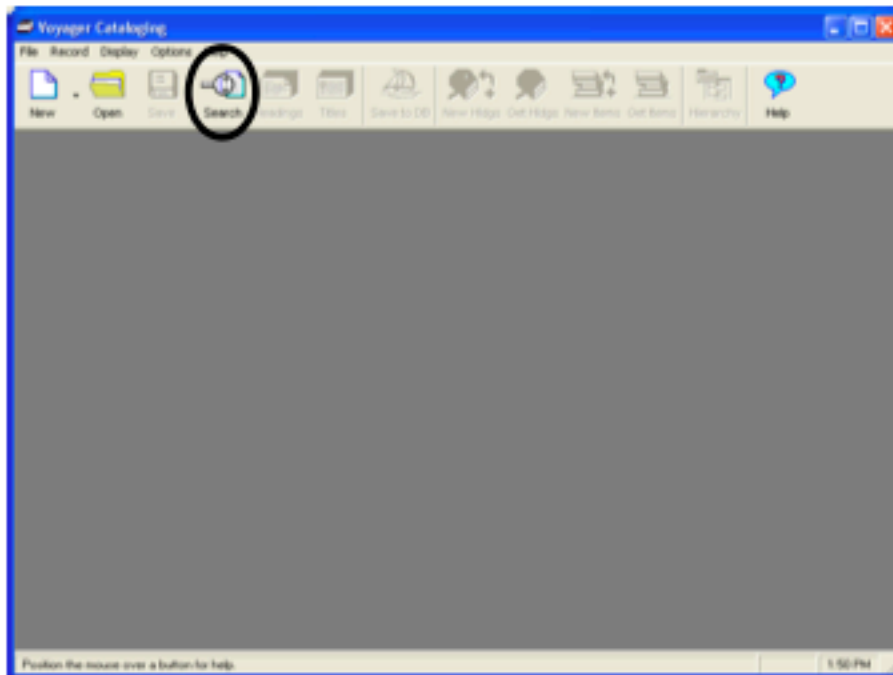A. Provide Access for Faculty / Staff / Students
    1. **Expanding Hours of all Collections:** This effort to provide additional hours and keep all collections open when the building is open was successful, as reflected in increased circulation . In 1995-96 Sinclair represented 24% of the total library circulation ; in 1996-97 it represented 27%. The number of people coming into Sinclair library rose from 41% to 43.5% of the total share for both library buildings.
    2. **Web Pages:** Staff and student help cooperatively developed and maintain the Sinclair Library WWW site this year. We are especially proud of our new graphics and the following pages: Online Reserve Request page, Music Collection pages, Circulation, Finding Tools, Multiple Piano Scores, and 97/98 Honolulu Symphony Performances. We also implemented reserve e-mail for renewing current reserve lists.
    3. **MEDIANET:** Preparation was made for the upcoming installation of the stand-alone materials booking module, Medianet. The goal for next year is successful implementation of Medianet.
    4. **Terminal/Computer for Public Use:** We have installed public PCs for Internet and CD-ROM access. Public terminals and PCs have been maintained and cleaned by Sinclair Library staff on a regular basis. We hope to upgrade old CD stations next fiscal year (97/98).
    5. **Stacks Maintenance (Expansion):**
        a. **Music:** The multi-year mini score project was completed by students and staff under the direction of the Music Librarian. This involved moving all scores below a certain size to

Libraries of the University of Hawai'i System Community Borrower Cards

|	Community User	Hawai'i State/City Agencies	Research Organization	UH Retiree
Criteria to Get Card	18 years or older One of the following: Hawaii Drivers License Hawaii State ID Kingdom of Hawaii ID Military ID	Complete application form for Hawai'i state and city agencies Request printed on departmental letterhead signed by fiscal or other authorized officer Include name(s) and ID number(s) of the individuals	Memorandum of understanding contract Photo ID and number for each individual	10 years of service in the University of Hawai'i System. The following is required: A photo ID. A memorandum from your department chair or campus representative/key signed and dated on official letterhead, stating that you have worked 10 or more years in the UH system.
Cost Non-refundable	6 months $30 1 year $60 Hawaii residents 60 years and older 6 months $20 1 year $30	First two cards, no charge Additional cards $50 each	Up to two cards $110 Additional cards $50 each	10 Years FREE
Borrowing Privileges Books	10 books	10 books	10 books	10 books
Loan Period	28 days	28 days	28 days	28 days
Renewal of Items	1 renewal	1 renewal	1 renewal	1 renewal
Borrowing Privileges AV	In-house AV viewing free with card at UH Manoa & Kapiolani Community College In-house AV viewing at other campuses $23 per item Borrowing $23 per item No AV viewing or borrowing at UH Hilo and West Hawaii In-house AV viewing free with card at UH Manoa & Kapiolani Community College			
Replacement Fee	$5 per card	$5 per card	$5 per card	$5 per card
Card Issued Non-Refundable	Immediately upon payment	7 days after signed department letterhead and application form are received. Card issued & renewed at Hamilton Library. For more information call (808) 956-7203. Card issued & renewed at UH Hilo For more information call (808) 974-7344.		Immediately upon completion of required forms.
Eligible for Borrowing at the Following Campuses *	Hawai'i Community College Kapi`olani CC Kaua'i CC Leeward CC Maui CC UH Hilo UH Mānoa: Hamilton Library & Sinclair Library UH West O'ahu Windward CC			
Services Not Available	Intrasystem loans, Interlibrary loans, Computer Labs, Group Study Rooms, Lockers, and Remote access to restricted online databases. No in-house access to Library PCs or laptops with internet access at UH Hilo and UH West Hawaii			
* Not accepted at		Honolulu Community College UH Center, West Hawai'i UH School of Law UH School of Medicine		

Sinclair Serials Linking Project:

Open the Cataloging module.

Click on the search icon.

Choose **call number** search and type in the call number from the spine of the journal.
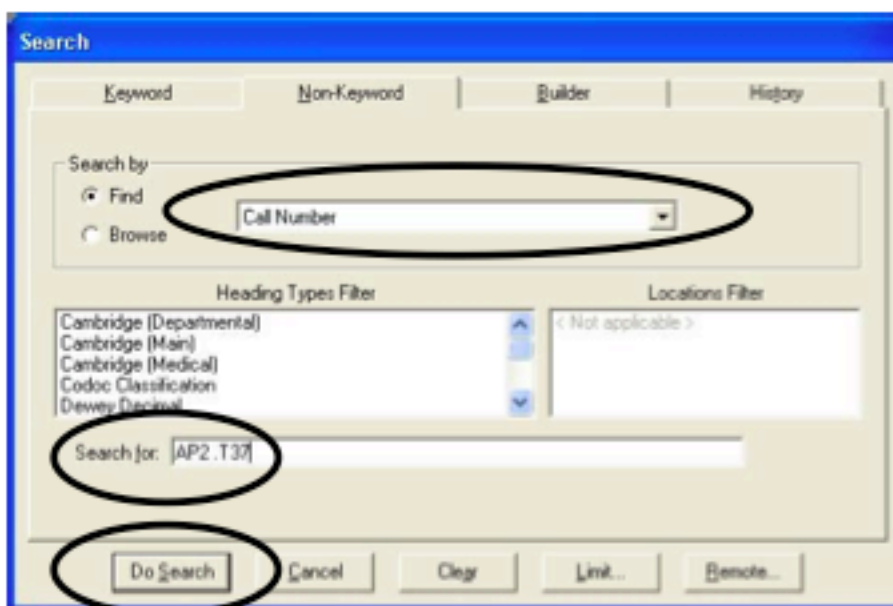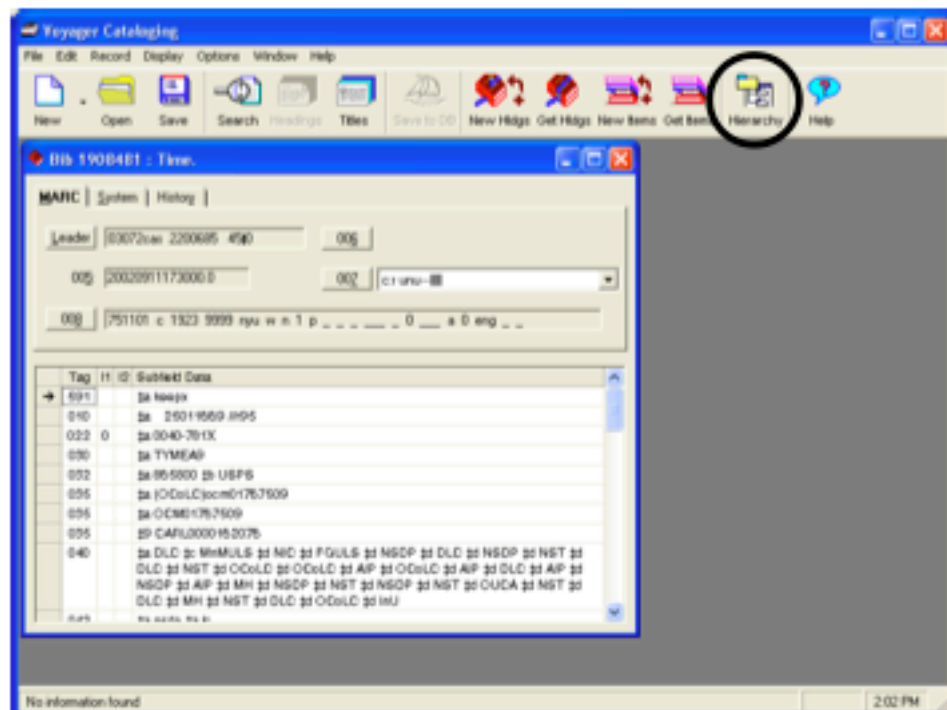

Click on "do search".

If the resulting screen shows multiple titles, choose the **upper and lower case title**. All upper case titles are C-Fly journals.

If the resulting screen only has one title or you can easily identify a unique title, click on the title and then click 'OK".

A bibliographic record will pop up.

Click on the hierarchy button in the upper right screen.

The resulting screen shows a hierarchical view of the bibliographic record, holdings records and item records.

If you find only one **Z Hamilton** or **Z Hamilton D0** holdings records (which the system calls MFHDs), STOP. Go on to the next title.

You should find more than one Z Hamilton or Z Hamilton D0 MFHDs. Be careful with different locations: Z Hamilton, Z Hamilton D0 and Z Hamilton Reference may sound similar, but are three different locations.
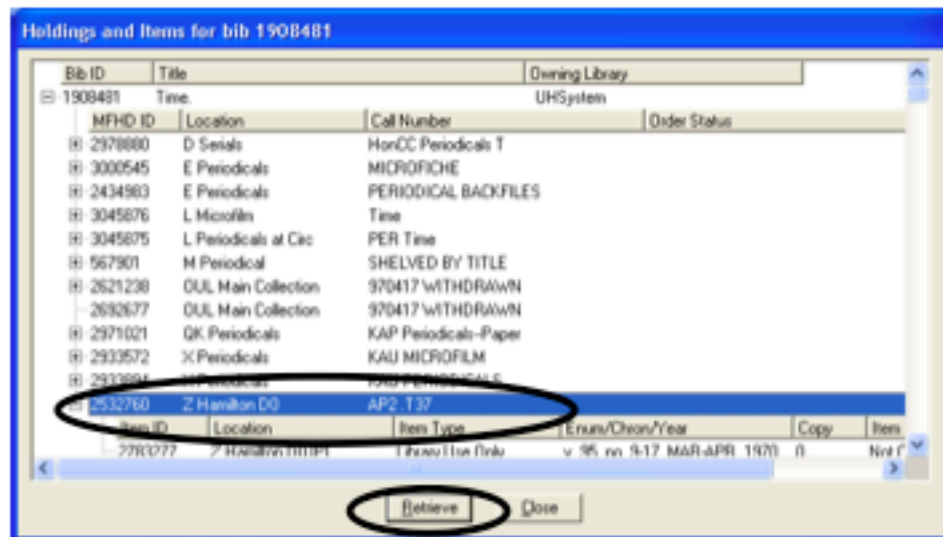
Click on the plus signs next to the Z Hamilton D0 MFHDs. Determine the MFHD with the greatest number of items. If two or more MFHDs have an equal number of items, choose the top most MFHD on the hierarchical view.

Click on the MFHD with the greatest number of items to highlight. Click on Retrieve.

The MFHD will open up.
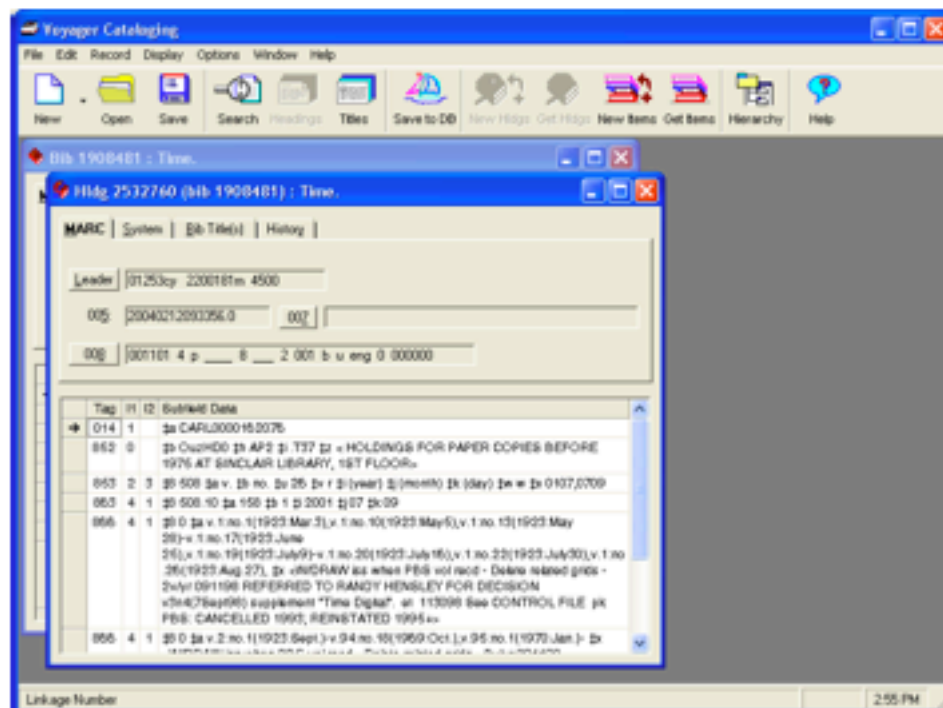
Scroll down to the bottom of the MFHD.

Click on the gray square to the left of the last 866 tag line. An arrow will pop up in the square and the tag line will turn blue.
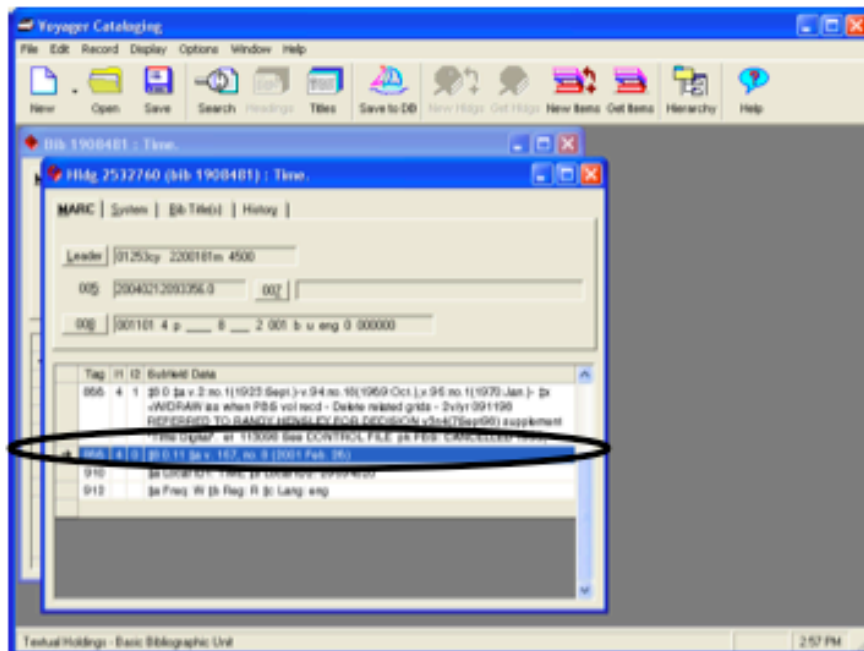
Hold down **Ctrl - C** to copy the line.

Hold down **Ctrl - V** to paste.

Click in the last tag line, the one you just pasted into the MFHD. Change the volume and numbering to match the volume you have in hand.
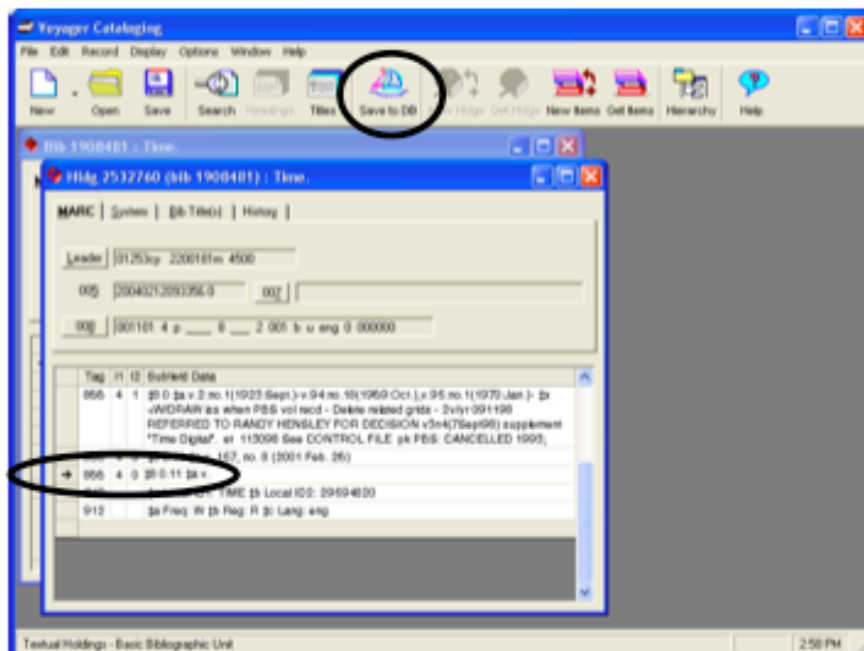
Click on the **Save to DB** icon or the Boat icon at the top to save.

Sinclair Library Statistics
Services Summary　　　Online requests for av materials introduced May 2003
Annual Report FY 03/04　　　Reserves are listed under item type

Circulation	Sinclair location		
		AVC	
Items Charged and renewed	17,659	163,590	

* January 2001 Circulation policy gave all campus same borrowing priviidges, and Community users in-hous use.

	Annual Total		
FY 03/04*	FY 02/03*	FY 01/02	
181,249	140,370	156,266	

01/02 does not include renewals

By Borrower Type	Print	Media	
		AVC	Wong/Reserve
Faculty			
Graduate			
Undergraduate	There are many more patron types since conversion to		
Community	Hawaii Voyager to see a break down by location and Item		
Other/Departmental	Type tables		
UnKnown & Manual Counts	http://www.sinclair.hawaii.edu/HTML/about/as_reports/rp0		
Annual Total FY 03/04	304.html		
Annual Total FY 02/03			
Annual Total FY 01/02	21,089	116,273	18,904
Annual Total FY 00/01	16,775	89930	5899
Annual Total FY 99/00	34,272	95,504	9,639
Annual Total FY 98/99	28,995	94,303	10,791

	Annual Total		
FY 03/04	FY 02/03	FY 01/02	
		25,853	
		32,170	
		72,244	
		835	
		7,785	
		17,379	
		156,266	

* January 2001 Circulation policy gave all campus same borrowing priviidges, and Community users in-hous use.

*Voyager does not keep stats for items when they come off reserve, so these numbers are a combination of manual and automated stats. Manual stats do not note item type nor Patron group. Reserve statistics report AV and Print together

By Item Type	Sinclair 1st floor	Sinclair AVC 3rd floor desk	
Videotape (statistical)	N/A	69,393	
Compact Disc (statistical)	N/A	24,779	
Audiotape (statistical)	N/A	1,103	
Videodisc (statistical)	N/A	254	
DVD (statistical)	N/A	49,210	
Phonodisc (statistical)	N/A	1,064	
CD-ROM (statistical)	N/A	327	
Equipment Checkout	N/A	13,231	
Other/Film (statistical)	N/A	21,888	
Bound Periodical	2,985	N/A	
Reserves item types	9,450	8,988	
Music Books and Scores	8,260	N/A	
Annual Total FY 03/04	20,695	181,249	
Annual Total FY 02/03	6,773	118,433	
Annual Total FY 01/02	26,553	134,760	
Annual Total FY 00/01	24833	102856	
Annual Total FY 99/00	28,193	94,528	
Annual Total FY 98/99	26,968	94,303	

	Annual Total		
FY 03/04	FY 02/03	FY 01/02	
69,393	60,499	82,562	
24,779	17,545	17,249	
1,103	660	1,094	
254	147	302	
49,210	31,429	23,965	
1,064	725	1,040	
327	106	105	
13,231	10,402	11,077	
21,888	2,192	52	
2,985	1,646	617	
18,438	11,585	20,179	
8,260	4,927	7,713	
210,932	142,063	165,945	

* These numbers are higher then the total circulation by patron groups, because the itelized items are actually statistical categories in Voyager, for example: Videotape may also be counted in reserve

*Voyager does not keep stats for items when they come off reserve, so these numbers are a combination of manual and automated stats.

Reserves*	Print	Media	
		Reserve	Booking req
Reserve Items Checked Out	9,450	8,988	n/a
Materials Bookings	N/A		
Annual Total FY 03/04	N/a	8,988	
Annual Total FY 02/03	N/a	8,988	
Annual Total FY 01/02	18,223	1,520	
Annual Total FY 00/01	16,446	4,478	
Annual Total FY 99/00	21,580	10,134	
Annual Total FY 98/99	21,852	14,023	

	Annual Total			
FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
18,438	16,857	19,520	30,437	32,339
0	0	1,404	1,377	737
8,988	16,857	20,924	31,814	33,076

Reference		
Reference Queries		
Instructional Sessions		
Instructional Students		
Instructional Hours		

	Annual Total			
FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
4,799	4,565	5,746	4,191	4,151
See Public	14	13	37	31
Service Head	111	264	665	38
report	17	304.5	483	163

Media Technician		
Equipment repaired		
Off-Air Tapings		
Dub to use copy		

	Annual Total			
FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
280	267	280	269	344
742	1,203	619	959	1039
204	89	90	247	150

Dubing for preservation	443	425	601	466	339
Campus broadcasting	0	0	0	0	0
Equipment acquired	8	73	26	7	30
Totals	1,857	2,057	1,816	1,948	1,902

Hawaiian Media Acquistions position which is responsible for requesting off air taping, was vacant January-May 2002.

Sinclair Library Statistics
Maintenance and Fiscal Summary
Annual Report FY 03/04

Stacks Maintenance					Print	Media		Annual Total				
Location	RBR	1st Fl	2nd Fl	3rd Fl			FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
Pick-Up	299	2261	992	2816	6,368	n/a	6,368	6,183	4,639	5,357	7,666
Shelving	173	1631	1974	6873	10,651	n/a	10,651	10,888	9,859	9,839	16,294
Traces					0	0	0	320	360	256	443
Intransits					0	0	0	2,510	1,249	1,079	3,034
Expired Holds					0	0	0	135	71	100	100
Holds					0	0	0	1,040	1,182	0	253
Withdrawals					0	88	88	84	57	33	27
Overdue (Print includes all reserve overdues)					0	0	0	5,666	6,049	938	305
Summary Holdings					0	0	0	46	51	11	53
Linking					0	82	0	36	0	10,873
Annual Total FY 03/04					17,019	88	17,107	26,954	23,553	17,612	29,399
Annual Total FY 02/03					18,540	8414					
Annual Total FY 01/02					16,017	7679					
Annual Total FY 00/01					15,558	2054					
Annual Total FY 99/00					35,902	3,497					
Annual Total FY 98/99					24,630	2,300					

Voyager counts overdues by items, previously we counted by notice. At SL, we check the shelves for all overdue items.

Student Help	1st floor Ref/Mold	3rd floor/Video Acquisitions		Annual Total				
			FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
Hours Worked	10,024	7,690	17,713	9,456	20,337	20,000	20,521
Total Allotment for FY 03/04	$118,833.00	$90,495.00	$209,328.00	$197,613.00	$140,875.00	$140,219.00	$147,249.00
Total Spent for FY 03/04	$117,562.39	$63,081.23	$180,643.61	$168,582.54	$139,833.33	$128,637.17	$129,700.64
Remaining Balance for FY 03/04	$1,270.61	$27,413.77	$28,684.39	$29,030.46	$1,041.67	$11,581.83	$17,548.00
Remaining Balance for FY 02/03	-$6,186.59	$76,492.96					
Remaining Balance for FY 01/02	-$1,140.61	$2,152.26					
Remaining Balance for FY 00/01	$7,579.01	$4,002.82					
Remaining Balance for FY 99/00	-$320.90	$17,869.26					

Cash		Annual Total				
		FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
Net Fines		$22,948.14	$26,036.14	$21,249.39	$16,831.96	$19,783.53
Lost Item Fees		$4,212.39	$9,975.74	$7,904.39	$7,371.35	$8,953.91
Photocopiers		$7,105.64	$9,459.00	$13,260.84	$13,827.45	$14,906.51
Debit Cards		$19,967.39	$19,816.63	$23,796.56	$25,213.51	$30,961.80
Microforms		$3.40	$9.65	$1.30	$2.90	$6.00
Media Fees		$89.00	$230.00	$198.00	$462.00	$460.00
Community User Cards		$740.00	$870.00	$863.00	$750.00	$270.00
External Services (ESP)		$0.00	$42.00	$9.00	$59.00	$122.20
Net Income		$55,075.96	$66,461.16	$67,402.48	$64,556.17	$75,523.95
Overage		$2.55	$83.45	$0.85	$0.50	$6.23
Shortage		$11.23	$10.35	$5.86	$0.20	$4.30

Patron Registration			Annual Total				
			FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
	Student			3,208	3,377	2,277	2,801
	Faculty			413	418	403	345
	Delegate			24	33	38	23
Cards Issued	Associate			6	3	2	5
	Community	Included in HL		27	32	19	7
Annual Total		CIRC REPORT		3,678	3,863	3,739	3,181

Body Count		Annual Total				
		FY 03/04	FY 02/03	FY 01/02	FY 00/01	FY 99/00
Exit Turnstile Total		369,152	440,671	473,236	295,760	436,047
Highest Monthly Count		0	54,571	57,664	52,358	52,335
Lowest Monthly Count		17,329	19,951	28,330	28,527	18,213