

PORTFOLIO REGISTER

CURRICULUM VITAE

Date: September 15, 2009

Name: Nora B. Rackley

Name of Institution Held(mo/yr):	Position(s) & Rank(s) Held:	Date Each Position & Rank
Lake-Sumter Community College	Assistant Librarian Leesburg Campus Library	1998- present
Lake-Sumter Community College	Library Assistant Leesburg Campus Library	Sept. 1995 – 1998
Borders Bookstore	Book Seller	July 1993 - 1995
Miami-Dade Public Library	Page (part-time)	1988-1991

Indicate educational background by giving earned degrees:

Degree	Field/Major	Institution	Date
MA	Library Information Science	University of South Florida	1998
BA	English	Florida International University	1995
AA	English	Miami-Dade Community College	1990

1. Professional Excellence

1.1 Provide a statement of your professional philosophy.

In 1917, Sir William Osler, the Father of Modern Medicine, said, “The librarian of today, and it will be true still more of the librarians of tomorrow, are not fiery dragons interposed between the people and the books. They are useful public servants, who manage libraries in the interest of the public.” This statement illustrates my philosophy of librarianship. My passion for libraries began as a child when my father dropped me off at the public library, and I was able to check out any book that I wanted from the children’s department. The library became, for me, a place of escape where my imagination could float free and I could travel to the Land of Oz, solve all of Nancy’s complicated mysteries, or visit a prolific little spider and her little pig friend. My passion for librarianship stemmed from that original love of books and libraries and has grown to encompass my entire professional career.

The main principle that guides my career is that information should be accessible to anyone who needs it for personal, professional, or educational growth. Access to information is more than being able to pick up a source and read it for free, it is also being able to locate and synthesize the information into useable parts. An academic librarian’s job is to teach these concepts to classes, individual students, faculty, staff, and community members who patronize the library.

My job as a librarian is not only to provide the materials that a patron can use, but also to provide the tools they need to be independent library users, critical thinkers, and information literate consumers of information. I believe that it is my job to help patrons access information not just by providing it, but also by teaching them how to find it themselves. When teaching library skills, my primary goal is for students to understand the concepts I’m presenting. After teaching a class, I ask myself, “Was that successful?” “Did the students understand or did they fall asleep?” Based on the answers to these questions, I adapt the way I teach a concept, the materials I use, and/or the way I interact with a class in order to improve the session next time. I never take for granted that a

successful technique will continue to be successful, and I am always ready to change my methods on the fly if I perceive that something is not working with a particular class.

I have often adopted ideas that colleagues say have worked for them and made the new approach work for me. When piloting a new approach, I will sometimes perform it in several ways before I settle on the one that I think works best. I use any method that leads me to my ultimate goal: to watch the students' faces light up in understanding. I am professionally fulfilled when a student comes back and says that what I taught them helped them through their classes at Lake-Sumter Community College as well as other institutions.

One of the side benefits of trying so many new things is that I collect a number of methods that I can then pass on to colleagues at LSCC and at other libraries. If I can share successful techniques that allow another instructor to increase student understanding, then that doubles the number of people who have gained access to information literacy. It has also helped a colleague find ways of improving their teaching methods.

Providing access to information in the context of a world of ever changing technology is a constant challenge. Keeping up to date with the changes in the functionality and user interface of programs and software is the most difficult part of my job. Just when I think that I have mastered a database, an application, or a type of software, it changes again. So, my job is a never ending cycle of learning and producing new materials for teaching. Luckily, I enjoy the challenges of my job as well as the opportunities and love to find ways of incorporating new technologies into my teaching to facilitate student learning.

1.2 List the classes you have taught during the time period for which you are being considered, and the number of semesters for each. Include any information on special circumstances, such as Web enhanced, fully online, Special Topics, etc.

(Note from candidate: Since my teaching duties extend beyond the regular classroom, I am including here examples of my non-traditional teaching duties as well as additional workshops taught as part of my regular day at LSCC.)

Since filling the librarian position in 1998 I have taught over 560 library instruction sessions for the following classes: ACG 2022, AML 2020, AMH 2010, AMH 2020, ARH 2051, BSC 1005, BSC 1010, CJE 2331, DEP 2004, EDF 2005, EDG 2701, EME 2040, ENC 1101, ENC 1102, ENC 2300, ENL 2012, ENL 2022, EUH 1000, FIL 2001, GEO 1000, GLY 1030, HIM 1430, HSC 1100, HSC 1531, HUN 1201, INR 2002, LIT 2930, OST 2336, PET 2471, POS 2041, PSY 2012, REA 0001, REA 0002, REA 0010, REA 1105, REL 2300, SLS 1501. These classes include the subjects of accounting, American literature and history, art history, biology, human development, education, English composition and literature, film, geography, environmental geology, health, health information management, international relations, business, sports medicine, political science, psychology, reading, world religions and study skills. Faculty library instruction feedback is included in attachments 1.2.1 through 1.2.4. In addition, I have led workshops for students in the Criminal Justice program, the EPI program, the Nursing program, and for scattered UCF classes (attachments in section 1.3 for examples of materials created for some of these courses). There is no set number of terms that I can remember teaching these classes. They have been ongoing through the years and are taught as they are offered. The three sections of college composition (ENC 1101, ENC 1102, and ENC 2300) are the ones taught most regularly, so many of the materials I create focus on those three classes.

In addition to providing instructional sessions for Lake-Sumter courses, I have also led special workshops for employees on topics including general information literacy and business and medical databases and websites. I have visited local high schools where I taught sessions for dual

enrollment students. I have also taught special sessions for community groups on grant writing and information literacy.

Special Workshops at LSCC

Workshop Title	Date
<p>Library Instruction Session for Students at Liberty Christian Academy: Linda Gunger, a teacher at Liberty Christian and a Lake-Sumter student, approached me and asked that I provide library instruction sessions for her 9th and 10th grade English classes. The media center at Liberty Christian was not well equipped and she needed her students to find out more about the steps for basic research, how to use the subscription databases through the public library, and how to cite sources (attachment 1.2.5).</p>	<p>Spring 2008 & Spring 2009</p>
<p>Developing Healthy Research Habits – Medical Information on the Internet: This workshop was part of Staff Development Week. It showed participants how to locate valid medical information on the Internet and through library databases (attachments 1.2.6a and b).</p>	<p>Fall 2007</p>
<p>Leesburg Library Workshop Series: This series of hour-long workshops was designed to supplement library instruction sessions for students who needed additional research assistance. The workshops were advertised by classroom faculty and on campus bulletin boards, but they did not catch on and attendance was low. The workshops were only offered for one term and were replaced by individual appointments (attachment section 1.2.7).</p>	<p>Fall 2006</p>
<p>Virtual Library Tour Bus – The Magical Mystery Unveiled: This workshop was part of Staff Development Week and was designed to help employees discover the library resources available to help them with any personal or professional project (attachments section 1.2.8a and b).</p>	<p>September 19, 2006</p>
<p>Internet for Grant Writers: This community workshop assisted employees from local organizations in finding reliable sources about grant writing on the Internet (attachment section 1.2.9a and b).</p>	<p>October 22, 2002</p>
<p>Faculty Enrichment Workshops: This series of workshops was designed to help faculty improve their knowledge of search methods, internet sites, library databases, and library catalogs. The workshops were taught and created with the help of librarian Rhonda Smith (attachment section 1.2.10 a-e).</p>	<p>Summer 2001</p>

For a librarian, teaching does not end when an instructional session or workshop is over. My work at the reference desk consists of multiple “mini” teaching sessions with individual patrons who

have a variety of research needs. My persistence with difficult research problems has led to a number of successful interchanges with community patrons as well as students (attachment 1.2.11 and 1.2.12). This extends to providing one-on-one assistance for faculty and staff with work projects, doctoral dissertations, and the like (attachments 1.2.13-15). In addition to individual reference, I provide general information and research support for the entire LSCC community. One example is an informational flyer created prior to the 2006 election (1.2.16 a-c include the flyer and letters of appreciation from Tim Kane and Mary Heikkinen).

Outside of the library courses, I have also taught several sections of Developmental Composition at LSCC. From Fall 2005 to Spring 2007, I taught one section of ENC 0001 and three sections of ENC 0010 as an adjunct (attached syllabi 1.2.17 and 1.2.18). The classes were challenging and opened my eyes to what instructors experience in the classroom. It helped me become more empathetic to instructors who claimed that they could not spare class time to bring their students into the library. It was difficult to cover all of the material in the semester and I, also, found it difficult to fit in any activity other than the scheduled lesson. I created several assignments and presentations that were effective in communicating a concept, such as the use of commas, and in helping reinforce specific writing skills, like using descriptive language (attachments 1.2.19 and 1.2.20).

The experience was extremely rewarding in several ways. One of the things absent from a one or two hour library instruction session is the symbiotic relationship and rapport you can develop with students when teaching a semester long class. I taught the students, but the students taught me more about teaching techniques and student/teacher interaction. I also came out of the experience with better grammar skills. Teaching the English classes also helped me in my library functions. I was able to develop alternative solutions in the delivery of library instruction that would take less time away from a faculty member's scheduled lesson. One activity that resulted

from this experience was the classrooms visits mentioned in section 1.3. I hope to be able to teach several more sections of these two courses in the future. Student Evaluations from Fall 2006 and Spring 2007 are attached in section 1.2.21 and 1.2.22.

1.3 Briefly describe (approximately 300 words) any special techniques or tools you use in the classroom, and their impact on teaching and learning.

(Note from candidate: Since my job includes more than teaching, I am including here special materials and tools created for instructional support and the promotion of library services.)

In library instruction sessions, I use hands-on techniques in teaching the library catalog, library databases, and the Internet to spark student interest and involvement. In teaching a 50 minute session for example, I will usually take approximately 15 to 20 minutes to show the students how to access the online databases or library catalog. Instead of using search examples I have tested in advance, I ask students to tell me the topics they are working on in order to make the presentation relevant to the class. After I complete a database demonstration, I give students the opportunity to search independently and ask questions as they come up. When I feel that the question is relevant to the entire class I will share it with the entire class. I have noticed that the students are more attentive this way because they are able to start their research in class.

In order to supplement my instruction I create and constantly update handouts and presentations to offer alternative ways of presenting information. One of the most important supplementary tools I have created is a PowerPoint presentation to help students understand Modern Language Association (MLA) Citation style. Each slide presents an image of a book or magazine. Each part of the citation (author, title, publication information) is highlighted and one-by-one they fall into place in the correct citation format (see enclosed CD). The presentation allows for student participation when used in an instruction session and is useful for both visual and auditory learners. This presentation has been used widely to help ENC 1101 students understand the different parts of a

citation and how a citation is formatted. It has also evolved and been adapted by colleagues as the instruction needs of the students, MLA style changes, and technologic advances have warranted.

Throughout the years, I have created many handouts and other teaching tools to supplement the instruction sessions for the basic composition classes and for general information literacy. One of the biggest projects I have undertaken was a Student Guide to the LSCC Libraries, created originally in 2001. This publication was my first attempt at creating a document using Publisher. It was 43 page booklet designed to teach information literacy to college freshmen and was distributed in ENC 1101 classes. The booklet included general information about the libraries, instructions on using the online library catalog and the databases, and a guide on creating a research plan. This publication was revised in 2002 (attachment 1.3.1), but is no longer being used since it was replaced by more modular material.

Another handout that has evolved throughout the years is the General Library Research handout. This handout was intended for use primarily with ENC 1101 classes and was designed to give an overview of the major resources available in the library, to provide a quick starting point for research, and to remind students of information they may have forgotten from the instruction session. Throughout the years the look of the handout has changed from purely textual, to a mixture of text with graphics (attachment 1.3.2), to the last version which includes mostly graphics (see attachment 1.3.3).

In addition to original handouts that I have updated throughout the years, I have adapted handouts by colleagues to reflect changes in databases, technology, and teaching techniques. One example is the Literary Resources handout. The handout was originally created by Denise English (attachment 1.3.4). I updated the handout to present electronic sources more prominently as we moved further away from print resources (attachments 1.3.5).

Although composition courses are a primary focus, materials for other courses cannot be ignored. The focus of these materials has usually been a specific assignment deemed particularly

difficult by students. One of these problematic assignments has been for the Introduction to Psychology (PSY 2012) media assignment. Working with the instructor over several semesters, I found a way to teach the process and adjust the requirements of the assignment to facilitate students' ability to locate the sources and to satisfy the learning outcomes that the instructor was trying to achieve. I created a handout to take students through the steps of the assignment, including APA style citation. The handout has been updated multiple times (attachments 1.3.6 for the latest version) and has evolved into a tutorial (created by James Cason) that is available on the library website.

Another problematic assignment was one assigned in 2005 for the American History classes. The instructor required that his students find a book about history other than the textbook to read and review. They also had to locate at least two book reviews to use as supplementary sources. The problem was that the students were reading older books that had no published reviews available. I solved this by creating a list of newer history books and verifying that there were reviews available (attachment 1.3.7a, b, c). Then I created an instructional handout on how to find book reviews (attachments 1.3.8).

Sometimes the problem is not due to a specific assignment, but instead it is caused by students forgetting the types of resources available because the session was offered too early. Nursing students often run into this problem because the tight curriculum causes the instruction session to be done the summer prior to the beginning of their first term in the program. By the time they need to actually conduct their research, they have forgotten everything about the session. In order to try to circumvent this problem I created an informational packet detailing the best nursing resources available. This packet helps remind students of the skills and databases discussed in the session and includes contact phone numbers so they can ask for help (see attachment 1.3.9).

Although creating instructional materials is one of my primary duties, I also use innovative techniques to promote library services. To that end, I have created various promotional brochures

including a 2001 brochure promoting telecourses and one created in 2006 promoting instructional services (see attached brochures 1.3.10 & 1.3.11).

Another promotional and educational project I created was the Faculty and Staff's Favorite Books project. Every month, I coordinate a display of one faculty or staff member's favorite books. The display includes books from the collection and a poster (attachment 1.3.12) of the "celebrity" with one of their favorite books. I created an e-mail list (attachment 1.3.13 and 14) to promote the project and a website (attachment 1.3.15) that is updated every month with that month's faculty or staff member's favorites.

Sometimes formal instruction sessions in the library do not meet the needs of students or faculty, so I started to offer classroom visits in place of formal, extended library sessions. The classroom visits are usually offered for more advanced classes at the 2000 level. Most of the students in these classes have already taken ENC 1101 and have some knowledge of the resources available at the library. The classroom visits are usually between 5 and 15 minutes and are designed for classes that will have some kind of research component though the instructor cannot spare the time for a longer session. During a classroom visit the librarians go into the classroom and talk for a few minutes about the resources the students can use for their assignment. We usually distribute a handout appropriate for the assignment and our business cards with our contact information in case the students need more help. This type of approach has been used successfully with ENC 2300 students and with Biology classes working on extra credit projects (see attachment 1.3.16). One of the biggest advantages of the classroom visit is that the students are able to see a librarian and know that they are not alone when working on their research projects.

1.4 Briefly describe (approximately 300 words) your particular areas of teaching competence or specialization.

My main areas of library instruction competence are in literature and reading courses, because of my Bachelor's degree in English. Another of my great strengths is reference desk assistance; my persistence when presented with a difficult reference question or topic helps me achieve results for all patrons.

Another area of specialization, also related to my English degree, is citation. I am able to understand complicated citation manuals and break down the rules in ways students can understand them. Complicated citation questions in both MLA and APA (American Psychological Association) styles are often referred to me. In addition to the PowerPoint presentation mentioned in section 1.3, I have created numerous other tools that breakdown the citation process, as illustrated in the table below.

Citation Handouts

MLA Citation Guide: This handout includes examples of citations for common types of sources, guidelines for parenthetical referencing of sources, and guidelines for formatting specific citation elements, such as author, titles, and dates. The handout has undergone various incarnations. Approximately six years ago the handout grew from a four-page handout to a 13-page handout. At first we were printing the entire handout for the students. About 2 years ago, we reduced the printed handout to a 6 page handout that we distribute in ENC 1101 instruction sessions. The remainder of the handout is available for Internet download. The handouts are updated regularly to correct errors, add examples, and update the examples when a new edition of the MLA Handbook is released (attachments 1.4.1 and 1.4.2).

MLA Citation Sample Paper: The MLA sample paper was created because it seemed that no matter how many times we **told** students how to format a paper, they did not seem to understand the concept until they **saw** what the paper looked like. Using characters from the popular Harry Potter series, I created a fake paper that was formatted in MLA style. The text gives students step-by-step instructions on how to format a paper, the parenthetical references, and the Works Cited page. Students comment that seeing a formatted paper is helpful and reading the instructions reinforces the concepts.

I believe this tool has been so successful because it can be used by all types of learners. Visual learners can see the way the paper is organized, while readers can read the directions and quickly determine how the paper should look. For kinesthetic learners the paper is available in a Word file so that they can use the sample as a template and insert their own information. Most auditory learners benefit from a librarian or teacher verbally explaining the parts of the paper as they refer to the sample. The paper has been used by English teachers at LSCC and by librarians, English teachers, and media specialists outside of the college. It is also a helpful tool at the reference desk (attachment 1.4.3).

MLA Citation Sample Paper with footnotes: This version of the sample paper was requested when several adjuncts (primarily in history) began requiring students to use footnotes. I created a sample paper illustrating how to incorporate footnotes into an MLA formatted document (attachment 1.4.4).

APA Citation Sample Paper: As the MLA sample paper became more popular, library colleagues and faculty began requesting an APA version (attachment 1.4.5).

APA Citation Guide: This guide is equivalent to the MLA Citation Guide, but focuses on APA style. A partial handout is distributed primarily to Psychology, Education, and Nursing students with a full handout available on the Internet with additional examples (see attachment 1.4.6).

Annotated Bibliographies: When English instructors started to require annotated bibliographies, I created sample bibliographies (attachments 1.4.7a-c) and an Annotated Bibliography Frequently Asked Questions (FAQ) website (attachment 1.4.8) to further explain the concept.

Citing Literary Sources: This handout is primarily distributed to ENC 1102: Composition Literature students and to other literature classes. The handout provides MLA style examples specifically geared toward resources used in literature, such as anthologies and compilations. It provides examples from specific literary databases and from the literature text book (see attachment 1.4.9).

1.5 Briefly describe (approximately 300 words) what you regard as your major fields of interest within your discipline.

In small, academic libraries like those at LSCC, there is the opportunity to work in all aspects of librarianship. I am responsible for the maintenance of the print periodicals (magazines, newspapers, and journals) collection at the three LSCC libraries. My experiences processing and maintaining the collection have facilitated my supervision of the Library Technician in charge of day to day maintenance of the print periodicals collection. Usage of periodicals has changed dramatically in the last 10 years. Online periodical databases, which provide full-text access to thousands of professional and popular titles, are used more readily today. They allow patrons to access research or leisure periodicals from any location at any hour of the day. This has changed the purpose of print periodicals from a primary research tool to a supplementary tool that can be used to pull patrons into the library. Due to the lower cost of popular periodicals as opposed to research journals, it is possible to save money by cancelling journal titles that are available online and repurposing the print periodicals to attract students who simply want to read a magazine between classes. With this new purpose in mind, I evaluate the collection annually and decide what needs to be cancelled or kept based on price, availability in the periodicals databases, and usage of the print issues. In 2008, I conducted a survey to gauge students' magazine interests. I asked the students which of the magazines that we currently subscribe to they have read and then listed magazines that we did not subscribe to and asked them to tell us the titles they would read if we were to start a subscription.

I used the survey results to cancel 28 titles and add 11 new leisure titles and one online journal, which resulted in a savings of over \$3,000.00 (attachment 1.5.1). The subscriptions for the new titles began in January of 2009 and as a result periodicals usage in the Spring 2009 semester increased by 28% over the Spring 2008 semester.

Another of my major duties at the library has been to maintain and organize the government documents collection. Part of my duties is to train student assistants in the day-to-day processing of

the new government documents that have been received. As the librarian in charge of the program, I am responsible for using the library's collection development policy to add or delete government documents from our collection, keeping statistics, and producing a departmental report for inclusion in the library's annual report. I am also responsible for reporting to the Government Printing Office (GPO), in Washington, DC in order to remain in compliance with the Federal Depository Library Program (FDLP) guidelines. In 1999, I wrote a 52-page self-study of the government documents program and was found in compliance. The GPO's response to the self-study is attachment 1.5.2. The entire self-study is available on the attachment CD.

1.6 List your peer-review committee, indicating the chairperson. Attach the committee's final report.

My peer-review committee chair is Dr. Melanie Wagner. The other members include James Cason, Virginia Leach, and Jeremy Norton. Peer evaluations, the peer committee's final report, and my annual performance evaluations are included in attachment section 1.6.

September 15, 2009

Faculty Rank and Promotion Committee,

What a pleasure it is for us to recommend Nora Rackley to the Faculty Rank and Promotion Committee for promotion to the rank of Associate Librarian.

Most faculty are members of a specific department, such as English, Math, or Science. Nora, however, is a member of every department. As a reference librarian, Nora goes above and beyond to make sure that she understands each area's needs. She approaches every class with knowledge and enthusiasm seamlessly adapting the instructional sessions to meet the needs of the professor and student—not an easy task. She offers students many examples and appropriate suggestions for their assignments. She appreciates open dialog within class sessions; often professors, students, and Nora engage in quite interesting discussions—everyone leaving the session better off for having participated.

In addition to the instruction and guidance that she provides students during the classroom sessions, she makes sure that the students and professors know that she is available for further assistance. Whether it is a specific assignment for government, reading, or English, students learn quickly that Nora is approachable for their questions. Students, faculty, and staff find Nora willing to make room on her calendar for bibliographic instruction, guided research, or assignment development. We have become quite spoiled with the prompt responses that we get from her through email, as a matter of fact.

Certainly, Nora's relationship with our students is second to none, and worthy of most of the discussion in this letter. However, I cannot fail to mention how wonderful she is to work with as a colleague. When we are assigned different projects in our various roles at the college, we know that we can count on Nora for assistance not only with the research, but also with general duties. She is dependable, knowledgeable, and most of all, delightful to work with. Therefore, without further discussion let me say that this committee unconditionally recommends Nora Rackley be promoted to Associate Librarian at Lake Sumter Community College.

Respectfully,

Melanie

Melanie K. Wagner
Peer Committee Chair

2. COMMUNITY SERVICE

2.1 List and briefly describe evidence of service to the community, particularly where such service involves your professional training or experience.

In the past two years I have been involved in the March of Dimes March for Babies. I have helped with fundraising by collecting materials for the basket raffle and by participating as a walker. I have raised over \$300.00 both years primarily by making hand crafted cards and selling them (attachment 2.1.1). In the summer of 2009, I assisted with the Personality Subs and Salads events at Leesburg campus. I contributed a sub and made it on campus and I also helped serve food (attachment 2.1.2).

In November 2007, I actively participated in the first statewide service project sponsored by the Florida Association of Community Colleges (FACC) at their annual convention. The project involved collecting books for young children and benefited the Early Learning Coalition of Orange County. I coordinated the book collection at LSCC; furthermore, LSCC was recognized at the convention as being the college that collected the most items, almost 500 (attachment 2.1.3).

For four consecutive years, 2006-2009, I participated in the United Way Soup Cook-Off as a cook (attachments 2.1.4-2.1.7). In the Spring of 2008, I helped organize and create the first United Way Soup Cook-Off Cookbook. The recipes included in the book are contributed by the Soup Cook-Off participants. I organized the recipes into a readable and consistent format. Working in cooperation with Mary Heikkinen and Linda Holiman, we decided to laminate the book and collate it with a binder ring that could hang from a kitchen towel rack or hook. United Way sold more than 20 copies of the book at the Soup Cook-Off event in February making over \$100.00 (attachment 2.1.8 includes a brief section of the cookbook).

3. SERVICE TO THE COLLEGE

3.1 On what College committees have you served? (Give dates of service, and position held, e.g. Chairperson).

Over thirteen years I have served on a number of committees that are important to the administrative structure of LSCC.

Committee	Position	Date
Human Resources Committee: This committee advises the cabinet on Human Resources issues. In the years that I have been a member, the committee established the organizational values statement, the employee competency model, and the Stipend Assignee Performance and Library (Non-Instructional) Review forms. The committee also overhauled the performance review system, established the 2008-2009 Fall-Winter Quarterly All-Employee Development Program, created a 360 degree evaluation mechanism for administrators, and designed the LSCC Code of Ethics. In 2008-2009, the committee reviewed the college-wide employee surveys and designed a communication survey to replace the employee survey. The survey was approved and administered in Spring 2009; finally, results were reviewed and recommendations were forwarded to cabinet (attachments 3.1.1 and 3.1.2).	Member	2002-2009
Rules and Procedures Committee: This committee reviews college rules and procedures to ensure their timeliness and accuracy (attachments 3.1.3 and 3.1.4)	Member	2007-2008 2008-2009
College Planning Council: This committee makes recommendations to the President's Cabinet on issues of college governance, such as budget, planning for new buildings and construction, and goal setting (see attachments 3.1.5 and 3.1.6).	Member	2002-2003 2003-2004
Rank and Promotion Steering Committee: This committee originated in the Human Resources Committee and worked to create the existing Rank and Promotion system. The Steering Committee broke into the Criteria committee and the Systems and Process Committee. I participated in the Criteria Committee from its inception until the plan was adopted (see attachment 3.1.7).	Member	2002-2003

Curriculum and Instruction Committee	Member	2001-2003
SACS Self Study Editorial Committee	Member	1999

In addition to the committees above, I also served on or chaired 5 librarian search committees (Betsy Hoagg, Rhonda Smith, Jeremy Norton, Brent Kubasta, James Cason, and Tiana Emsley-Dawoodjee). In addition, I was also a member of the following faculty search committees: English (Jennifer Simba), Spanish (Alex Bruno), Nursing (Irene Owens), and Physics-Chemistry (Katie Roles, see attachment 3.1.8). In addition I served on search committees for Dual Enrollment Coordinator (Victoria Bachman, see attachment 3.1.9), Vice-President of Student Affairs (Jane Miller), and Business Assistance Center director (Ken Bragg).

3.2 List and describe other responsibilities/activities beyond regular assignments or service on College committees. (Give dates).

My organizational skills and willingness to participate in LSCC events have led me to pursue many college activities beyond my regular duties at the library.

- I co-chaired the committee that organized and coordinated the first LSCC Family Picnic in November 2008 (attachment 3.2.1).
- Also in 2008, I served as the chair for Mary Heikkinen’s Rank and Promotion Peer Committee.
- In 2008-2009, I compiled an extended annotated list of leadership resources to be used as part of the materials for the Leadership Boot Camp held by Tim Kane and the Human Resources department (see attachment 3.2.2). James Cason compiled

book resources, while I searched for periodical resources and later compiled all of our research into one cohesive list.

- I organized and coordinated the Adjunct Faculty Appreciation Week events in 2006 and Spring 2008. The purpose of the event was to recognize adjunct faculty members who give so much to the college and the students. I gathered volunteers among the faculty and we arranged to have refreshments available for adjuncts before evening classes started. The event was scheduled at all three campuses for an entire week (Monday through Thursday) and faculty were present to meet adjuncts, offer support, and offer our thanks for all the great work they do. Faculty could come in before their evening class, have a sandwich, and talk with other adjuncts and full-time faculty (see attachment 3.2.3).
- In 2007, I was asked to serve as President for the Executive Committee of LSCC's FACC Chapter. I served as President in 2007 and 2008 and as Past President in 2009. The executive committee of FACC organizes the chapter, holds events, and participates in statewide FACC activities. During my time as President I led several events and attended the Membership meeting in 2007 and the FACC convention in 2006, 2007, and 2008. I have also been involved in designing and compiling the Chapter book for two years.
- In Fall 2006, I served as faculty mentor for Alex Bruno.
- I assisted with the Hi-Q tournament in 2003. Every year the LSCC Brain Bowl team hosts the local high schools for a competition held in our gym. I enjoyed serving as a reader in 2003 (see attachment 3.2.4).

- From 2003 to 2005 I served as secretary for the Faculty Senate Executive Committee. My duties included taking minutes, notifying faculty of activities, and assisting the other committee members with events and day to day activities.

4. PROFESSIONAL ACCOMPLISHMENT IN YOUR FIELD

4.1 List professional organization memberships, including offices held and/or committee service. (Give dates).

As a library school student, I belonged to the American Library Association from 1996-1999. I was also a member of the Central Florida Library Cooperative (CFLC) Government Documents Interest Group from 2000-2005. I served as chair of the group for the 2001-2002 fiscal year (attachment 4.1.1). From 2001 to 2005 I was a member of the Library Programs and Services (LPS) Committee of the College Center for Library Automation (CCLA). CCLA is the state organization in charge of Florida's community college libraries' computing needs. The LPS Committee assisted and advised CCLA regarding library programs and services (attachments 4.1.2a and b). In 2008, I was a member of the CCLA Ad Hoc Deselection Task Force. This committee was charged with weeding older electronic books from the NetLibrary database. The task force reviewed and weeded a list of 1,249 electronic books based on established deselection guidelines (attachment 4.1.3).

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

Over the years, I have attended many conferences and meetings that have proved to be essential to my development as a professional and as a librarian. The table below lists these events.

Professional Meetings and Conferences		
Organization	Purpose	Date
FACC Annual Convention, Orlando, FL (attachment 4.2.1)	The annual convention gathers professionals from all community colleges for professional development and networking opportunities.	November 2008
FACC Annual Convention, Orlando, FL (attachment 4.2.2)	The annual convention gathers professionals from all community colleges for professional development and networking opportunities.	November 2007
FACC Learning Resources Commission Spring Conference, St. Petersburg FL (attachment 4.2.3)	The spring conference gathers librarians and learning center coordinators from across the state to share best practices and professional development activities.	May 2007
Association of College and Research Libraries (ACRL) Biennial Conference, Baltimore, MD (attachment 4.2.4)	Biennial meeting of the association which focuses on the needs of academic libraries and librarians. The presentations were targeted to academic library topics and were relevant to my duties at LSCC.	March 2007
FACC Annual Convention, Tampa, FL (attachment 4.2.5)	The annual convention gathers professionals from all community colleges for professional development and networking opportunities.	November 2006
Spring Federal Depository Library Conference and Depository Library Meeting, Albuquerque, NM (attachment 4.2.6)	This conference gathered depository librarians from all 50 states to share best practices, new developments from GPO, and networking opportunities.	April 2005
American Library Association (ALA) GODORT Preconference (attachment 4.2.7)	Government Documents Roundtable (GODORT) preconference called <i>Make the Most of What You've Got: Improving Access to Government Information in Your Online Catalog</i> detailed methods	June 24, 2004

	for facilitating government documents cataloging.	
ALA LITA Internet Portals Interest Group Preconference (attachment 4.2.8)	<i>The Portals in Libraries</i> meeting presented by Library Information Technology Association (LITA) provided a setting for information exchange on portals in libraries.	June 25, 2004
ALA Annual Conference (attachment 4.2.9a and b)	The annual meeting of the association provided professional development opportunities. I attended a session about affording information literacy in an uncertain academic economy.	June 26, 2004
Information Strategies Conference (attachment 4.2.10)	Conference to educate librarians on the uses of computer applications in libraries.	November 2001

The table below details workshops where I was a presenter.

Presentations at Professional Meetings and Conferences

Organization	Purpose	Date
FACC Learning Resources Commission meeting (attachment 4.2.11 &12)	Presented MLA Citation 2.0, a preview of the changes taking place in MLA style with the new edition of the <i>MLA Handbook</i> released in April 2009.	February 2009
FACC Learning Resources Commission meeting (attachment 4.2.13)	Hosted a 10 minute table topic presenting my idea for the Faculty and Staff's Favorite books project.	February 2009
Lake County Media Specialist Roundabout, Howey-in-the-Hills, Lake County School Board Media Building (attachment 4.2.14a,b,c).	My presentation at this workshop was designed to help high school media specialists prepare students for college. It enumerated questions that students still ask when they get to college and shared some tools for teaching basic information literacy skills.	March 24, 2008
CFLC Government Documents Interest Group workshop -- "What's Up? DOCS!: Documents Reference for Non-Documents Librarians" (attachment 4.2.15a,b)	Documents librarians from Central Florida demonstrated federal and state government internet sites that are useful for answering reference questions. I presented a 45 minute session on the Census Bureau and American Fact Finder websites.	November 3, 2000

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

I was selected to be a part of the Sylvia Thomasson Educational Leadership Program as a Lake-Sumter Community College representative in 2008-2009 (see attachments 4.3.1 and 4.3.2). The program is designed to promote leadership and encourage employees with leadership potential to move into leadership positions.

4.4 List and describe any honorary societies to which you belong. Provide a complete listing including items that predate the evaluation period.

I do not belong to any honorary societies.

4.5 List any academic courses (credit, non-credit, or certification) taken beyond degrees listed under "Curriculum Vitae." Provide a complete listing including items that predate the evaluation period.

The following is a chart of the additional training I have participated in. Documentation about these sessions is located in section 4.5 of the attachments section in sequential order.

Name of Course	Offered by	Level	Date
Photoshop, Level 1 (4.5.1)	Business Resources Center at LSCC	3.5 hour non-credit course	February 2009
Vista, Outlook & Word I – 2007 (4.5.2)	Business Resources Center at LSCC	3.5 hour non-credit course	January 2009
Vista, Outlook & Word II – 2007 (4.5.3)	Business Resources Center at LSCC	3.5 hour non-credit course	January 2009
Digital Camera (4.5.4)	CFLC	Workshop, non-credit	April 23, 2008
Practical Library Assessment: Applying ACRL Standards for Libraries in Higher Education (4.5.5)	SOLINET (Southeastern Library Network)	Workshop, non-credit	May 17, 2006
Copyright and Academic Culture (4.5.6)	Center for Intellectual Property and Copyright in the Digital	Online workshop, non-credit	February 20 – March 3, 2006

Environment			
HTML 3 (Javascripting) (4.5.7)	CFLC	Workshop, non-credit	May 3, 2002
HTML 2 (4.5.8)	CFLC	Workshop, non-credit	April 19, 2002
Dreamweaver (4.5.9)	CFLC	Workshop, non-credit	April 2, 2002
From Data to Action (4.5.10)	CCLA	Workshop, non-credit	March 26, 2002
GPO Access Training (4.5.11)	CFLC	Workshop, non-credit	May 30, 2001
Get Ready Florida to Use 1997 Economic Census and Census 2000 Information (4.5.12)	United States Census Bureau	Workshop, non-credit	May 5, 2000
Introduction to PowerPoint (4.5.13)	Central Florida Library Cooperative (CFLC)	Workshop, non-credit	August 4, 1999

4.6 Bibliography.

None

4.7 List and describe other professional or scholarly activities not covered in questions 4.1-6 above. (Give dates).

None

Inclusion of annual evaluations is optional. The Committee will not be prejudiced against candidates who choose not to include annual evaluations. You may also include student evaluations.

Provide a list of all attachments on a separate sheet.

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

Signed: _____ **Date:** _____

Current Rank: Assistant Librarian