



## 2015 Program Presentation

### Library and Information Science Program



UNIVERSITY  
of HAWAII®  
MĀNOA

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## Required Information

Unit	Library and Information Science Program
Chief Administrator	Rich Gazan, Chair
Parent Institution	University of Hawai'i
Chief Executive Officer	David Lassner, President Robert Bley-Vroman, Interim Chancellor
Chief Academic Officer	Reed Dasenbrock, Vice Chancellor for Academic Affairs
Unit reports to:	David Chin, Chair, Department of Information and Computer Sciences William Ditto, Dean, College of Natural Sciences
Parent institution accreditation and status	In 2011, the Western Association of Schools and Colleges reaffirmed UH Mānoa's accreditation through Spring 2021
Program seeking accreditation:	Master of Library and Information Science
Brief description	The MLISc program at the University of Hawai'i at Mānoa consists of 39 semester credits (13 courses), including 6 core requirements and one additional advanced technology course. Students may undertake the General track, or specialize in School Library Media. The culminating experience takes the form of an oral comprehensive exam, or a thesis. Most instruction is delivered face to face in Hamilton Library on the Mānoa campus, though several distance learning options are available for students on neighbor islands. Full-time students generally complete the program within two years.
Standards version	<i>Standards for Accreditation of Master's Programs in Library and Information Studies, 2008</i>

## Welcome and Overview

Aloha and welcome to our 2015 Program Presentation! What you hold in your hands, or see on your screen, is the result of our ongoing processes of planning, practice and reflective assessment involving our entire LIS community. It represents a particularly important milestone in our history, as we celebrate our 50th anniversary. Our work involves many hands, and we are extremely grateful for their participation. A summary of the process by which we created this document, and the leads responsible for each Standard, are below:

8/29/2014	Faculty strategic planning retreat
9/19/2014	Accreditation planning and process meeting
10/17/2014	Leads report progress, present ideas from model chapter from other institution
11/5/2014	Plan for Program Presentation submitted
11/14/2014	Strategic planning meeting w/alumni and stakeholders
11/16/2014	Leads post working chapter drafts to Google drive
11/21/2014	Leads report progress, identify issues for group discussion
12/12/2014	Leads post 1st complete chapter drafts to Google drive, with supporting data
12/19/2014	Leads report progress, identify issues for group discussion
2/6/2015	Working Program Presentation draft posted on LIS Website for comments
2/13/2015	Half-day accreditation workshop: integrate feedback, documentation
2/20/2015	Faculty discuss and integrate community comments, assign chapter reviewers
3/11/2015	Open meeting with students to discuss accreditation process and suggestions
3/13/2015	Half-day accreditation workshop: Leads post 2nd complete chapter drafts
3/20/2015	Assigned reviewers identify issues for group discussion
4/10/2015	Half-day accreditation workshop: integrate feedback, documentation
4/24/2015	Meeting with LIS Advisory Board, feedback on Draft Program Presentation
5/8/2015	Half-day accreditation workshop: integrate feedback, documentation
5/15/2015	Faculty discuss final draft and provide final edits and suggestions
5/2015-6/2015	Integration, synthesis and formatting of Draft Program Presentation
6/21/2015	Deadline for Draft Program Presentation submission to COA
7/2015	Conference call to review Draft Program Presentation
7/2015-8/2015	Editing based on COA feedback, production of physical and digital versions
9/8/2015	Deadline for Final Program Presentation submission to COA
10/18-20/2015	Site visit. External Review Panel: Ann Curry (Chair), Cecelia Brown, Rick Block

I: Mission, Goals and Objectives	Andrew Wertheimer
II: Curriculum	Rich Gazan
III: Faculty	Péter Jacsó
IV: Students	Rae-Anne Montague, Noriko Asato, Luz Quiroga
V: Administration and Financial Support	Rich Gazan
VI: Physical Resources and Facilities	Noriko Asato
On-site documents	Andrew Wertheimer
Coordination and synthesis	Rich Gazan, Violet Harada, Christian DeLay

However, as will be evident throughout this document, our roles and activities, like the ALA Standards themselves, transcend strict boundaries. We appreciate the flexible structure of the accreditation process, which has allowed us to assess our achievements in relation to established professional standards, but also to articulate our unique identity.



Our values guide our activities, priorities and interactions, and reflect those of the State of Hawai'i and University of Hawai'i. We honor and strive to adopt Native Hawaiian values embedded in the concepts of *aloha* (fostering connections of regard and caring), *'ohana* (family and chosen family) and *kuleana* (responsibility and accountability).

We work together to realize our vision: *Our 'ohana will be compassionate leaders in a world where information connects, supports and respects diverse populations.*



Noriko Asato



Donna Bair-Mundy



Christian DeLay



Rich Gazan



Violet Harada



Vanessa Irvin



Péter Jacsó



Rae-Anne Montague



Luz Quiroga



Andrew Wertheimer

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LIS Program Strategic Planning Session Documentation, 2009-2015  
LIS Curriculum Committee Minutes and Documentation, 2009-2015  
LIS Faculty Retreat Minutes and Documentation, 2014  
ICS Department Planning Session Documentation, 2011-2012  
ICS Faculty Workload Reports, 2011-2014  
LIS Admissions Exception Summary, 2009-2015  
LIS Employer Survey Individual Responses, 2013  
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LIS Faculty Publications, 2009-2015  
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LIS Student Records, 2009-2015  
ALA Biennial Narrative Reports, 2010-2014  
ALISE Statistical Reports, 2009-2014  
Annual Assessment Reports (prepared for UH Vice Chancellor of Academic Affairs), 2009-2014  
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## Standard I. Mission, Goals and Objectives

### Introduction

We conduct our education, research, and service activities guided by our mission, goals, and objectives. These are aligned with and support those of the University of Hawai'i System, the UH Mānoa campus, the College of Natural Sciences and the Department of Information and Computer Sciences.

The University of Hawai'i System consists of ten campuses and dozens of educational, training and research centers. UH is Hawai'i's leading engine for economic growth and diversification, stimulating the local economy with jobs, research and skilled workers. Shared values of the UH system include aloha, collaboration, respect, intellectual rigor, integrity, service, access, affordability, diversity, fairness, leveraged technology, innovation, accountability and sustainability. As the lone public system of higher education in Hawai'i, UH creates and supports opportunities as unique and diverse as our island home. Additionally, as a gateway between east and west, UH is ideally positioned for international leadership and influence, and Asia/Pacific expertise permeates our mission, goals and objectives.

Founded in 1907, UH Mānoa is the flagship campus of the UH System. As of Fall 2013, we enrolled 20,006 students, including 5,507 graduate students, with 1,209 full-time faculty. We are one of only a handful of universities nationwide to hold the distinction of being a land-, sea- and space-grant institution. UH Mānoa is ranked among the top 50 public universities in research expenditures by the National Science Foundation, and we maintain a vibrant and active research program with more than \$300 million in new extramural funds for research in 2014.

Within the UH Mānoa campus, the LIS Program is a part of the Department of Information and Computer Sciences (ICS), which is a unit within the College of Natural Sciences (CNS). This chapter will summarize the changes in the strategic planning environment of the LIS Program at all levels during the review period, to illustrate our culture of planning and assessment, how we actively support and help define the mission, goals and objectives of our parent institution, and how we use our planning process as the framework for our own evolution.

***I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.***

#### ***I.1.1 Mission and Goals of the University of Hawai'i System***

On the occasion of entering the University's second century, the leaders of the UH System assessed and updated the mission, vision, and core commitments of the University. The 2002-2010 Strategic Plan, [\*Defining our Destiny\*](#), was predicated on Native Hawaiian values, and envisioned the ten-campus institution and its dozens of educational, training and research centers as an integrated system.

In this version of the strategic plan, in force at the beginning of the review period, the mission of the University of Hawai'i system was expressed as follows:

- Provide all qualified people in Hawai'i with equal opportunity for high quality college and university education and training.

- Provide a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals.
- Advance missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community.

These components of the UH system mission were accompanied by a list of commitments and core values which define us as a community, and contribute to the realization of the UH system's vision and mission:

- **Aloha:** Central and unique to Hawai'i's university, the Hawaiian concept of aloha embraces respect for the history, traditions, and culture of Hawai'i's indigenous people; it reflects compassion for all people and a forward-looking commitment to the well-being of these islands.
- **Collaboration and respect:** Education, training, research, and community service are enhanced by cooperative efforts and shared use of available resources in an atmosphere of mutual respect—the hallmarks of a collegial environment.
- **Academic freedom and intellectual rigor:** The meaningful pursuit of knowledge is possible only in an atmosphere committed to the unfettered expression, discussion, testing, and proof (or disproof) of any idea. Faculty at every level challenge themselves and their students to expand the body of knowledge, prepare for the future, and shun intellectual complacency.
- **Institutional integrity and service:** A commitment to knowledge, evidence, and truth guides institutional activities and development. The spirit of service infuses all University activities.
- **Access, affordability, and excellence:** The University is committed to offering the greatest access to programs of the highest quality at a competitive cost.
- **Active learning and discovery:** Student learning opportunities that maximize active engagement, benefit from regular program, faculty, and student assessments, and lead to lifelong learning are institutional commitments.
- **Diversity, fairness, and equity:** Society is best served by ensuring that all populations are represented equitably throughout the University of Hawai'i system. Diverse perspectives contribute to the University's commitment to root out prejudice and injustice.
- **Leveraged technology:** The University recognizes the profound implications of the digital age for knowledge-based institutions and is committed to being a leader in the application of information technology in ways that transform the global enterprise of higher education.
- **Hawaiian and Asian-Pacific advantage:** In all it does, the University is committed to achieving a global advantage by leveraging Hawai'i's position in the middle of the Pacific Ocean and its unique cultural and geographic attributes.
- **Innovation and empowerment:** Continuous improvement in all aspects of the University of Hawai'i system commits the University to a climate of innovation and empowerment to overcome resource limitations and bureaucratic entanglements.
- **Accountability and fiscal integrity:** Taxpayers, donors, families, and students who support the University of Hawai'i deserve to know that they are receiving maximum value for time and resources invested.
- **Malama aina sustainability:** In its educational, research, and service activities, the University is committed to the Hawaiian concept of malama aina—living in harmony with the land—through the conservation, sustainable use, and enhancement of its local, regional, and global environment.

During the 2007–08 academic year, members of the University community and the general public participated in discussions to assess and evolve the 2002-2010 UH System Strategic Plan. Meetings were held at UH campuses and university centers, and a forum was created for more accessibility. The product of these discussions was a companion document to the strategic plan, *Serving the State of*

*Hawai'i: University of Hawai'i System: Strategic Outcomes and Performance Measures, 2008–2015*, that assigned performance measures to strategic outcomes, and extended the strategic plan to 2015. These performance measures can be summarized as follows:

- Increase Native Hawaiian educational attainment
- Increase the educational capital of Hawai'i
- Increase the contribution to the economy of Hawai'i
- Increase the globally competitive workforce
- Develop stewardship through public-private partnerships to enhance resources

Within an environment of increased calls for transparency and reduced public funding for higher education, the UH System provides yearly [performance progress reports](#) on these and other indicators.

The mission, vision, and core commitments of the UH System are accomplished through strategic planning. The leadership of the UH System identified and publicized the planning imperatives for the efficient system-wide functioning of all its constituent campuses before formulating and then updating the UH System Strategic Plan. Planning imperatives were summarized as follows:

*Our plan is the result of visionary leadership by our faculty, students, staff, alumni, regents, and friends of this University system. It is predicated on Native Hawaiian values and embraces three fundamental strategic imperatives:*

- *The quality of life and improvement in the social, economic, and environmental well-being of current and future Hawai'i generations are critically dependent on the education, training, research, and service provided by the University of Hawai'i System.*
- *Positioning and branding the unique and special strengths of the University of Hawai'i system and successfully communicating these strengths are essential to the vision of a University of Hawai'i system that is respected in Hawai'i and recognized for unique excellence throughout the world.*
- *Access to public higher education is critical to the future economic health of Hawai'i, and public financial support is essential to keeping access affordable.*

### ***1.1.2 Mission and Goals of the University of Hawai'i at Mānoa***

Ongoing changes to the UH System Strategic Plan cascade through every campus and unit. UH Mānoa followed the UH System initiative by updating its 2002-2010 Strategic Plan, *Defining our Destiny*, with the 2011-2015 Strategic Plan, *Achieving our Destiny* (Appendix 1-1). The UH Mānoa vision, mission and values as stated in the 2011-2015 Strategic Plan are:

#### **Vision**

*The University of Hawai'i at Mānoa will gain international recognition as among the nation's leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice.*

#### **Mission**

*As a land, sea, and space grant university, the University of Hawai'i at Mānoa is dedicated not only to academic and research excellence but also to serving with aloha the local, national, and international communities that surround us. Taking as its historic trust the Native Hawaiian values embedded in the concepts of kuleana, 'ohana, and ahupua'a that serve to remind us of our responsibilities to family, community, and the environment, Mānoa's hallmark is a culture of community engagement that*



*extends far beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students' intellectual growth and success as contributing members of society.*

*Central to this mission is faculty dedication to a fertile, engaged, and ethical learning environment characterized by a free exchange of ideas, shared intellectual resources, cutting edge scholarship, and high academic expectations. With its unique geographic location bridging East and West, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and arts, earth, space, and ocean sciences, sustainable agriculture and land management, and technological advancement.*

## Values

***Hawaiian Place of Learning:*** The significance of Mānoa as a campus physically and conceptually grounded in Native Hawaiian knowledge and values cuts across each of our strategic goals. Hawai'i's unique location and strength in indigenous scholarship sets us apart from other universities.

***Local to Global:*** Mānoa is uniquely positioned to contribute both locally and globally; we are committed to providing global leadership that models strong local identity and commitment.

***Sustainability:*** Our unique location has required Mānoa to prioritize environmental, cultural and economic sustainability so we can become an international leader in this area.

***Technology:*** Effective use of technology is inherently linked to the value of sustainability and the growth of community. Smart technologies will allow us to emerge as a stronger and more organizationally sustainable campus and will expand our connections locally and globally.

***Community and Diversity:*** The diversity of people (local, national, international) who live and work at Mānoa help make the campus special; we cherish our unique status as a university like no other place on earth.

### ***I.1.3 Mission and Goals of the College of Natural Sciences***

The College of Natural Sciences (CNS) encompasses the Departments of Biology, Botany, Chemistry, Information & Computer Sciences, Mathematics, Microbiology, and Physics & Astronomy. CNS updated its [mission](#) in 2012, as follows:

- *To prepare students to function in a world of rapid scientific and technological change.*
- *To teach the meaning and role of scientific method and its importance to society.*
- *To prepare students for significant positions in the increasingly technological societies of Hawai'i, the United States, the Pacific Rim or the nations of the world.*
- *To ensure that students understand the meaning and importance of scientific ethics.*
- *To create new knowledge in Mathematics, Information Science, the Physical Sciences and the Biological Sciences; to apply that knowledge for the betterment of people everywhere.*
- *To bring to the people of Hawai'i a sense of excitement about important scientific discoveries, both old and new.*

Each department and program within the College of Natural Sciences is charged with documenting its own mission, and how it supports the UH Mānoa strategic plan. ICS was identified as the [first unit in the college](#) to achieve this, dating back to 2002, demonstrating the LIS Program's influence on ICS, as well as our longtime commitment to strategic planning. The LIS Program's [earliest strategic plan](#) was implemented just as we merged with ICS, in 1997.

In May 2011, William Ditto became Dean of the College of Natural Sciences. Since his appointment, he has revitalized the College, hiring 30 new faculty members and investing in new areas of innovative research across all its constituent units:

*Progress and success now spring from our effectiveness in connecting and reintegrating all our disciplines. I believe that every day in our College of Natural Sciences we are starting to achieve an unprecedented level of connectivity and reintegration in all our endeavors.*

--William Ditto

Dean Ditto built on earlier work carried on by previous deans, including Alan Teramura, who helped merge LIS and ICS, and Charles ("Chuck") Hayes, who guided the college for 16 years until 2007.

In 2014, the College of Natural Sciences underwent an external review (Appendix 1-2), as part of routine campus-wide examination of each college. It is noteworthy that two of the four external reviewers were Robert Schnabel, Dean, School of Informatics and Computing Indiana University, Bloomington, and Hal Stern, Dean, Donald Bren School of Information and Computer Sciences University of California, Irvine. Two of their observations and recommendations are of particular interest: transforming the ICS Department to a School within CNS, and hiring LIS faculty to establish an area of excellence in Native Hawaiian librarianship:

*"...the ICS department really is a set of two departments (CS and LIS) and could very naturally contain a third, information science or informatics department... Transforming to a School of Information and Computer Science within CNS is a potentially beneficial step for the department, college and university, and should be considered."*

*"The department should consider designating 2-3 areas where it aims to have particular strength in research and graduate education, based around a cluster of research-active faculty in each area. As needed, it should target future hires to build these clusters. The recent hires in security and visualization make these areas attractive candidates for excellence, and there is some current concentration of faculty in human-computer interaction / artificial intelligence...The opportunity for LIS to develop a specialization in Native Hawaiian areas may be attractive as well."*

The external review report also had praise for Dean Ditto's leadership, calling him "energetic and creative in moving the college forward where he has the ability to do so." The report also mentioned that faculty and staff "expressed great confidence in Dean Ditto and appreciate the steps that he has taken thus far." To achieve its goals, the report encouraged the College to increase its strategic planning efforts, including goals such as to:

- set specific goals in important areas (e.g., target research funding, graduation rate, staffing levels);
- identify areas of excellence (or target areas to develop) in which to hire;
- encourage collaboration across departments in the College and with relevant units outside CNS;
- identify and exploit features that are unique to the local environment where UH may expect to have a competitive advantage over peer institutions;
- pay careful attention to faculty, staff and student diversity and to supporting a diverse student population.

In June 2015, Dean Ditto announced that he would be leaving UH effective August 1, 2015. An Interim Dean will be appointed to guide the College as we conduct a search for a permanent Dean, who will likely begin in Summer 2016.

#### ***I.I.4 Mission and Goals of the Department of Information & Computer Sciences***

As of 2014, the Information and Computer Sciences Department (including LIS) enrolled 389 undergraduates and 96 graduate students, with 28 full-time faculty and 3 full-time staff. The ICS [mission](#), established in 2007, is:

*The mission of the Information and Computer Sciences Department is to nurture a world-class community of students and faculty dedicated to innovative scientific and information-related research and education for the benefit of the participants, Hawai'i, the United States, and the world.*

ICS has also developed separate mission statements for LIS and Computer Science. The Computer Science mission, also established in 2007, is:

*The mission of the Computer Science program is to prepare students to be research and development leaders in computer science and computer technology. To this end, the program is a catalyst and a resource for shaping the future of the broad discipline of computer science. The faculty embraces the mutual interdependence of research and teaching to achieve excellence in both. As part of its mission the program brings the latest research findings into courses and actively involves students in research endeavors of the faculty. The program also provides leadership in the application of high technology to improve the educational experience.*

In 2014, ICS secured in excess of \$2.4 million in external research funding, nearly a fivefold increase over the prior year. In the [College of Natural Sciences Overview](#) document for 2014, ICS Chair David Chin stated:

*The ICS vision includes doubling our external research funding over the next five years. Toward this goal, ICS is launching two major initiatives in cyber security and in big data. We have hired two new faculty in cyber security, Dusko Pavlovic and Depeng Li and developed the first cyber range in Hawai'i and one of only a handful of cyber ranges run by universities in the world. In big data, we have hired two new faculty, one in parallel algorithms, Nodari Sitchinava, and another in data visualization, Jason Leigh, the inventor of the CAVE2 Hybrid Reality Environment.*

The Department of Information and Computer Sciences works toward achieving its mission via long-term planning and the involvement of its stakeholders, and by adopting a flexible, entrepreneurial structure. Although the Department does not develop formal strategic planning documents, ICS revisits its goals at departmental planning sessions held annually or semiannually as needed. ICS Department Planning Session notes are available on-site. ICS organizes task forces and maintains standing committees to achieve targeted actions, with progress reports and discussion with all faculty at monthly departmental meetings.

Importantly, ICS is extremely active in the local technology community. Faculty regularly participate in social and professional events hosted by local tech companies to stay current with workforce needs, and engage with alumni, employers, students and other stakeholders through events such as the AT&T Mobile App Hackathon, and the National Collegiate Cyber Defense Competition. Both faculty and staff also engage in regular outreach activities such as visiting high school campuses and judging science fairs.

All of these activities help ICS remain at the forefront of computer science and computer technology, continuously adapt its mission and planning, and provide a dynamic environment where faculty and students can become leaders in research and development.

### ***1.1.5 Mission and Goals of the Library & Information Science Program***

The visions, missions, long-term goals, and objectives at the UH System, Mānoa campus, College of Natural Sciences and ICS Department levels provide the context for those of the LIS Program, while allowing us to define our own path. We substantially revised our vision, values and mission in 2014 via our regular planning process described below, and made minor changes in 2015:

#### **Vision**

*Our 'ohana will be compassionate leaders in a world where information connects, supports and respects diverse populations.*

#### **Values**

Our values guide our activities, priorities and interactions, and reflect those of the State of Hawai'i and University of Hawai'i. We honor and strive to adopt Native Hawaiian values embedded in the concepts of *aloha*, *'ohana* and *kuleana*.

- ***Aloha (fostering connections of regard and caring):*** Aloha is how we live. Aloha is the essence of relationships in which each person is important to every other person for collective existence. Some of the ways we act on this value are by creating a cooperative, supportive environment with individual advising, and emphasizing group work and professional service.
- ***'Ohana (family and chosen family):*** 'Ohana is who we are. We are a diverse community dedicated to connecting people with information, and we respect the right of all views to be represented. We encourage diversity in our curriculum through elective and special topics courses, degree specializations, dual and concurrent degree programs, and coursework outside LIS to support individualized programs of study. We are active members of a range of research, professional and local communities, and we are responsive to their needs. We undertake research projects and coursework that engage the local community, and we stay connected with our 'ohana through outreach, internships and practicums, alumni and professional organizations and regular communications.
- ***Kuleana (responsibility and accountability):*** Kuleana is what we do. We embrace our responsibility to educate the next generation of compassionate leaders in the information professions, who will preserve and perpetuate access to diverse cultural materials and ideas, and who will inspire others to take action in their own lives to embrace libraries, library services and lifelong learning. Resources are precious, and we are responsible to make sure ours are directed to where they can do the most good. We offer a continuously evolving curriculum, implement the results of assessment into the program, encourage advocacy and outreach, conduct and publish research, and hold our students and ourselves to the highest professional standards.

#### **Mission**

*We educate leaders in the information professions. Through research, teaching and service, we contribute to knowledge, solve problems and prepare individuals to thrive in diverse information environments, with an emphasis on Hawai'i and the Asia-Pacific region.*

To achieve our mission, honor our values and support those at each level of the university, we identified the following program goals as critical targets in our own strategic plans.

## Goals

1. *Provide a curriculum that meets the evolving demands of the job market for librarians and other information professionals*
2. *Serve the needs of a diverse student population*
3. *Provide a quality learning and research environment for students and faculty*
4. *Advance faculty excellence in teaching, research and service*
5. *Strengthen the emphasis on Hawai'i and the Asia-Pacific region in teaching, research, and service*

Our goals and objectives have also been guided by the requirements set forth in the *Standards for Accreditation of Master's Programs in Library and Information Studies*, and in various other ALA policy statements, including the 2012 edition of *Accreditation Process Policies & Procedures*. Together, these documents influence the LIS Program's Strategic Plan by helping us to shape our goals and objectives, to plan and implement enabling activities, and to assess and refine our Program.

## Process

Our goals and objectives are defined, pursued, assessed, and refined through an iterative process involving all stakeholders. Integral to our process are regular faculty and committee meetings, an annual strategic planning retreat, and regular outreach and interaction with alumni, professionals and the local community. Students are involved in all aspects of planning and assessment through active participation in faculty meetings and committee work.

The LIS Strategic Plan is the essential document for the realization of our vision, goals and objectives. [Current and past Strategic Plans](#) are available for examination on our website. Typically, the Strategic Plan covers a five-year period, and has five major goals with associated objectives and activities. Each activity has a deadline, assigned faculty member(s) or committee(s), and expected evidence and key metrics. While most goals persist, special conditions or opportunities sometimes necessitate the formulation of a new goal, such as the recent addition of mentoring new faculty.

The cyclic tasks of strategic planning are systematically reported and discussed at committee and faculty meetings throughout the year, and culminate in an all-day strategic planning session held once each year. Students and other stakeholders, including the [LIS Advisory Board](#), are invited to participate in and contribute to the assessment and revision of the strategic plan during these sessions. Documentation of our strategic planning sessions is available on site.

While the overall framework of our strategic planning process has remained essentially the same throughout the review period, we have experimented with different meeting structures. For example, in November 2010, faculty and stakeholders met in breakout groups aligned with the ALA accreditation standards (curriculum, students, faculty, learning and research environment), and brought recommendations for action back to the larger group. Prior to the most recent revision of the strategic plan, in May 2014, faculty were asked to reimagine the LIS curriculum, and evaluate the extent to which they agreed with the following statements via an online survey:

- *I believe the intro LIS course (currently 601) needs to change significantly*
- *I believe the core LIS curriculum needs to change significantly*
- *I believe a motivated instructor can design and teach an effective core course outside their research area*
- *I believe some core LIS courses would benefit from a rotating instructor or team-taught approach*
- *I am willing to change what I teach to support a revised LIS curriculum*
- *I believe concerns about ALA accreditation should guide our decisions, and the LIS Strategic Plan should be secondary*
- *I believe we should embrace being a traditional LIS program, and developing non-traditional areas should be secondary*

- *I believe we should prioritize areas where we can distinguish ourselves from other LIS programs, whether they are traditional or not*

The results of the survey were less important than the discussions they precipitated, about the meaning of the terms, the premises of the questions and the direction of the program. The discussion continued at an off-campus faculty retreat in August 2014, where each faculty member presented a vision of how they wanted to see the program evolve, in response to the following guidelines:

- *Identify one significant change to the program that you would volunteer to lead. You should feel strongly enough about its importance that you would take on more work to make it happen. The change need not be restricted to the curriculum, so think as broadly as you like.*
- *Why does the change need to happen? (ideally backed with data, but anecdotes are fine)*
- *How has a similar change been implemented elsewhere? (summarize one example, either successful or unsuccessful)*
- *How would we do it here? (brief outline of resources, stakeholders and process)*
- *How would it support or change our SLOs and strategic plan?*

The agenda, notes and handouts from this 2014 faculty retreat are available on site. Two major themes emerged from the retreat: Indigenous/Asia-Pacific Librarianship and Informatics, which we shared with stakeholders at our subsequent strategic planning session. Out of this community process, we developed our 2015-2020 strategic plan, which reflects program goals, supports the missions of the department, college and university, and better reflects our role as the sole provider of LIS education in our unique state. The complete 2015-2020 LIS Strategic Plan, including leads and responsibilities for each activity, can be found in Appendix 1-3, but is summarized below:

**Table 1-1 LIS Strategic Plan, 2015-2020**

GOAL(S)	ACTIVITY	EVIDENCE / KEY METRICS
I	Assess effectiveness of courses and delivery methods	Graduating student and alumni surveys, oral exam results, course evaluations and SLO course assessment results • Goal: 95% of students (60% meet, 35% exceed) standards
I	Revise Certificate in Advanced Library and Information Science (CALIS)	Proposed changes to certificate program approved by faculty
I	Revise archival courses and pilot an Archives specialization*	Course syllabi, reading lists and assignments, course schedules, enrollment • One additional archival studies course offered • Students can complete specialization within 2 years • Goal: 10 students in specialization by 2020
I	Create and pilot an Informatics specialization*	Course syllabi, reading lists and assignments, course schedules, enrollment • Two new informatics courses offered • Students can complete specialization within 2 years • Goal: 10 students in specialization by 2020
1,2,5	Create and pilot a Hawaiian/Indigenous Librarianship specialization*	Course syllabi, reading lists and assignments, course schedules, enrollment • One additional Hawaiian/indigenous course offered • Students can complete specialization within 2 years • Goal: 10 students in specialization by 2020 Dual degree with Hawai'i inuiakea School of Hawaiian Knowledge documents and reports



1,2,5	Create and pilot an Asian Studies Librarianship specialization*	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> <li>· One new Asian Studies Librarianship course offered</li> <li>· Students can complete specialization within 2 years</li> <li>· Goal: 10 students in specialization by 2020</li> </ul>
1,2,5	Increase enrollment, especially from underrepresented groups and neighbor islands	Recruitment plan and events, enrollment demographics <ul style="list-style-type: none"> <li>· Goal: 100 students enrolled</li> <li>· 10% increase in students from underrepresented groups and neighbor islands</li> </ul>
1,2,5	Strengthen interaction and partnerships with alumni and other stakeholders	Event announcements/agendas, regular communications, LIS Advisory Board minutes <ul style="list-style-type: none"> <li>· 2 events/year</li> <li>· 1 news item/week on LIS Website</li> <li>· Increase social media contact</li> </ul>
1,3,5	Mentor students engaged in independent study and thesis research	LIS 699 projects and theses, meeting notes <ul style="list-style-type: none"> <li>· 10% increase in 699s and theses</li> <li>· Increase research methods courses and enrollment</li> </ul>
1,3,4	Establish a research and learning lab	Space and technology plan, budget, course syllabi showing lab integration with curriculum <ul style="list-style-type: none"> <li>· 20 research and teaching events in lab per year</li> </ul>
1,3,4	Modularize core curriculum	Modularized syllabi, alternative core course structure <ul style="list-style-type: none"> <li>· One merged/modular core course option offered as pilot</li> </ul>
2,3,5	Redesign LIS space to better reflect student needs and program values	Space and technology plan, budget <ul style="list-style-type: none"> <li>· Survey/focus group results</li> </ul>
2,4,5	Faculty secure extramural funding, especially for students from underrepresented groups	Grant proposals, Web announcements, news releases <ul style="list-style-type: none"> <li>· 1 proposal as PI or Co-I / 2 years</li> </ul>
3,4,5	Create a research center to expand Asia-Pacific scholarly partnerships	Grant proposals, visiting scholars
4	Faculty demonstrate excellence in research, teaching and service	Faculty vitae, course evaluations, research metrics <ul style="list-style-type: none"> <li>· 2 accepted refereed papers/year average, or equivalent books, book chapters etc.</li> <li>· Upload preprints to institutional repositories</li> <li>· Track metrics of faculty research impact</li> <li>· Course evaluations average 4/5 or higher</li> <li>· Chair one program committee or lead one initiative</li> <li>· Senior faculty serve on two or more department/university committees</li> </ul>
4	Mentor junior and adjunct faculty	Faculty vitae, meeting notes

\* Specializations do not appear on a student's transcript, but constitute coherent areas of emphasis within the MLISc degree. Currently, some LIS courses are grouped by [areas of emphasis](#), but only the Archives specialization provides a consistent framework. Our goal is to revise the Archives specialization and pilot new areas with similar frameworks, and commit to developing and offering courses in each area regularly enough so that students can complete the specialization in two years.

## *1.2 Program objectives are stated in terms of student learning outcomes*

Our Student Learning Outcomes have evolved several times during the review period, consistently reflecting our program objectives and activities:

SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1a) Apply LIS theory and principles to diverse information contexts
- 1b) Demonstrate understanding of the historical context of information services and systems
- 1c) Develop and apply critical thinking skills in preparation for professional practice
- 1d) Craft and articulate a professional identity

SLO 2 Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

- 2a) Demonstrate understanding of leadership
- 2b) Work effectively in teams
- 2c) Develop, manage, and assess information services for specific users and communities
- 2d) Create instructional and outreach programs
- 2e) Demonstrate the ability to advocate effectively for information services

SLO 3 Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats

- 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
- 3b) Organize, create, archive and manage collections of information resources following professional standards
- 3c) Search, retrieve and synthesize information from a variety of systems and sources
- 3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 4 Evaluate and use the latest information technologies, research findings and methods.

- 4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
- 4b) Integrate emerging technologies into professional practice
- 4c) Apply current research findings to professional practice

SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social and cultural context of information services and systems
- 5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

The indicators within the five SLOs reflect diverse ways they are addressed in the curriculum, but not all indicators must be present for the SLO to be demonstrated. Our SLOs are aligned with the eight [ALA Core Competencies](#), plus a ninth Competency that we believe is essential to our historic mission, and speaks to our unique strengths as a program:

**Social, Historical, and Cultural Context:** concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; preservation of cultural resources; international dimensions of librarianship, information technology and

policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawai'i, the Pacific region, and Asia.

Our map of ALA Core Competencies to each of our SLOs can be found in Appendix I-4.

The following sections summarize our SLOs, SLO indicators and courses that are most directly relevant to the requirements of this standard. These are detailed more fully in Chapter II, Curriculum.

*and reflect:*

*I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;*

#### Relevant SLOs

- SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
- SLO 2 Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
  - 2c) Develop, manage, and assess information services for specific users and communities
  - 2e) Demonstrate the ability to advocate effectively for information services
- SLO 3 Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
  - 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
  - 3b) Organize, create, archive and manage collections of information resources following professional standards
  - 3c) Search, retrieve and synthesize information from a variety of systems and sources
  - 3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects
- SLO 4 Evaluate and use the latest information technologies, research findings and methods
- SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
  - 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders

#### Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 605 Metadata Creation for Information Organization
- LIS 610 Foundations of the Information Professions
- LIS 615 Collection Management
- LIS 619 Preservation Management
- LIS 650 Management of Libraries & Information Centers

- LIS 663 Database Searching
- LIS 684 Administration of School Library Media Centers

*and reflect:*

***I.2.2 the philosophy, principles, and ethics of the field;***

Relevant SLOs

- SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 610 Foundations of the Information Professions
- LIS 611 Intellectual Freedom
- LIS 612 History of Books and Libraries
- LIS 683 Services in Libraries

*and reflect:*

***I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;***

Relevant SLOs

- SLO 3 Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
  - 3b) Organize, create, archive and manage collections of information resources following professional standards
- SLO 4 Evaluate and use the latest information technologies, research findings and methods.
  - 4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards

Selected relevant courses

- LIS 605 Metadata Creation for Information Organization
- LIS 615 Collection Management
- LIS 618 Government Documents
- LIS 652 Introduction to Archival Management
- LIS 684 Administration of School Library Media Centers
- LIS 686 Information Literacy & Learning Resources
- LIS 696 Practicum in School Librarianship

LIS 605 relies heavily on the Resource Description and Access (RDA) Toolkit, and the IFLA *Statement of International Cataloguing Principles*. Required reading for LIS 615 includes the *ALA Intellectual Freedom Manual*. For the school library media specialization, guidelines and standards provided by the American Association of School Librarians are integral to the course work in LIS 684, 686, and 696. These documents include *Empowering Learners: Guidelines for School Library Media Programs* and *Standards for the 21<sup>st</sup>-Century Learner*.

*and reflect:*

***I.2.4 the value of teaching and service to the advancement of the field;***

Relevant SLOs

- SLO 2 Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
  - 2c) Develop, manage, and assess information services for specific users and communities
  - 2d) Create instructional and outreach programs

Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 610 Foundations of the Information Professions
- LIS 665 Teaching Information Technology Literacy
- LIS 683 Services in Libraries
- LIS 686 Information Literacy & Learning Resources

*and reflect:*

***I.2.5 the importance of research to the advancement of the field's knowledge base;***

Relevant SLOs

- SLO 4 Evaluate and use the latest information technologies, research findings and methods
  - 4b) Integrate emerging technologies into professional practice
  - 4c) Apply current research findings to professional practice

Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 605 Metadata Creation for Information Organization
- LIS 610 Foundations of the Information Professions
- LIS 671 Digital Librarianship
- LIS 675 Database Content Evaluation
- LIS 699 Directed Reading and/or Research
- LIS 700 Thesis Research
- LIS 705 Asian Research Materials and Methods

*and reflect:*

***I.2.6 the importance of contributions of library and information studies to other fields of knowledge;***

***I.2.7 the importance of contributions of other fields of knowledge to library and information studies;***

Relevant SLOs

- SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
  - 1a) Apply LIS theory and principles to diverse information contexts

- SLO 3 Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
  - 3c) Search, retrieve and synthesize information from a variety of systems and so
- SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
  - 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
  - 5b) Demonstrate understanding of the social and cultural context of information services and systems

#### Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 610 Foundations of the Information Professions
- LIS 612 History of Books and Libraries
- LIS 647 Systems Analysis for Information Management
- LIS 650 Management of Libraries & Information Centers
- LIS 663 Database Searching
- LIS 674 Database Design & Creation

#### *and reflect:*

***I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;***

#### Relevant SLOs

- SLO 2 Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
  - 2c) Develop, manage, and assess information services for specific users and communities
- SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
  - 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
  - 5b) Demonstrate understanding of the social and cultural context of information services and systems
  - 5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

#### Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 683 Services in Libraries
- LIS 685 Traditional Literature & Oral Narration
- LIS 687 Hawaiian Studies Information Resources
- LIS 688 Pacific Islands Information Resources
- LIS 689 Asian American Resources for Children & Youth



*and reflect:*

***I.2.9 the role of library and information services in a rapidly changing technological society;***

Relevant SLOs

- SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
  - 1a) Apply LIS theory and principles to diverse information contexts
- SLO 4 Evaluate and use the latest information technologies, research findings and methods.
  - 4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
  - 4b) Integrate emerging technologies into professional practice

Selected relevant courses

- LIS 601 Introduction to Reference and Information Services
- LIS 605 Metadata Creation for Information Organization
- LIS 663 Database Searching
- LIS 671 Digital Librarianship
- LIS 694 Special Topics in Information Technology
- ICS 616 Information Architecture
- ICS 669 Social Computing

*and reflect:*

***I.2.10 the needs of the constituencies that a program seeks to serve.***

Relevant SLOs

- SLO 1 Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
  - 1c) Develop and apply critical thinking skills in preparation for professional practice
  - 1d) Craft and articulate a professional identity
- SLO 5 Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
  - 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
  - 5b) Demonstrate understanding of the social and cultural context of information services and systems
  - 5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Selected relevant courses

- LIS 650 Management of Libraries & Information Centers
- LIS 683 Services in Libraries
- LIS 684 Administration of School Library Media Centers
- LIS 685 Traditional Literature & Oral Narration
- LIS 687 Hawaiian Studies Information Resources
- LIS 690 Library Internship Program
- LIS 696 Practicum in School Librarianship

*I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The engine driving each iteration of our strategic planning process is assessment of our mission, goals, objectives and achievements. Our mission, publicly stated on the LIS website, harmonizes with those of the department, college, campus and university system, and our goals are regularly reviewed by faculty, students, alumni, professionals and other internal and external stakeholders.

Examples of direct and indirect measures of assessment we use are summarized here; subsequent chapters of this Program Presentation provide more details about the data, processes and analyses we employ to evaluate our progress, and ground future action.

Curriculum outcomes are measured by:

- Graduating student, alumni, and employer surveys
- Course evaluations
- Assessment of student coursework
- Internship and practicum evaluations
- Oral comprehensive examinations

Research outcomes are measured by:

- Academic/professional publishing activities
- Grants, awards, and other forms of recognition for research
- Faculty curriculum vitae
- Graduating student and alumni surveys
- Student theses and other research projects
- Student advising records

Service outcomes are measured by:

- Dual Master's program offerings
- CIS Doctoral Program participation
- Cross-listed course offerings
- Employer surveys
- LIS partnerships with other departments and community organizations
- Continuing education course offerings
- Workshops, seminars, lectures and brown bag presentations
- Faculty curriculum vitae

## Conclusion

The LIS Program operates within a culture of continuous strategic planning and assessment. The demanding work of translating data gathering and analysis into high-level goal setting is eased by the integral involvement of our constituents, by using multiple forms of evaluation, and by the knowledge that the result of this work helps us define, implement, and refine the goals and objectives of the LIS Program, and realize our vision and mission.

In January 2015, the UH System revised its strategic plan once again, in a document entitled [\*University of Hawai'i Strategic Directions, 2015-2021\*](#). Accordingly, UH Mānoa Vice Chancellor for Academic Affairs (VCAA) Reed Dasenbrock is developing a campus strategic plan, which is in better alignment with the UH System plan. In a November 2014 [interview](#) with the campus newspaper, *Ka Leo*, he explained:

*"The Mānoa strategic plan was not connected to the UH System's strategic plan until recently...which has caused confusion among people who don't understand the difference between University of Hawai'i and the University of Hawai'i at Mānoa."*

The previous LIS Chair and current ICS Department Chair are both members of the UH Mānoa Faculty Senate, which will have a key role in making corresponding changes to the campus strategic plan. We look forward to taking an active role in strategic planning beyond our program, engaging with units across all UH campuses, and returning that knowledge to benefit our continuing planning process.

### Appendices referenced in this chapter

Appendix I-1 Achieving Our Destiny: UH Mānoa Strategic Plan, 2011-2015

Appendix I-2 College of Natural Sciences External Review Report

Appendix I-3 LIS Strategic Plan, 2015-2020

Appendix I-4 ALA Core Competencies Mapped to SLOs

### Links referenced in this chapter

Defining Our Destiny: University of Hawai'i System Strategic Plan 2002-2010

<http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html>

UH System Performance Measures, 2009-2015

<http://hawaii.edu/offices/aa/performanceasures.html>

College of Natural Sciences Mission

<http://www.hawaii.edu/natsci/mission.html>

College of Natural Sciences Strategic Plans

<http://www.hawaii.edu/natsci/strategicplans.php>

Information and Computer Sciences Department Mission Statement

<http://www.ics.hawaii.edu/people/mission-statement/>

Library and Information Science Program Strategic Plans

<http://www.hawaii.edu/lis/about-us/lis-strategic-plan/>

College of Natural Sciences Overview, 2014

<http://www.hawaii.edu/natsci/resources/cnsoverviewweb2.pdf>

Library and Information Science Program Advisory Board

<http://www.hawaii.edu/lis/faculty/advisory-board/>

ALA's Core Competencies of Librarianship

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

University of Hawai'i Strategic Directions, 2015-2020  
<http://www.hawaii.edu/strategicdirections>

Vice Chancellor Reed Dasenbrock Interview  
[http://www.kaleo.org/news/vice-chancellor-for-academic-affairs-reed-dasenbrock-seeks-to-adopt/article\\_cb847992-6af3-11e4-aa5e-b7d4e834c624.html](http://www.kaleo.org/news/vice-chancellor-for-academic-affairs-reed-dasenbrock-seeks-to-adopt/article_cb847992-6af3-11e4-aa5e-b7d4e834c624.html)

**On site documents referenced in this chapter**

ICS Department Planning Session Documentation  
LIS Program Strategic Planning Retreat Documentation  
LIS Program Faculty Retreat Documentation

## Standard II. Curriculum

### Introduction

The Library and Information Science Program curriculum prepares students to develop and articulate their own unique professional identity within a dynamic global environment, and to both support and lead efforts to address traditional and evolving information challenges.

Students must successfully complete 39 credits of graduate coursework to earn a Master of Library and Information Science (MLISc) degree. While most students build their program of study entirely within the LIS core and elective course offerings, we encourage students to explore courses beyond LIS, to maximize the uniqueness of their educational experience. A maximum of nine of the 39 credits may be taken from other programs, with the approval of the LIS faculty advisor.

Students have five years to complete their degree work, though the LIS Program and UH Office of Graduate Education can approve extensions in special circumstances. During the review period, 171 students were awarded the MLISc degree, and the average time to degree was 2.67 years, though this includes part-time and dual-degree students who tend to take more time. Most full-time students complete the program in approximately two years.

Students are required to take six core courses, totaling 18 credits:

- LIS 601 Introduction to Reference and Information Services
- LIS 605 Metadata Creation for Information Organization
- LIS 610 Foundations of the Information Professions
- LIS 615 Collection Management
- LIS 650 Management of Libraries and Information Centers OR LIS 684 Administration of School Library Media Centers
- LIS 663 Database Searching

Students are also required to complete at least one 3-credit advanced technology course. These may be selected from technology-focused LIS courses, or graduate-level courses in ICS or other departments. A complete list of LIS course numbers and titles is available in Appendix 2-1.

Students have the option of either the General Track or the School Library Media Track. Each track has specific requirements and electives that allow students to craft an individualized program of study, which are detailed in II.4 and II.5.

We also encourage students to take advantage of our many internship and practicum opportunities. From 2009-2014, 113 students enrolled in the LIS 690 Internship course, and all school library media students are required to complete LIS 696 Practicum in Librarianship. There are currently 58 active internship sites: 21 with UHM Library departments and collections, 13 with other academic libraries, 16 with special libraries and 8 with public libraries.

Based on regular input from faculty, alumni and students, the curriculum has undergone several changes during the review period, including:

- A survey of other ALA-accredited programs undertaken by the LIS Curriculum Committee resulted in our decision to reduce the number of credits required for the degree from 42 to 39 in 2012.
- Based on feedback from alumni, we added LIS 663 Database Searching to the core, and broadened its scope to include both professional databases and Web resources.

- The title of LIS 605 changed from Cataloging and Classification to Metadata Creation for Information Organization, to build on traditional cataloging principles and better reflect emerging role of metadata more generally.
- The title of LIS 610 changed from The Information Environment to Foundations of the Information Professions, to emphasize articulation of a professional identity, and to focus more directly on diverse professional environments where students will launch or continue their careers.
- We revised the culminating experience in 2013, updating our [oral exam scenarios](#) to elicit more reflective, personalized responses linked with program SLOs and specific professional environments.

### Framework

The framework of the curriculum is based on our Student Learning Outcomes, which are aligned with the ALA Core Competencies (Appendix 1-4), but also reflect regular feedback from our students, alumni, faculty and other stakeholders, and the curricular components of our strategic plan.

**Table 2-1 LIS Core Curriculum Map to Indicators of Student Learning Outcomes**

	1a	1b	1c	1d	2a	2b	2c	2d	2e	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c
601	x	x	x	x		x						x			x	x	x		x
605											x				x				
610	x	x	x	x		x											x		
615	x		x	x	x	x	x		x	x	x	x			x				
650	x	x	x	x	x	x	x		x	x						x	x	x	
663	x		x			x	x					x		x	x	x	x		
684	x	x	x	x	x		x								x	x		x	
	6	4	6	5	3	5	4	0	2	2	2	3	0	1	5	4	4	2	1

It is important to note that a course may cover an SLO without covering every indicator within that SLO. Additionally, while indicators 2d and 3d are not reflected in the core, they are covered in several elective courses.

The processes by which we conceive, deliver and assess our curriculum are discussed in this chapter. [Course descriptions and syllabi](#) for core, elective and special topics courses are available on the LIS website. Courses offered during the review period, and their mode of delivery, can be found in Appendix 2-1.

**II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.**

**II.1.1 The curriculum is based on goals and objectives...**

Our curriculum is an expression of both our program goals and those of the university as a whole. In *Achieving Our Destiny*, the UHM 2011-2015 Strategic Plan (Appendix 1-1), the university-wide goals we support through our curriculum include:



### Goal 1: A Transformative Learning and Teaching Environment

- ***Increase experiential learning opportunities across the curriculum.*** Many LIS courses contain elements of learning by doing and structured reflection. For example, in the final report and presentation for LIS 690 Internship, students are asked to reflect on the most valuable aspects of their internship, and describe how specific LIS courses, readings and prior professional experiences influenced their internship. In LIS 696 Practicum in School Librarianship, students plan and deliver instruction in K-12 settings and produce reflection logs based on their experiences. Samples of internship final reports will be available on site. A compilation of practicum reports during the review period is available in Appendix 2-17.
- ***Expand and create transdisciplinary opportunities and programs.*** We offer nine dual-degree programs, two newly created during the review period (Hawaiian Language and Hawaiian Studies), and we encourage students to integrate coursework from outside LIS into their individual programs of study.
- ***Expand international study opportunities.*** We offer a student exchange program with the University of Tsukuba in Japan, and credit for courses offered at universities outside the US. Each year from 2010-2012, a student cohort visited the University of Tsukuba for a 1-2 week program. Two students visited in 2010, and five students visited in both 2011 and 2012. They visited a variety of libraries and archives, as well as the National Diet Library (Japan's equivalent of the Library of Congress) and National Archives. Each year, one or two LIS faculty members accompanied the students while they were in Japan, although the University of Tsukuba arranged the Japanese visits using their contacts. We also received three student cohorts from the University of Tsukuba who visited Hawaii, and we hope to have more students both ways in the future. We have also had students study at Kyoto University, and most recently via independent study in Bangladesh.
- ***Promote a Hawaiian place of learning.*** We offer unique elective courses in Traditional Literature and Oral Narration, Hawaiian and Pacific Islands Information Resources, access to Hawaiian collections and interaction with members of the local community who serve as adjunct instructors and internship supervisors. We also offer dual degree programs with Hawaiian Language and Hawaiian Studies.

### Goal 3: An Engaged University

- ***Expand internships, practica, mentoring and service learning.*** Depending on their course of study, students are either required or strongly encouraged to take one or more internships or practica while in the LIS program.
- ***Increase appreciation and understanding of cultural expression in Hawai'i and the Asia-Pacific rim.*** In addition to the courses mentioned above, we also offer coursework in Asian Studies Librarianship and Asian American Resources for Children and Youth. Several of our internship sites allow students to work with Hawaiian and Asia-Pacific libraries, archives and other cultural heritage institutions.
- ***Facilitate student leadership and participation in campus governance.*** During the review period, 87.2% of LIS students participated in LIS student and professional organizations, and 43.4% served as an officer for at least one organization (Appendix 2-2, Student Service Record). Additionally, 44.9% of students attended at least one professional conference, and 26% gave a presentation at a conference. Students also participate as members of LIS program

committees, the university-wide Graduate Student Organization and many other organizations.

Our LIS Strategic Plan evolves regularly, and is aligned with the UH Mānoa Strategic Plan as it evolves as well. The first goal and objective of the LIS Strategic Plan states the importance of providing “a curriculum that meets the evolving demands of the job market for librarians and other information professionals.” This requires us to maintain a continuous review and implementation process for systematic curriculum renewal and enhancement.

Our curricular objectives evolve in response to ongoing evaluation and are expressed in our five Student Learning Outcomes (SLOs), each of which has several evidence indicators. The SLOs and evidence indicators addressed in the core curriculum are:

**Table 2-2 Core curriculum Student Learning Outcomes and evidence indicators**

**SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.**

- 1a) Apply LIS theory and principles to diverse information contexts
- 1b) Demonstrate understanding of the historical context of information services and systems
- 1c) Develop and apply critical thinking skills in preparation for professional practice
- 1d) Craft and articulate a professional identity

Course	Title	1a	1b	1c	1d	Assignments
601	Intro to Reference and Information Services	x	x	x	x	Reference observations, quizzes, search exercises, pathfinders, bib plans
610	Foundations of the Information Professions	x	x	x	x	Historical/biographical studies, philosophical position papers, special topic presentations
615	Collection Management	x		x	x	Collection management critiques/policies, reports on shadowing CM professionals
650	Management of Libraries & Information Centers	x	x	x	x	Case studies, management pioneers, job descriptions, resumes, interview questions
663	Database Searching	x		x		Search assignments, Google online marketing challenge
684	Admin of School Library Media Centers	x	x	x	x	Case studies

**SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.**

- 2a) Demonstrate understanding of leadership
- 2b) Work effectively in teams
- 2c) Develop, manage, and assess information services for specific users and communities
- 2d) Create instructional and outreach programs
- 2e) Demonstrate the ability to advocate effectively for information services

Course	Title	2a	2b	2c	2d	2e	Assignments
601	Intro to Reference and Information Services		x				Search exercises
610	Foundations of the Information Professions		x				Special topic presentations
615	Collection Management	x	x	x		x	Collection management proposal papers/policies, oral presentations on grant proposals
650	Management of Libraries & Information Centers		x	x			Individual assessments of team performances, rapid prototype projects
663	Database Searching		x	x			Individual assessments of team performances, search assignments, database assessments
684	Admin of School Library Media Centers	x		x			Case studies

NOTE: Elective courses covering SLO indicator 2d include LIS 611 Intellectual Freedom and LIS 620 Conservation of Library and Archival Materials.

**SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats**

- 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
- 3b) Organize, create, archive and manage collections of information resources following professional standards
- 3c) Search, retrieve and synthesize information from a variety of systems and sources
- 3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

Course	Title	3a	3b	3c	3d	Assignments
601	Intro to Reference and Information Services			x		Search exercises, pathfinders, bib plans
605	Metadata Creation for Information Organization		x			Quizzes on descriptive cataloging, LCSH, LCC, DDC
615	Collection Management	x	x	x		Collection management journals, shadowing CM professionals
650	Management of Libraries & Information Centers	x				Midterm essays

663	Database Searching			x		Search assignments
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**NOTE: Elective courses covering SLO indicator 3d include LIS 612 History of Books and Libraries, and LIS 619 Preservation Management.**

**SLO 4: Evaluate and use the latest information technologies, research findings and methods.**

- 4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
- 4b) Integrate emerging technologies into professional practice
- 4c) Apply current research findings to professional practice

Course	Title	4a	4b	4c	Assignments
601	Intro to Reference and Information Services		x	x	Search exercises, quizzes, reference observations
605	Metadata Creation for Information Organization		x		Use of Classification Web in LCC quiz, searching OCLC assignments
615	Collection Management		x		Collection management policies
650	Management of Libraries & Information Centers			x	Case studies, weekly assignments
663	Database Searching	x	x	x	Search assignments, midterm exercises, Google online marketing challenges and/or final projects
684	Admin of School Library Media Centers		x	x	Case studies

**SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view**

- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social and cultural context of information services and systems
- 5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Course	Title	5a	5b	5c	Assignments
601	Intro to Reference and Information Services	x		x	Pathfinders, reference observations
610	Foundations of the Information Professions	x			Information needs survey papers

650	Management of Libraries & Information Centers	x	x		Case studies
663	Database Searching	x			Team search exercises, Google marketing online challenges
684	Admin of School Library Media Centers		x		Case studies

We also link our elective courses with SLOs and evidence indicators. The complete matrix can be viewed in Appendix 2-3, Curriculum Map to SLOs.

We no longer offer an LIS research methods course, due to a combination of consistent low enrollment in our prior course LIS 695 Seminar in Research in Librarianship, a UH mandate to formally delete courses we no longer teach, and the consensus of the faculty that research is effectively integrated into core and elective courses. We identify the research methods embedded within each course in syllabi, as in this example from Fall 2013 LIS 601:

### Integrated Research Methods

Students will learn and apply the following research methods in course assignments: *Question Negotiation Analysis* method to extract and interpret content elements in written and verbal queries; *Information Retrieval* method to design and use professional search strategies, analyze, and compare results, and to fact-check; *Information Evaluation* method to determine the quality and relevance of search results and sources; *Participant-Observer* method to study best information practices at a reference desk; *Content Analysis* of reference transactions to study interview techniques used in reference service.

Students who wish to undertake a thesis complete an additional research methods course in another department, which has the added benefit of broadening their methodological base. They generally choose from methods courses in Education, Sociology or Communication and Information Sciences.

### II.1.2 [The curriculum] evolves in response to an ongoing systematic planning process

Opportunities to assess and evolve the curriculum occur regularly. Students are encouraged to complete course evaluations at the end of every course; from 2008-2012, our paper-based course evaluations had an 85.2% completion rate, compared with 71.6% for our current electronic course evaluations administered through the eCAFE system. Graduating student surveys are part of the exit requirement each term, and are completed online. Alumni surveys are conducted every five years, most recently in 2013, with a response rate of 36% (76/211). Employer surveys are conducted every six years, most recently in 2013. Twenty-one employers responded to a Web-based survey sent via the LIS alumni listserv, with an invitation for alumni to forward it to their employers, but with this “snowball sample” approach, accurate response rate data cannot be reported. Additionally, we surveyed employers of school librarians via a separate process, and received ratings for ten of eleven alumni hired since 2009.

Each step of our curriculum assessment process is linked with our SLOs and Program Goals. SLOs 1-4 directly link to Program Goal 1 (Provide a curriculum that meets the evolving demands of the job market for librarians and other information professionals), and SLO 5 links with Program Goal 5 (Strengthen the emphasis on Hawai‘i and the Asia-Pacific region in teaching, research, and service).

Every course is aligned with the particular SLOs it covers via a matrix (Appendix 2-3). In Spring 2012, we began piloting a parallel course-level assessment model, where instructors reported student performance on the specific SLOs covered in each major assignment. The overall results (67% exceed, 27% meet, 5% approach and 2% do not meet) are comparable to the outcomes of the oral exam; a more detailed report of the initial results can be found on our website: [SLO course performance profiles summary](#). While collecting data at this level of granularity illustrates the compromises of assuming a one-to-one relationship between SLOs and course assignments, we continue to collect course-level assessment data for some courses (examples will be available on site), and it can help identify where students are having difficulty with particular SLOs across multiple assignments and courses.

Two formal evaluations are required from each internship site. One is completed by the internship supervisor, and the other by the student. These are stored in the student's folder. In addition to this formal evaluation, the internship coordinator visits each internship site during the semester and meets with the supervising librarians, and they often share additional insights and details. The internship coordinator also reaches out to all listed internship sites twice a year to invite them to present their internship opportunities at the orientation meeting each semester.

For school library media specialist licensure, input from practicum supervisors is informally collected during midpoint site visits by the practicum coordinator, and again at the conclusion of the practicum via an email report. Supervisors are encouraged to share problems, make suggestions for improved communication, and introduce new topics emerging in the schools. In recent years, feedback from practicum supervisors has led to increased attention to Common Core standards, emphasis on advocacy projects, and infusion of technology as a tool for learning.

For the culminating experience, the oral exam scenarios are also linked with our SLOs, and students are evaluated along the same scale (exceed-meet-approach-do not meet). We use this data to revise both the curriculum and the oral exams themselves. For example, in Fall 2008-Spring 2011, roughly 85% of students exceeded or met standards in their responses to Instruction and Cataloging scenarios in the oral exam, while only 54% did so in their responses to the Digital Libraries scenario. These results and other direct and indirect assessment measures motivated us to both add LIS 663 Database Searching to the core curriculum, and update its content to reflect both professional and Web databases. As a result, from Fall 2011-Spring 2013, over 90% of students opting for the Digital Libraries scenario exceeded or met standards in their responses.

Thesis students are assessed on specific elements of their research, including their problem statement, literature review, method, results, and the quality of their written thesis and oral defense; the evaluation form can be found on p. 7 of our [thesis policy and FAQ](#).

We use the feedback we elicit via all of these channels to evolve our curriculum. Also, faculty who teach related courses consult with one another, visit course sessions and share information to maximize course synergy. We discuss possible changes in faculty meetings, and research and vet proposals in the LIS Curriculum Committee. Changes we wish to act upon are presented to our stakeholders in yearly strategic planning sessions, and implemented (or not) with an eye toward how they fit with the goals and objectives in our strategic plan. This also helps us identify when new goals and objectives need to be adopted.

While many examples of our systematic planning process could be mentioned, one that gets to the core of our unique identity as a program, and thus warrants more detailed discussion, is our effort to assess the curriculum's coverage of Student Learning Outcome (SLO) evidence indicator 5c, and implement change:

***SLO 5c: Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability.***

As evidenced by the 2009-2014 Graduating Student Surveys (Appendix 2-4), students have consistently rated the LIS Program very highly (5.18/6) when responding to the survey statement “Study in a multicultural setting.” In the 2013 Alumni Survey (Appendix 2-5), recent graduates rated the LIS program 5.58/6 on the same statement, the highest rating of any item on the survey. However, these impressive numbers may be an artifact of our multicultural locale and our diverse student and professional communities, and not necessarily reflect the strengths of our curriculum in this area. In the May 2012 version of our Curriculum Map to SLOs (Appendix 2-3), where each course is linked to the SLOs it addresses as reported by the course instructors, the SLO covered by the fewest courses in the curriculum was SLO 5c.

On occasion, we also integrate assessment of our program into coursework. From 2012-2014, as part of the core course LIS 650 Management of Libraries and Information Centers, a total of 51 students were asked to analyze and evaluate the LIS curriculum, and to propose one addition to, and one deletion from, the core (Appendix 2-6, Student Impressions of LIS Core Curriculum). Students based their responses on a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the LIS Program, and they were free to propose that an existing elective, a changed/merged course, or a completely new course be added to the core. The most common suggestion (17/51) was to require LIS 690 Internship, which is currently strongly recommended but not required. Mentioned nearly as often (15/51) was to require LIS 687 Hawaiian Studies Information Resources, or a similar course focused primarily on Hawaiian and/or indigenous content.

There will always be differences of opinion about what constitutes an ideal LIS core curriculum. However, this issue cuts to the core of who we are as a program and as a university. The first value stated in the UH Mānoa Strategic Plan (Appendix 1-1) is as follows:

#### **Hawaiian Place of Learning**

*The significance of Mānoa as a campus physically and conceptually grounded in Native Hawaiian knowledge and values cuts across each of our strategic goals. Hawai‘i’s unique location and strength in indigenous scholarship sets us apart from other universities.*

Through our curriculum, we wish to support and exemplify this value. As a starting point, our 2009-2014 LIS Strategic Plan contained a somewhat generically-stated goal to “enhance the Hawai‘i-Asia-Pacific components within the LIS curriculum.” To assess the coverage of SLO 5c in the curriculum and effect change, student and faculty members of the LIS Curriculum Committee led the process summarized in the timeline below. Specific date references are to LIS Curriculum Committee and faculty meeting minutes, which are available on site.

**Table 2-3 Timeline of Planning and Assessment Activities for SLO 5c in the LIS Curriculum**

<b>Date</b>	<b>Activities</b>
12 Sep 2012	The LIS Curriculum Committee invited representatives from <a href="#">Nā Hawai‘i ‘Imi Loa</a> , a student group whose mission is to strengthen the Native Hawaiian presence in the LIS profession, and building the capacity of the Hawaiian community in LIS practices, to serve on the Curriculum Committee and help evaluate the extent to which the curriculum addressed SLO 5c.
14 Nov 2012	The Curriculum Committee discussed the criteria by which courses were judged to cover SLOs by the individual instructors. Student members indicated that in their experience and those of their fellow students, there was varying depth of coverage. Additionally, students reported that courses not claiming to cover SLO5c sometimes did.
13 Jan 2013	Students studied the syllabi of 12 LIS courses: those claiming to cover SLO 5c, and others they felt did so. They presented a spreadsheet of relevant assignments, lectures

	and readings for each course, and proposed a tiered system of SLO coverage: student-led inclusion of SLO 5c content at the lowest level (4 courses), coverage in minor readings or coursework in the middle (5 courses), and coverage in major assignments at the high end (3 courses, one of which was a summer Special Topics course, Indigenous Librarianship, taught by visiting faculty). This provided further evidence that SLO 5c was not well covered in the curriculum, even in core and elective courses where coverage was claimed.
18 Jan 2013	Student members reported their findings and recommendations to the full faculty. Faculty acknowledged the need for better coverage of SLO 5c within the LIS program, and a broader view of what constitutes curricular content (e.g. internships involving Native Hawaiian populations and collections had not been considered in prior analyses). Faculty charged the Curriculum Committee with developing a list of courses outside LIS that addressed SLO 5c, and agreed that an approved list of these courses could count toward the MLISc degree, would be used in student advising and publicized on the LIS Website.
Apr 2013	Faculty participated in the IMLS-funded <a href="#">Indigenous Ways survey</a> to assess the “complex intersection between cultural protocols of indigenous peoples and professional values in holding, collecting, providing access, and using indigenous material and intellectual content.”
7 May 2013	Students conducted a focus group entitled “LIS Conversation: Strengthening our Ties to Hawai‘i and the Pacific” (Appendix 2-7), where students and faculty discussed opportunities for enhancing the Hawaiian and Pacific components of the curriculum, including training in cultural competency, service learning and community engagement opportunities, instilling Hawaiian and indigenous perspectives into the current program, offering courses with Hawaiian and indigenous content more often, hiring indigenous faculty, and exploring more course cross-listing and dual degrees.
27 Sep 2013	Two new students and one continuing student, all of them members of Nā Hawai‘i ‘Imi Loa, volunteered on the Curriculum Committee for the Fall 2013 semester, to continue to evaluate coverage of SLO 5c in the LIS curriculum and collect examples of successful assignments and missed opportunities to share with faculty.
4 Nov 2013	Students reported that successful assignments relevant to SLO 5c tend to be of personal interest to students, tending to support student-led course content as appropriate when claiming coverage of an SLO. However, students reported that there is no substitute for an instructor who specializes in Native Hawaiian and/or Indigenous Librarianship, which none of the current full-time LIS faculty does.
9 Dec 2013	Students presented the final list of 60 non-LIS courses meeting SLO 5c to the Curriculum Committee, for approval by the full faculty.
13 Dec 2013	Two student groups (SAA Student Chapter and Nā Hawai‘i ‘Imi Loa) co-sponsored a well-attended talk by visiting scholar Kelvin White of the University of Oklahoma: <i>Diversity in Archival Education, Research, and Practice</i> , including a discussion of the need for more Native Hawaiian and indigenous voices in the archival world.

#### Outcomes of this process:

- Faculty approved the list of [60 non-LIS courses meeting SLO 5c](#) that can be applied toward the MLISc degree on 17 January 2014.
- *Ho’okele Na’auao: A Hawaiian Librarianship Symposium*, was established by a student member of Nā Hawai‘i ‘Imi Loa and the LIS Curriculum Committee in 2013, and has included a student poster session and conference volunteer opportunities that complement curricular content. LIS faculty have presented at the symposium both years it has been held.
- Both 2013 and 2014 tenure-track LIS faculty position advertisements included indigenous knowledge as a desired research and teaching area (Appendices 3-4 and 3-5).
- Two dual-degree programs with the Hawai‘inuiākea School of Hawaiian Knowledge (Hawaiian Language and Hawaiian Studies) were developed, and implemented in 2015.
- In our [2014 Strategic Planning session](#), we sought stakeholder input on how to improve and implement indigenous librarianship and service to diverse populations, within and beyond the curriculum. Participants focused on the importance of infusing Native Hawaiian and



indigenous concepts and themes into the existing program, as well as the creation of new courses, to increase the awareness and sensitivity of students and faculty to a place-based appreciation for librarianship in Hawai‘i.

- As a result of the Strategic Planning session and the overall process, one of the goals in our 2015-2020 LIS Strategic Plan is to create and pilot a Hawaiian/Indigenous Librarianship specialization, to create and offer one new course in the area, and work toward the goal of 10 students in the specialization by 2020.

This is one critical example of how we assess and evolve our curriculum through a systematic planning process that involves our stakeholders. The following table summarizes changes in our core curriculum during the review period.

**Table 2-4 Changes in core curriculum, 2009-2014**

<b>Fall 2009 core curriculum</b>	<b>Spring 2015 core curriculum</b>
<b>LIS 605 Basic Cataloging and Classification</b> (3) Introductory cataloging and classification covering AACR2, Library of Congress and Dewey decimal classification systems, LC subject headings, use of OCLC.	<b>LIS 605 Metadata Creation for Information Organization</b> (3) Theory and practice of metadata creation for organization of information resources, cataloging code for resource description and access, Library of Congress and Dewey Decimal Classification schemes, use of OCLC.
<b>LIS 610 The Information Environment</b> (3). Lecture/discussion on role of libraries, their social utility in information societies. History and future of libraries in changing technological world. Information professions, information ethics, intellectual freedom, intellectual property, information access, national/international library developments.	<b>LIS 610 Foundations of the Information Professions</b> (3). Lecture/discussion/ survey of the information professions, development of professional identity, professional values and ethics, historical development, current issues in the information professions.
<b>LIS 650 Management of Libraries and Information Centers</b> (3) Basic theories and principles of administration for effective management of public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, directing, and control.	<b>LIS 650 Management of Libraries and Information Centers</b> (3) Theories and principles of administration for effective management of libraries and information centers, with emphasis on planning, resource allocation, team skills, project management, assessment, leadership, outreach, and advocacy.
(no prior database searching core requirement)	<b>LIS 663 Database Searching</b> (3) Techniques and strategies for searching professional online databases and web information resources. Query formulation using controlled vocabularies, free text and specialized functions to match retrieved resources with user needs.

If a curricular need cannot be met within our existing course structure, we have the autonomy to offer special topics courses (LIS 693 Special Topics in Librarianship and LIS 694 Special Topics in Information Technology) as needed. Special topics courses are sometimes one-time offerings by visiting faculty or professionals who work in a specialty area, but they also serve as the proving grounds for potential new permanent courses, in support of our strategic goals. Proposed new courses require a sample syllabus and assignments, list of student learning outcomes and a narrative justification of how the course fits into the graduate program, along with a standard form ([UHM-1](#)). New course proposals are evaluated and approved by the LIS Curriculum Committee, the LIS faculty, the ICS faculty and College of Natural Sciences. The College sends all approved course proposals to the Office of Graduate Education, where they are evaluated by a subcommittee of the UH Graduate Council, which reports its recommendations to the Dean of Graduate Education for final approval. Two LIS faculty members serve on the UH Graduate Council, and review course and program

proposals from across campus each semester, which keeps us abreast of university-wide curricular trends, and helps us optimize our own proposals.

If a curricular need can be addressed within the structure of an existing course, faculty members who teach the course regularly submit a formal course change request ([UHM-2](#)) through the LIS Curriculum Committee to the UH Graduate Council, including a sample syllabus and narrative rationale for the requested changes. Common changes include course title, description and prerequisites. The UHM-2 form is also used to formally delete a course.

***II.1.3 Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.***

Our curriculum is crafted to provide students the grounding they need in theory, principles, practice and values to become effective information professionals, in support of our mission:

***We educate leaders in the information professions. Through research, teaching and service, we contribute to knowledge, solve problems and prepare individuals to thrive in diverse information environments, with an emphasis on Hawai'i and the Asia-Pacific region.***

While our Curriculum Map to SLOs (Appendix 2-3) describes the SLOs relevant to this standard that are covered by our core and elective courses, it is in the nature of our curriculum for educational experiences to span multiple courses. Our initial attempts to address this standard—by creating a mapping between each course and its components of theory, principles, practice and values—revealed the degree to which these concepts evolve and overlap within and between courses, and how they are infused throughout the curriculum through a variety of educational experiences.

Depending on their chosen area of specialization (detailed further in II.5), students complete their required coursework by choosing electives from those offered by LIS. Students may take up to 9 elective credits from other departments or colleges as part of the MLISc degree requirements, if they are relevant to their area of interest and are approved in advance by their faculty advisor.

### *Internships*

LIS 690 Internship provides students real-world field experience in professional settings, under the supervision of librarians and other information professionals, and is strongly recommended for all students. Of 227 students enrolled during the review period, 113 enrolled in the Internship course; however, this should not be interpreted as a 50% enrollment rate, since some students take it twice.

There are currently 58 internship sites, including several on neighbor islands (Kauai, Maui and the Big Island). Internship students are expected to spend 150 hours (an average of 10 hours per week) at the internship site during the semester, not including course meetings on campus. Since the time commitment is considerable, it sometimes prevents students who are working full-time, and/or already working in library environments, from enrolling in the course.

After completing the prerequisite LIS 601 and co-requisite LIS 663, interested students attend a mandatory orientation session held by internship coordinator Noriko Asato, where the policies and procedures of the internship are explained. Students apply for internships at the site of their choosing, and advisor approval is required, but selection is at the discretion of the internship site, and not every student receives an internship offer. Those who do not may try a different site, or forgo an internship for that semester.

Interns work under the supervision of a librarian or other information professional who holds an MLIS or equivalent degree; they receive written evaluations at the end of the semester, and also evaluate their own experience. The internship coordinator receives both written evaluations of interns and supervising librarians. Usually interns and supervisors use the evaluation forms the Program provides. These forms use numerical ratings (0-4 and N/A) and also comments if the score was 2 or below. In addition, some supervisors write a letter to express more details. The internship coordinator visits every internship site after she receives the intern's midterm report. During the site visits, she often gets additional feedback and suggestions, which she shares with students at subsequent orientation sessions. They are mostly related to communication strategies and workplace etiquette.

The most recent change to the internship was the addition of a contract students must sign at the beginning of an internship, stating they understand that they must follow the internship supervisor's instructions and conduct themselves professionally, as they are representing both the internship site and the LIS Program. This contract was developed in response to feedback from one supervisor who had a negative experience with an internship student. Over time we have made other changes to the internship course based on supervisor input, such as adding LIS 663 Database Searching as a co-requisite for sites with public service responsibilities.

We also make structural changes to the course in response to student needs. For example, we allowed students to do internships at sites outside Oahu as long as the site met all of our conditions, such as having an MLIS-holding supervisor. We have placed students in internship experiences in Washington state, California, and the neighbor islands. The internship coordinator conducted virtual site visits and extensive e-mail and phone conversations to make this possible, and ensure quality experiences. [Internship information](#), including policies, application forms, student and supervisor FAQs, and a list of current internship sites can be found on the LIS website.

Students in the School Library Media track are required to take LIS 696 Practicum in School Librarianship, where they observe and practice in a fieldwork setting under the supervision of a cooperating professional librarian. This and other SLM-specific program requirements are discussed in more detail in section II.5.

### *Culminating Experience*

Students have two options for the culminating experience: a thesis or the oral comprehensive exam. While the majority of students opt for the oral comprehensive exam as their culminating experience, an increasing number of students are opting to write theses (Plan A), meeting one of our prior strategic goals to promote and increase awareness of the thesis option. After one completed thesis in the preceding 15 years, during the review period seven students have completed theses (Appendix 2-12 LIS Theses).

The oral comprehensive examination is an exit requirement for all MLISc candidates in Plan B (non-thesis). The oral exam must be taken in the last regular semester: fall if graduating in fall, spring if graduating in spring or summer. In one hour, students respond to four scenarios, each linked to a different subset of our SLOs, and a corresponding list of 7 elements of an acceptable response (Appendix 2-8 Oral Exam Scenarios).

Students choose a professional environment for which they have prepared via coursework, internships, experience and their own research. They prepare a personal, professional response to each scenario in the corresponding column in Table 2-5 below. For example, a student interested in public librarianship would prepare responses to the four scenarios (personal philosophy, administration, public services and technical services) for that particular environment, and students can see how each scenario aligns with our SLOs. Students are advised to approach the oral exam like

a job interview, and familiarize themselves with actual LIS environments and concepts from professional and academic literature that are relevant to each scenario.

**Table 2-5 Oral exam scenario matrix**

	Public	School	Academic	Archives	Special
Personal philosophy (SLO1, SLO5)					
Administration (SLO2)					
Public services (SLO3)					
Technical services (SLO4)					

Two faculty members evaluate each response on a 0-7 scale. To pass, their average score on every scenario must be 5/7 or above. A lower average score results in a retake of that scenario at a later date. All students are required to address the Statement of Personal Philosophy scenario. The full list of oral exam scenarios can be found in Appendix 2-8, and the oral exam evaluation form can be found in Appendix 2-9. [Oral exam information](#), including links to the scenarios, FAQs and related forms, are available on the LIS Website. We were happy to discover that the [UH Mānoa Assessment Office](#) uses our scenario-based oral exam evaluations as an exemplary assessment practice in one of their training handouts (Appendix 2-10 UH Exemplary Graduate Program Assessment Practices).

Like most elements of the LIS curriculum, the oral comprehensive exam has changed in an iterative manner during the review period. Based on an analysis of the prior scenario results by the LIS Curriculum Committee, when oral exam scenarios were mapped to our SLOs, we discovered that some students were apparently taking a path of least resistance, avoiding certain scenarios perceived as more difficult, and delivering rehearsed, boilerplate answers. At the same time, the content and issues in the scenarios were in need of updating, to stay relevant to current professional practice.

The LIS Curriculum Committee, including student member Matt Brown, proposed the current oral exam framework in 2012. Faculty authored the current scenarios, which were offered to students for the first time in Fall 2013. Students graduating in Fall 2013, Spring 2014 or Summer 2014 had the option to address either the old or new scenarios.

In the first year, students had the option to replace any scenario in their chosen track with one from another professional area, if they could make the case that their professional interests spanned both environments. For example, a student interested in both public and special libraries might choose to respond to the Public/Administration and Public/Technical Services scenarios, along with the Special/Public Services scenario. However, faculty analysis of the initial responses indicated that some students were still cherry-picking scenarios based on perceived ease of response, so the option to replace a scenario was eliminated in the second year the new scenarios were offered. Additionally, some students addressing the new scenarios struggled to link their responses with professional literature, so the Statement of Personal Philosophy scenario was changed to make the linkage more explicit:

*What is your professional philosophy?*

- *What does the LIS profession mean to you, and what do you hope to contribute?*
- *Which professional codes influenced your philosophy?*
- *Discuss one paper that influenced your professional philosophy and why.*

In Fall 2013 and Spring 2014, the vast majority of students opted to address the new scenarios. Those who opted to take the revised scenarios tended to fare better than those who opted for the old

scenarios in the same semesters. The revised oral exam structure and scenarios were implemented in Fall 2014. More details on the oral exam process, changes and results are discussed in II.7.

### *Student and professional organizations*

Student and professional organizations also contribute significantly to the variety of educational experiences in the LIS Program. These are discussed in more detail in II.3.7.

***II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.***

The LIS curriculum provides a broad-based introduction to foundational LIS areas, and the opportunity for students to build on different elements through elective courses, to create an individualized program of study that will prepare them to be productive professionals. The following table describes the alignment between this element of the standard and the LIS curriculum.

**Table 2-6 Alignment of core and elective courses to Standard II Curriculum areas**

Standard II Curriculum area	Core courses	Elective courses
Information and Knowledge Creation	601, 610	611, 612, 670
Communication	601, 610, 650	611, 665, 677, 685
Identification, Selection and Acquisition	601, 605, 615	618, 660, 678, 681, 682, 685, 686, 687, 689
Organization and Description	605	606, 647, 674
Storage and Retrieval	601, 663	671, 672, 674, 675, 678
Preservation	615	619, 620, 652, 653, 685
Analysis, Interpretation, Evaluation, Synthesis, Dissemination	All	All
Management	615, 650, 684	652, 683, 687

### ***II.3 The curriculum***

***II.3.1 The curriculum fosters development of library and information professionals who will assume an assertive role in providing services***

The complete list of courses covering SLO 2e, *Demonstrate the ability to advocate effectively for information services*, can be found in Appendix 2-3 Curriculum Map to SLOs, and includes:

- LIS 615 Collection Management, a core course where students propose Collection Management Policies and make oral presentations on grant proposals.
- LIS 619 Preservation Management, where students prepare and present two-minute lobbyist presentations.
- LIS 650 Management of Libraries and Information Centers, where students learn communication skills, link services and metrics with organizational goals, and undertake a rapid prototype project where they work as a class to propose a new service and advocate for its adoption.

- LIS 665 Teaching Information Technology Literacy, where students assess existing technology literacy programs, and design and propose alternatives.
- LIS 682 Books & Media for Young Adults, where a component of required assignments includes advocating for young adult services.
- LIS 683 Services in Libraries, where students propose outreach programs and give advocacy presentations focused on specific libraries.
- LIS 685 Traditional Literature and Oral Narration, where special emphasis is placed on the history of storytelling in libraries, to provide the student with justifications for the inclusion of the art of storytelling in the school curriculum and in the program planning of public libraries.

Special Topics courses addressing this element of the standard include:

- LIS 693 Indigenous Librarianship, where students learn and discuss protocols, policies, issues, communities, key organizations and events, library services, resources/reference titles, and settings for working with and for indigenous populations.
- LIS 693 Library Leadership Seminar, where students review the relative merits of various leaders through class discussion and writing, and think through complex leadership issues and apply leadership principles to provide maximal outcomes.

Many other courses challenge students to take an assertive role in providing services as well. For example, in LIS 696 Practicum for School Libraries, students collaborated with their mentor librarians on an activity that promoted the services of the school library. One student assisted in staging a parent night in the library and worked with student volunteers to provide the families with hands-on experience in using technology tools available in the library. Another practicum student worked with her mentor librarian to introduce cutting edge tech tools into the school, for example Augmented Reality with 4-D books for elementary grades.

Additionally, all of the information environments covered in the oral exam scenarios include an advocacy component. For example, the Archives scenarios require students to prepare a 5-7 minute presentation to the Hawai'i State Legislature, advocating for a new archives building.

#### *Assessment*

**Table 2-7 Assessment of Standard II.3.1, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.3) Designing and delivering instructional services	4.35	3.62	5.00	4.36	4.27	4.20	4.94	4.50	4.66	4.75	4.67	4.48
2.5) Developing programs for users	4.04	4.38	3.83	4.27	4.72	4.20	4.81	4.21	4.48	4.80	4.17	4.36
2.11) Using marketing and advocacy techniques	4.35	4.38	4.15	4.55	4.61	4.60	4.94	4.57	4.83	5.20	4.50	4.61
3.1) Handling and adapting to change	5.13	5.08	5.42	5.08	5.16	4.80	5.50	5.07	5.17	5.15	5.33	5.17
3.2) Proficient written communication	4.96	4.69	5.38	5.25	5.38	5.20	5.63	5.14	5.24	5.30	5.33	5.23
3.3) Proficient verbal communication	5.13	4.77	5.23	5.08	5.33	5.20	5.56	5.21	5.14	5.20	5.42	5.21
3.5) Effectively leading committees and groups	5.00	4.31	4.92	4.36	5.22	4.00	5.13	4.71	4.72	5.05	4.83	4.75

While there is significant variation from semester to semester in most response measures, graduating students ranked six of seven elements more highly in Spring 2014 as compared to Spring 2009. We note that item 2.II, Using marketing and advocacy techniques, rose steadily from Spring 2010 to Spring 2014, and advocacy was an area we specifically targeted in response to the 2008 ERP report.

***II.3.2 The curriculum...emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields***

All LIS courses integrate basic and applied research, and syllabi include a research methods statement detailing the specific kinds of research methods students will encounter in readings and course projects. For example, LIS 678 Personalized Information Delivery includes the following research methods statement:

*Methodologies and procedures for this research seminar can take different approaches, quantitative or qualitative. Examples of methods incorporated in course projects are: Needs assessment, survey, interview, document content analysis, and transaction log analysis. Also, given the course emphasis in user modeling and the design of information retrieval and filtering systems, research methods appropriate for course projects include usability studies, information retrieval experiments, heuristic evaluation and cognitive walkthrough.*

Nearly all LIS courses cover one or both of SLO 4b, *Integrate emerging technologies into professional practice*, and SLO 4c, *Apply current research findings to professional practice*. The complete list can be found in Appendix 2-3 Curriculum Map to SLOs, and includes:

- LIS 601 Introduction to Reference and Information Services, where students use collaboration software and virtual worlds research to learn best practices for reference services in distributed environments.
- LIS 605 Metadata Creation for Information Organization, where instructors have incorporated evolving standards such as RDA2 soon after release.
- LIS 660 Information Sources and Systems in Science, where students summarize and assess research articles to understand the culture of science, how science is communicated and the tools and resources librarians use to help connect information seekers to the literature and data they need to pursue their research.
- LIS 675 Database Content Evaluation, where students engage with both classic and current research literature and are required to assess the readings by specific criteria. Students recommend 5% of the research articles on the syllabus for removal or addition, and provide justification.
- LIS 686 Information Literacy & Learning Resources, where students undertake a “big ideas” assignment, select a current learning theory or strategy relevant to instruction in a library setting, and develop an interactive presentation on topics such as multiple intelligences, constructivism, project-based learning and authentic assessment.
- LIS 705 Asian Research Materials & Methods, where students explore research literature and reference tools in Chinese, Japanese and Korean to prepare for careers in Asian Studies Librarianship.

Special Topics courses addressing this element of the standard include:

- LIS 694 Web 3.0 for Librarians & Information Professionals, where students learn to harness and leverage user-generated content and social Web applications in the context of library services.



- LIS 694 Digital Archives, where students engage with archival theory as it applies to digital records, including preservation, long-term access and the assessment of authenticity of the material, and the appropriate role of technology in archival work.
- LIS 694 Digital Content Management, where students learn the theoretical foundations and technical skills necessary to use a content management system, and organize and implement a content management initiative.

ICS courses taken by LIS students that address this element of the standard include:

- ICS 669 Social Computing, where students survey theoretical and practical instances of social computing such as blogs, social bookmarking, classification and recommendation systems, compare them with traditional professional equivalents, and evaluate how these diverse perspectives can inform one another.
- ICS 691 Interdisciplinary Informatics, where students identify a specific community and their pathways to information. They discover, translate and apply solutions from outside the community to help those within.

Thesis students engage with research literature in consultation with their faculty advisors, via LIS 699 Directed Reading & Research (Appendix 2-11), and LIS 700 Thesis Research (Appendix 2-12).

Non-thesis students are also required to demonstrate their understanding of and ability to apply concepts from research and professional literature in the oral exam. The required statement of professional philosophy asks students: *Discuss one paper that influenced your professional philosophy and why.* Also, one of the seven required response elements for all scenarios in the oral exam is: *Accurately summarizes and critically applies current literature.*

#### Assessment

**Table 2-8 Assessment of Standard II.3.2, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.6) Applying various technologies for management and patron use	4.61	4.77	4.15	4.45	4.05	4.40	4.75	4.21	4.69	4.75	4.50	4.48
2.15) Applying research methods to analyze services and/or procedures for data-driven decision making	4.26	4.08	4.38	4.09	4.44	4.60	5.06	5.21	4.97	5.15	4.83	4.64
3.1) Handling and adapting to change	5.13	5.08	5.42	5.08	5.16	4.80	5.50	5.07	5.17	5.15	5.33	5.17
6.3) Integration of theory and research with opportunities for field practice	4.91	5.38	4.69	4.67	4.44	4.6	5.31	4.5	4.72	4.7	4.67	4.78

These responses indicate that we are mostly maintaining a high level of agreement with statements relevant to this part of the standard. From Fall 2010 to Spring 2014, there is significant improvement in graduating students' perception of their preparedness for item 2.15, Applying research methods to analyze services and/or procedures for data-driven decision making. We are attempting to address this by developing and piloting new research tracks in areas such as Asian Studies Librarianship in our [2015-2020 Strategic Plan](#).



### ***II.3.3 The curriculum...integrates the theory, application, and use of technology***

Basic computer literacy is required before students enter the LIS program. Applicants self-report their computer literacy via a technology checklist on the LIS Program applicant information form, a required component of the application. The [computer checklist](#) was updated during the review period to reflect knowledge of content management systems and online collaboration tools.

Nearly all LIS courses have a technology component, and students are required to take an additional advanced technology course beyond the core. All syllabi include a technology statement detailing the specific kinds of technologies students will be expected to learn and use in the course. For example, the syllabus for LIS 652 Introduction to Archival Management includes the following technology requirements statement:

*In this course, you will be expected to:*

- *Conduct online searches to develop content for instructional plans.*
- *Compose written documents such as inventories, proposals, and a finding aid using word processing applications.*
- *Create an archival resource using ArchivesSpace, an online open-source archival management program.*
- *Post work online using the UHM Lulima system and engage in peer critiquing sessions using the same system.*

The advanced technology requirement can be met with any of the following courses, but students are encouraged to consult with their faculty advisor about other technology-related courses in LIS, ICS or other departments across campus that may meet the requirement as well:

- LIS 647 Systems Analysis for Information Management
- LIS 671 Digital Librarianship
- LIS 672 Technology for Libraries & Information Centers
- LIS 678 Personalized Info Delivery: Info Filtering
- LIS 694 Special Topics in Information Technology
- ICS 616 Information Architecture and Web Design
- ICS 624 Advanced Data Management
- ICS 669 Social Computing
- ICS 686 Digital Video Information
- ICS 691 Topics in Software

Students seeking a more basic technology course are encouraged to consider LIS 670 Introduction to Information Science & Technology as an elective, to prepare for more advanced coursework that meets the technology requirement.

Well over half of the courses in the LIS curriculum cover one or both of SLO 4a, *Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards*, and SLO 4b *Integrate emerging technologies into professional practice*. The complete list can be found in Appendix 2-3 Curriculum Map to SLOs, and includes:

- LIS 605 Metadata Creation for Information Organization, where students use Library of Congress Classification Web and standards such as RDA2 as they emerge and evolve.
- LIS 647 Systems Analysis for Information Management, where students engage with professional standards to design and develop prototype digital libraries.

- LIS 671 Digital Librarianship, where students evaluate digital and crowd-sourced versions of traditional reference materials, and collect and assess alternative impact metrics of scholarly publications.
- LIS 674 Database Design and Creation, where students learn and apply principles of data modeling, metadata standards and information structures and work with clients to design prototype database.
- LIS 675 Database Content Evaluation, where students learn and apply objectives, principles and methods of evaluating digital information resources.

Special Topics courses addressing this element of the standard include:

- LIS 694 Digital Content Management (F13)
- LIS 694 Mobile Library Services (Su13)
- LIS 694 Planning and Developing Digital Library Instruction (Su14, Su15)
- LIS 694 Virtual Librarianship (F12)
- LIS 694 Web 3.0 for Librarians and Information Professionals (Su11)

The theory, application and use of technology is integrated into the curriculum in ways that reach outside the LIS Program as well. In LIS 686 Information Literacy & Learning Resources, students integrated technology for learning into the unit and lesson plans developed in the course for students at local schools. Third graders studying the sun's effect on plants in Hawai'i produced an infographic of their research findings, and shared their work at a school Earth Day event. Fifth graders concerned about bullying on campus worked in teams to produce videos on the issue, which aired via the school's closed circuit network. High school students investigating the growing dangers of terrorism around the world worked in teams to research the issue using a range of online resources. They ultimately produced "cause and effect" videos in which they analyzed and synthesized their findings.

#### Assessment

**Table 2-9 Assessment of Standard II.3.3, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.6) Applying various technologies for management and patron use	4.61	4.77	4.15	4.45	4.05	4.40	4.75	4.21	4.69	4.75	4.50	4.48
2.7) Designing and maintaining an institutional Web site	3.26	3.85	3.54	4.10	3.61	4.00	3.81	4.50	3.97	4.00	3.83	3.86
2.8) Contributing to internal database design	2.78	3.50	2.92	2.80	3.23	2.60	3.19	3.43	3.66	3.60	3.50	3.20
6.2) Integration of technology and new media into courses	5.04	5.13	5.31	4.92	4.55	4.8	5.13	4.78	5.03	4.7	4.42	4.89
6.3) Integration of theory and research with opportunities for field practice	4.91	5.38	4.69	4.67	4.44	4.6	5.31	4.5	4.72	4.7	4.67	4.78

We note improvement in items 2.7, Designing and maintaining an institutional Web site, and 2.8, Contributing to internal database design, but ratings on both elements are consistently lower than others. We hypothesize that few graduates may be called upon to do these tasks: database design rarely happens at the branch level, and the advent of turnkey Web administration solutions such as

WordPress makes maintaining an institutional Website a far different task than when this question was initially envisioned. We see a very slight falloff in item 6.2, Integration of technology and new media into courses, which may indicate that students perceive that our curriculum could keep better pace with the introduction and integration of new technologies. We are attempting to address this by offering technology-focused special topics courses such as LIS 694 Mobile Library Services, and LIS 694 Digital Content Management in recent semesters.

A Fall 2011 student in LIS 671 Digital Librarianship wrote:

*Remarkable course – learning opportunity. So impressed with how all aspects of the course fit together. I have a whole new appreciation for the method, resources and purposes of librarianship in a digital environment. Everyone needs to have a class with Dr. Jacsó – these classes are part of what makes the LIS experience here at UH so unique and valuable. Thanks.*

#### **II.3.4 The curriculum...responds to the needs of a diverse society including the needs of underserved groups**

In the [2014 US News diversity report](#), UH Mānoa was ranked as the sixth most diverse US campus. To capitalize on our diversity, we value and prioritize the integration of diverse perspectives and resources in assignments throughout the curriculum. The SLOs most directly addressing this element of the standard include SLO 1a, *Apply LIS theory and principles to diverse information contexts*, SLO 2c, *Develop, manage, and assess information services for specific users and communities*, SLO 5b, *Demonstrate understanding of the social and cultural context of information services and systems*, and SLO 5c, *Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability*. The complete list of courses addressing these SLOs can be found in Appendix 2-3, and includes:

- LIS 610 Foundations of the Information Professions, where students undertake historical/biographical studies and write philosophical position papers that require them to consider diverse viewpoints.
- LIS 647 Systems Analysis for Information Management, where students work with community mentors and undertake community-based group projects to create context-based digital libraries.
- LIS 685 Traditional Literature and Oral Narration, where students select, analyze and evaluate traditional Asian and Pacific Island literature emphasizing cultural values, and are introduced to oral tradition, history and techniques of storytelling.
- LIS 687 Hawaiian Studies Information Resources, where students plan for a Hawai'i national library, based on the presumption that a self-determinant Hawai'i has been created.
- LIS 688 Pacific Islands Information Resources, where students write bibliographic essays on resources relating to Pacific history and literature, and assess the OPACs and Web sites of regional libraries in the Pacific.
- LIS 689 Asian American Resources for Children & Youth, where students study the socio-historical roots of Asian Americans, evaluate resources and examine curriculum and program uses in a multicultural context.
- LIS 705 Asian Research Materials and Methods, where students study bibliography, reference tools, and research methods in sources on Asia in Western and Asian languages.

Special Topics courses addressing this element of the standard include:

- LIS 693 Serving Diverse Communities and Disciplines (Su13), where students investigate diverse cultural and linguistic groups and nationalities; affinity groups like weaving clubs or online cancer support forums; users from institutions including schools, hospitals, and

prisons; and scholars and researchers in various subject areas, and corresponding issues of information seeking behaviors, promotion and advocacy, policy and library resources.

- LIS 693 Resources in Hawaiian and Pacific Librarianship (FI4), where students study current issues in contemporary Hawai'i and the Pacific; history and documentation; genealogy, biography and demography; early and modern indigenous literature, and collection development and management.
- LIS 693 Indigenous Librarianship (Sui4), where students prepare and deliver presentations on tribal settings and issues, propose fundable indigenous library services and create a mini-pathfinder of indigenous resources.
- LIS 693 Young Voices in Times of War (So9), where students explore the literature of juveniles and young adults through historical fiction, memoirs, biographies, and nonfiction books.

As mentioned previously, we also encourage students interested in Hawai'i, Asia and the Pacific to explore relevant courses outside LIS. A complete list of [non-LIS courses applicable toward the MLISc degree](#) can be found on the LIS website, and includes:

- Anthropology 676 Recording Historic and Cultural Resources
- American Studies 474 Preservation: Hawai'i, Asia, and the Pacific
- American Studies 475 Documentation of Historic Architecture
- English 773 Seminar in Hawaiian Literature
- Hawaiian 605 Ka Hana Noi'i (Research Methods)
- Hawaiian Studies 494 Modern Pacific Women's Poetry
- Hawaiian Studies 602 Hawaiian Archival Research
- Hawaiian Studies 671 Kumu Kahiki: Pacific Life Narratives in Mixed Media and Literature
- Pacific Islands Studies 690 Graduate Seminar: Change in the Pacific
- Political Science 642 Indigenous Peoples and Western Imperialism

Additionally, in the oral exam, the Public Library/Technical Services scenario requires students to prepare and present a professional 5-minute pitch for a grant proposal for a digital collection that will engage and serve local communities. The Archives/Public Services scenario requires students to appraise a collection of papers belonging to a local Hawaiian publisher, and consider cultural needs in their response.

Many other LIS courses address the needs of underserved groups and a diverse society. For example, in LIS 696 Practicum for School Libraries, students collaborated with their mentor librarians on designing activities or providing access to resources for diverse student groups. One student mentored a high school student who developed a senior project on providing reading materials for the homeless community in Kapolei. Another practicum student developed a list of assistive technology resources that could help visually impaired students at the high school. Still another student assisted her mentor librarian in developing a literacy activity for parents and students in the ELL (English Language Learners) program at an elementary school.

Students who choose to undertake an LIS thesis often do so because they feel a deep personal commitment to bring LIS principles and practices to help address information problems faced by diverse populations (Appendix 2-12). Some recent LIS theses include:

- Shavonn-Haevyn Matsuda (2015). *Toward a Hawaiian Knowledge Organization System: A Survey on Access to Hawaiian Knowledge in Libraries and Archives.*
- Valancy Rasmussen (2014). *The Manuscripts of Timbuktu: Armed Conflict and Preservation of Memory.*

- Matthew C. da Silva (2014). *Censorship Glossarchive Project: Phase One: Developing a Metadata Scheme for Cryptic Circumlocutions in Chinese Social Media*.
- Nicolita Garces (2013). *Meeting the Information Needs of Students in the Ilokano Language and Literature Program: Assessing Hamilton Library's Philippine Collection at the University of Hawai'i-Mānoa*.

## Assessment

**Table 2-10 Assessment of Standard II.3.4, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.5) Developing programs for users	4.04	4.38	3.83	4.27	4.72	4.20	4.81	4.21	4.48	4.80	4.17	4.36
2.12) Providing reader guidance	4.04	4.54	4.42	4.80	4.66	4.80	4.81	4.50	4.76	4.70	5.17	4.65
6.3) Integration of theory and research with opportunities for field practice	4.91	5.38	4.69	4.67	4.44	4.6	5.31	4.5	4.72	4.7	4.67	4.78
6.4) Study in a multicultural setting	5.3	5.33	5.83	5.08	4.94	5.0	5.0	4.85	4.9	4.6	5.0	5.08

While none of these response elements completely encompasses this part of the standard, taken together we can see evidence that students develop skills and experience with multicultural communities and collections.

## **II.3.5 The curriculum...responds to the needs of a rapidly changing technological and global society**

The complete list of courses covering SLO 4b, *Integrate emerging technologies into professional practice*, and SLO 5b, *Demonstrate understanding of the social and cultural context of information services and systems*, can be found in Appendix 2-3, and includes:

- LIS 610 Foundations of the Information Professions, where students gather and analyze current job postings related to their professional interests, and summarize trends, desired skills and future job prospects.
- LIS 612 History of Books and Libraries, where students develop critical understanding of the book as a technological instrument, and of books and libraries as social, cultural, and intellectual influences.
- LIS 650 Management of Libraries and Information Centers, where students undertake needs assessments and competitive intelligence to create a project proposal, addressing its social, cultural and organizational context.
- LIS 663 Database Searching, where students participated in the Google Online Marketing Challenge, which enabled them to access and use Google AdWords professional Web advertising keyword backend tools, and compare their functionality with traditional subscription databases.

Special Topics courses addressing this element of the standard include:

- LIS 693 The Graphic Novel (F14), where students study collection development, programming, the history of graphics, censorship, and book-talking, with a particular focus on Asian and Asian American titles, including web comics and online comic resources.
- LIS 693 Serving Diverse Communities and Disciplines (Su13), where students investigate strategies and resources for serving diverse cultural and linguistic groups and nationalities, including policy, promotion and advocacy.
- LIS 693 Indigenous Librarianship (Su14), where students discuss protocol, policies, issues, communities, key organizations and events related to indigenous librarianship.
- LIS 694 Virtual Librarianship (F12), where students explore technology innovations in librarianship, including Web 2.0 applications, online professional development services, and avatar-mediated library services.
- LIS 694 Web 3.0 for Librarians and Information Professionals (Su11), where students investigate technology trends in the 2- to 5-year timeframe to position their employers, patrons and themselves for productive implementation.
- LIS 694 Mobile Library Services (Su13), where students learn about the variety of services and applications available on mobile devices, and how libraries can effectively offer mobile library services to their patrons.
- LIS 694 Digital Content Management (F13), where students learn the technical skills necessary to implement a content management initiative via Drupal, an open source CMS.

In the oral exam, students are required to integrate current and evolving issues and standards into their responses. For example, in the School Library exam scenarios, students are asked to articulate the role of a school library in a school's vision to be a "school of the future," and to examine and assess the impacts of a bring your own device (BYOD) policy for schools.

Most courses evolve in response to the changing social and technological landscape. For example, [LIS 694 Planning and Developing Digital Library Instruction](#) is taught in an asynchronous online environment, and resulted from continuing feedback from the LIS Advisory Board and LIS alumni regarding the need for 21<sup>st</sup> century librarians to provide virtual instruction in a range of library settings. The instructors combined critical features of instructional design with technological skills in a course that modeled key elements of effective online teaching.

The ability to provide library services and information access to an increasingly diverse global community is a critical and burgeoning need. Several students undertook LIS 699 Directed Reading and/or Research independent study projects to focus on these issues. Caitlin Ramirez (Fall 2011) completed a project to build a multilingual collection for Pacific Islands students in a middle school library, and her work was published in Hawai'i Association of School Librarians' 2012 *Golden Key Journal*. Tamara Martinez (Spring 2012) focused on story writing to build literacy in English Language Learning students living in a Honolulu public housing project.

Additionally, students gain experience in changing technologies and international issues within and beyond their formal coursework. For example, in Fall 2014, LIS 705 Asian Research Materials and Methods was offered online, and drew 16 students from institutions all over the world, yielding a unique global experience for students.

Outside of coursework, the LIS Web Team and other student organizations have organized and offered tech-related workshops for students, such as an app building workshop in Fall 2014. Students and faculty also participate in Open Access Week activities each year, in collaboration with Hamilton Library staff.

**Table 2-II Assessment of Standard II.3.5, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.10) Using strategic planning to create long- and short-term plans	4.65	4.23	4.31	4.64	4.55	4.40	4.28	4.00	4.83	4.75	4.42	4.46
3.1) Handling and adapting to change	5.13	5.08	5.42	5.08	5.16	4.80	5.50	5.07	5.17	5.15	5.33	5.17
6.2) Integration of technology and new media into courses	5.04	5.13	5.31	4.92	4.55	4.8	5.13	4.78	5.03	4.7	4.42	4.89
6.4) Study in a multicultural setting	5.3	5.33	5.83	5.08	4.94	5.0	5.0	4.85	4.9	4.6	5.0	5.08

While the semester-to-semester data are a bit uneven with regard to item 2.10, Using strategic planning to create long- and short-term plans, item 3.1, Handling and adapting to change, is consistently strong. Taken together, there is evidence that students develop skill in both planning for change, and adapting to it as it happens.

### ***II.3.6 The curriculum...provides direction for future development of the field***

We believe this element of the standard is incorporated throughout the entire LIS curriculum. The courses we offer that cover SLO 1a, *Apply LIS theory and principles to diverse information contexts*, SLO 1b, *Demonstrate understanding of the historical context of information services and systems*, and SLO 4a, *Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards*, might be most directly applicable to this standard as stated and a complete list can be found in Appendix 2-3, Curriculum Map to SLOs. However, our curriculum prepares students to be future leaders not by attempting to predict professional trends, but by training students to see themselves as leaders regardless of their professional title within an organization, to internalize professional ethics, and to develop and articulate a professional philosophy, all of which will allow them to navigate tomorrow's challenges.

Many courses require students to create reading response and/or position papers, and to develop a critical appreciation of current practice, advocate for change, and move the field forward. For example, in LIS 684 Administration of School Library Media Centers, the "core beliefs" assignment required students to select one of the foundational beliefs outlined for today's school libraries in *Empowering Learners*. They developed an interactive presentation on topics such as ethical behavior in a digital age, the evolving nature of information literacy, and the social context of learning.

In LIS 650 Management of Libraries and Information Centers, students undertake a project called "Evolving the Library," where they identify a near-future issue, look at literature within and beyond LIS, and advocate for how libraries and other professional information environments can go beyond their current services to address the issue. Projects have included technology lending programs, digital library cards, outreach programs to engage library-averse young adults, and providing rural library services via broadband. Open-ended assignments occur throughout the curriculum, allowing students to identify problems, apply solutions from inside and outside LIS, and learn how change, through advocacy, happens.



**Table 2-12 Assessment of Standard II.3.6, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
2.13) Applying ethical guidelines of the profession	5.70	5.23	5.54	5.55	5.61	5.40	5.31	4.35	5.45	5.25	5.33	5.34
2.14) Applying professional standards of service	5.61	5.38	5.54	5.18	5.55	5.20	5.63	5.28	5.48	5.35	5.50	5.43
2.15) Applying research methods to analyze services and/or procedures for data-driven decision making	4.26	4.08	4.38	4.09	4.44	4.60	5.06	5.21	4.97	5.15	4.83	4.64
3.1) Handling and adapting to change	5.13	5.08	5.42	5.08	5.16	4.80	5.50	5.07	5.17	5.15	5.33	5.17
3.5) Effectively leading committees and groups	5.00	4.31	4.92	4.36	5.22	4.00	5.13	4.71	4.72	5.05	4.83	4.75
3.6) Managing time, setting priorities and organizing work	5.22	4.46	5.38	5.08	5.00	4.60	5.19	5.14	5.03	5.15	5.17	5.04

In addition to some of the relevant survey elements discussed previously, our students report strong agreement with item 2.13, Applying ethical guidelines of the profession, and item 2.14, Applying professional standards of service, both of which form the framework for the future development of the field. Additionally, students consistently report feeling well-prepared in the mechanics of change: item 3.5, Effectively leading committees and groups, and item 3.6, Managing time, setting priorities and organizing work.

### ***II.3.7 The curriculum...promotes commitment to continuous professional growth.***

The best way to communicate the importance of continuous professional growth is for students to interact with faculty, alumni and other professionals who embody these principles. From the first day of orientation, representatives from student and professional organizations discuss their groups' role, and how students can participate meaningfully during their time in the program (Appendix 2-13 LIS New Student Orientation agenda). The student and professional organizations affiliated with the program contribute to our curriculum by providing networking and internship opportunities, giving guest lectures, workshops and other talks (Appendix 2-14 List of Public Talks), and modeling the importance of continuous professional engagement and growth. They include:

- American Library Association Student Chapter (ALAsc)
- Association for Information Science & Technology Student Chapter (ASIST)
- Graduate Student Organization (GSO)
- Nā Hawai'i 'Imi Loa
- LIS Alumni Group
- Hui Dui
- Society of American Archivists Student Chapter
- Special Libraries Association Student Chapter
- LIS Web Team



In addition to the impact of Nā Hawai'i 'Imi Loa discussed earlier in II.I, students in the SLA-ASIST student chapter established a poster conference in 2009, where students learned how to turn elements of their coursework research into professional posters and present them at a mini-conference held on the Mānoa campus. The poster conference grew in popularity each year, drew the attention and participation of local professional organizations, which led to the student poster conference becoming officially integrated into the Hawai'i Library Association (HLA) annual conference in 2014.

Evidence of professional growth can also be found in the evolution of student and professional organizations themselves. During the review period, students established Nā Hawai'i 'Imi Loa, decoupled SLA-ASIST into two separate organizations, and integrated some functions of the Web Team into the ASIST student chapter.

In terms of coursework, the complete list of courses covering SLO 1d, *Craft and articulate a professional identity*, SLO 3a, *Demonstrate understanding of the processes by which information is created, evaluated, and disseminated*, and SLO 3b, *Organize, create, archive and manage collections of information resources following professional standards* can be found in Appendix 2-3, and include:

- LIS 601 Introduction to Reference and Information Services, where students learn to understand and empathize with the process and point of view of a novice information seeker, since an environment of continuous professional change means that they will be novices throughout their careers.
- LIS 615 Collection Management, where students shadow Collection Management professionals, and analyze and critique CM policies.
- LIS 686 Information Literacy & Learning Resources, where students demonstrate the ability to understand and incorporate professional standards such as Common Core State Standards, AASL Standards for the 21st Century Learner, and the ACRL Information Literacy Competency Standards for Higher Education in instruction.

In the oral exam, all students are required to address the Statement of Personal Philosophy, which includes these elements relevant to the standard:

- *What professional skills or experiences do you plan to acquire in the next five years and why? How will you advance your knowledge and skills in those areas?*
- *In which professional organizations will you actively participate and why?*

Additionally, in LIS 696 Practicum in School Librarianship, all practicum students register for membership in the Hawai'i Association of School Librarians. One of their assignments was to attend at least one activity sponsored by HASL or by another professional organization. Most of them selected either HASL or HLA activities, and frequently volunteered at these conferences.

In LIS 610 Foundations of the Information Professions, students respond to case studies involving complex ethical issues intertwined with federal, state and local laws, as well as social norms and moral standards. In groups, students analyze and discuss readings on professional ethics, conduct research on relevant court cases and laws, and critically evaluate each case. For example, one of the case studies involves globalization of information and indigenous knowledge.

One student who took LIS 610 in Spring 2013 commented:

*"We spent a lot of class time on professional ethics...which provided me with the opportunity to acquire a clear understanding of the professional foundation and parameters expected of librarians."*

**Table 2-13 Assessment of Standard II.3.7, 2009-2014 Graduating Student Surveys, 1-6 scale**

*From the courses I took in the LIS Program, I feel I gained sufficient entry level knowledge needed for...*

	So9	Fo9	Si0	Fi0	Si1	Fi1	Si2	Fi2	Si3	Fi3	Si4	Avg
2.9) Developing staff training sessions	3.48	3.08	3.08	3.67	3.76	3.80	3.94	3.57	4.34	4.15	3.58	3.68
2.14) Applying professional standards of service	5.61	5.38	5.54	5.18	5.55	5.20	5.63	5.28	5.48	5.35	5.50	5.43
3.1) Handling and adapting to change	5.13	5.08	5.42	5.08	5.16	4.80	5.50	5.07	5.17	5.15	5.33	5.17
3.7) Pursuing continuing education and staff development activities	5.35	4.46	5.46	5.33	5.55	5.20	5.69	5.07	5.10	5.25	5.00	5.22
4.5) Involvement with professional associations	5.39	4.69	5.46	4.92	5.05	4.20	5.44	4.57	5.07	5.15	4.67	4.96

Students consistently report strong agreement with item 3.7, Pursuing continuing education and staff development activities, and item 4.5, Involvement with professional associations. Though item 2.9, Developing staff training sessions, showed modest improvement over the review period, the numbers have been consistently low. This topic is not covered in the core course LIS 650 Management of Libraries and Information Centers, and it only appears specifically in LIS 696 Practicum for School Librarianship, which few non-school library media students take. This is an example of a discussion that needs to take place among the faculty, to assess the importance of this element, and the extent to which we should include it in our curriculum and SLOs.

***II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.***

In order to accommodate working adults who are the majority of our students, we have designed the core curriculum to be somewhat flexible in terms of the order in which courses are taken. LIS 601 and LIS 605 are strongly recommended in the first or second semester, as 601 is a prerequisite for LIS 663, another core course, and a co-requisite for the LIS 690 Internship course. Otherwise, students may take core requirements at any point in the program.

Prior to each semester's registration period, students meet with faculty advisors to discuss their progress (Appendix 2-15 Student Advising Packet), and map out a program of study for the coming term (Appendix 2-16 Student Advising Sheet). New students are assigned faculty advisors, who meet with students for initial advising on the day of new student orientation. Students' planned courses for each semester must be approved by their advisor before they can register, which serves as a convenient regular checkpoint on student progress, and allows faculty and students to discuss not just the course content and sequences for a typical student, but which courses and sequences would work best for them as individuals. For example, when elective and special topics courses are offered that align particularly well with individual student interests, they may be advised to take the course, even if it delays completion of a core requirement, since the elective or special topics course may not be offered again during the student's time in the program, especially if it is offered by visiting faculty.

Students are free to meet with, and change, faculty advisors at any time, and the LIS Coordinator, a graduate of the program, also offers informed advice to students.

Course information, schedules, syllabi and a tentative four-year course projection are available on the LIS Website, and students are encouraged to explore courses offered in other units across campus that may be relevant to their educational and professional interests.

Students interested in all areas of emphasis apart from School Library Media follow the General Track, and with their faculty advisors, select courses to create a coherent, individualized program of study that best reflects their areas of interest. Courses that are useful to prepare for work in particular professional information environments are provided to students and faculty advisors on the LIS website, and include:

#### Academic Librarianship

- LIS 612 History of Books & Libraries
- LIS 618 Government Documents
- LIS 619 Conservation of Library Materials
- LIS 647 Systems Analysis for Information Management
- LIS 660 Information Sources & Systems in Science
- LIS 665 Teaching Information Technology Literacy
- LIS 667 Advanced Database Searching
- LIS 670 Intro to Information Science & Technology
- LIS 672 Technology for Libraries & Information Centers
- LIS 677 Human Dimension in Information Systems

#### Archival Studies and Special Collections Librarianship

- LIS 619 Preservation Management
- LIS 620 Conservation of Library and Archival Materials
- LIS 652 Introduction to Archival Management
- LIS 653 Seminar in Archival Studies
- LIS 690 Internship (with an archive focus)
- An elective from LIS, Museum Studies, ICS or History

#### Hawaiian, Pacific & Asian Resources

- LIS 687 Hawaiian Studies Information Resources
- LIS 688 Pacific Islands Information Resources
- LIS 693 Special Topics in Librarianship
- LIS 701 Seminar in International Librarianship
- LIS 705 Asian Research Materials & Methods
- Non-LIS courses related to Hawai'i, Asia and the Pacific

#### Library Automation/Information Technology

- LIS 606 Advanced Cataloging & Classification
- LIS 647 Systems Analysis for Information Management
- LIS 665 Teaching Information Technology Literacy
- LIS 667 Advanced Database Searching
- LIS 670 Intro to Information Science & Technology

- LIS 672 Technology for Libraries & Information Centers
- LIS 674 Database Design & Creation
- LIS 677 Human Dimension in Information Systems
- LIS 694 Special Topics in Information Technology

#### Public Librarianship

- LIS 612 History of Books & Libraries
- LIS 618 Government Documents
- LIS 619 Preservation Management
- LIS 647 Systems Analysis for Information Management
- LIS 660 Information Sources & Systems in Science
- LIS 665 Teaching Information Technology Literacy
- LIS 670 Intro to Information Science & Technology
- LIS 681 Books & Media for Children
- LIS 682 Books & Media for Young Adults
- LIS 683 Services in Libraries
- LIS 685 Traditional Literature & Oral Narration

#### Special Librarianship

- LIS 606 Advanced Cataloging & Classification
- LIS 647 Systems Analysis for Information Management
- LIS 660 Information Sources & Systems in Science
- LIS 667 Advanced Database Searching
- LIS 670 Intro to Information Science & Technology
- LIS 674 Database Design & Creation

Students can further diversify their educational experience by taking Special Topics courses (LIS 693 Special Topics in Librarianship, and LIS 694 Special Topics in Information Technology) taught by regular, visiting or adjunct faculty. Courses offered by other institutions can be accepted for credit.

Students can also customize their educational experience by taking LIS 699 Directed Reading and/or Research under the direction of a faculty advisor. LIS 699 is a variable-credit (1-6) course that allows students to work with a faculty advisor on an independent study project. Students complete an [LIS 699 proposal](#) outlining expectations and milestones of the project. A complete list of LIS 699 projects students completed during the review period is available in Appendix 2-II, and includes:

- *No ka hale waihona buke: The relationship between Native Hawaiians and libraries in Hawai'i from historical to contemporary times*
- *Hawaiian language rights and the Hawai'i State Public Library System: Examining language access rights*
- *Knowledge translation in cancer care: The role of informatics in bridging the discovery-delivery gap*
- *Papermaking: A hidden collection in Hamilton Library's special research collections*
- *Is open access the only option? Exploring the sustainability of online academic resources*
- *Learning in many tongues: Building a multilingual collection for the Kalakaua Middle School library*
- *Intellectual freedom in Southeast Asia*
- *Story writing with ELL students as a means of promoting literacy*
- *Library scene in modern Myanmar*
- *Gender discrimination in the US and European military: A webliography from digital media resources*

## Dual degrees

Students may pursue the MLISc and a second graduate degree or certificate concurrently. During the review period, 28 students have done so. Students must apply and be accepted by both programs. Students choose one degree as their primary degree, and work closely with an advisor to take courses from both programs appropriate for their interests. We have memoranda of understanding detailing specific dual degree requirements with the following programs; the number in parentheses indicates how many LIS students completed a dual degree with the corresponding unit from Spring 2009-Spring 2015:

- American Studies (8)
- Asian Studies (3)
- Learning Design and Technology (4)
- Hawaiian Language (0)
- Hawaiian Studies (1)
- History (3)
- Information & Computer Sciences (0)
- Law (3)
- Pacific Islands Studies (1)

The remaining five students completed concurrent degree programs in Anthropology (2), Geography, Music, and Political Science.

***II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.***

The only specialized field of study we offer is the School Library Media Specialist track. Our School Library Media specialization has consistently been ranked in the Top 10 by US News & World Report.

The Hawai'i Teacher Standards Board (HTSB) licenses students interested in becoming school library media specialists in the Hawai'i Department of Education (HIDOE). As part of the licensure process, students must complete the School Library Media Specialist track, plus an accredited teacher education program that includes courses in developmental psychology, curriculum and instruction, teaching of reading, and student teaching. If these prerequisites have not been met at the time a student enters the MLISc degree program, he or she may concurrently take coursework to meet these requirements. We also work with the UHM College of Education to comply with Council for the Accreditation of Educator Preparation (CAEP) guidelines.

While other states and private schools may not require the same course work as the HDOE, students are strongly encouraged to follow the licensure track if they intend to work in school libraries. In addition to the core LIS curriculum and advanced technology course required for all students, those pursuing licensure must also complete:

Core School Library Specialization curriculum (9 credits):

- LIS 684 Administration of School Library Media Centers (in lieu of LIS 650)
- LIS 686 Information Literacy & Learning Resources
- LIS 696 Practicum in School Librarianship

Materials & Services for Children and Youth (6 credits chosen from):

- LIS 681 Books & Media for Children
- LIS 682 Books & Media for Young Adults
- LIS 683 Services in Libraries
- LIS 685 Traditional Literature & Oral Narration
- LIS 689 Asian American Resources for Children & Youth
- LIS 693 and LIS 694 Special Topics, related to services for children and youth

Additional Electives (6 credits):

- LIS electives and graduate courses from other departments might be considered if they are appropriate for the SLM track. The student's LIS advisor must approve all elective courses.

School Library Media coursework is designed to help students familiarize themselves with the following national guidelines: *Empowering Learners: Guidelines for School Library Programs* (ALA/AASL, 2009), *Standards for the 21<sup>st</sup>-Century Learner* (ALA/AASL, 2009), and *Standards for Initial Preparation of School Librarians* (ALA/AASL, 2010).

Students in the School Library Media specialization are encouraged to take LIS 696 Practicum in School Librarianship toward the conclusion of their degree program. Detailed information about LIS 696 Practicum learning outcomes, activities, assessment, practicum sites and students is available in Appendix 2-17. As part of the Practicum experience, students articulate the philosophy, goals, and objectives of the library/information center, analyze its activities and programs in relation to the objectives of both the library/information center and the larger organization of which it is a part, and complete a range of professional activities that demonstrate achievement of the *ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists* (2010). They also assess and evaluate a library media center based on principles and guidelines reflected in the *Hawai'i DOE Elements of a Quality School Library Media Center* (2014).

***II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.***

Though our program remains primarily face-to-face, with courses conducted on the Mānoa campus, we support neighbor island students through distance education as resources permit. During the first part of the review period, we offered courses via the Hawai'i Interactive Television Service (HITS) to neighbor island students, which required them to visit a local UH campus with a purpose-built television production studio with audio and video links, enabling them to virtually attend and participate in each class session. While HITS provided a valuable service, its overhead was not sustainable. Apart from the studio and technology costs, and scheduling restraints on both ends, some students on the Big Island needed to drive an hour each way to the studio.

We now offer distance education primarily via Halawai, a local implementation of Adobe Connect. Each semester, several courses are designated as Halawai courses, and a Teaching Assistant coordinates remote student participation. In this way, neighbor island students can participate and interact with students on the Mānoa campus, and instructors can focus on teaching, not technology. The reduced costs have also allowed us to offer more online courses each semester (Table 2-14).

All students, whether in-person or online, adhere to the same course requirements. We also offer several asynchronous online courses each semester. Table 2-14 summarizes our core and elective online (asynchronous) and hybrid (HITS, Halawai) course offerings during the review period. LIS

students also have additional opportunities to take online courses in other departments and other institutions that can count toward their degree.

**Table 2-14 Online and hybrid courses offered, 2009-2014**

	2009	2010	2011	2012	2013	2014
<b>Core</b>	2 hybrid	1 hybrid	2 hybrid	3 hybrid 2 online	2 hybrid 2 online	3 hybrid 1 online
<b>Elective</b>	6 hybrid	5 hybrid	5 hybrid	8 hybrid 4 online	5 hybrid 2 online	1 hybrid 5 online

In ICS 691 Social Computing, an asynchronous online course, over half the enrolled students came from LIS. In the Spring 2011 course evaluation, one student wrote:

*“I felt that being required to participate and observe different online communities helped students to get stronger understanding...In this sense, the learning for this course was very experiential and authentic (which is not necessarily the case for most on-line classes).”*

Across all assessed elements, courses offered with a synchronous Halawai component have generated essentially the same average course evaluation ratings as their non-hybrid counterparts (Appendix 2-1 LIS Courses Offered, and Appendix 2-18 LIS Course Evaluations). However, taken as a group, our fully online course offerings have yet to reach the same standard (Table 2-15).

**Table 2-15 Online course evaluation comparison**

	2009-2012 (12 courses)	2013-2014 (12 courses)
All LIS courses	4.55	4.48
Fully online courses	4.42	3.87

Before proceeding with more online course offerings, especially in the core, we must address the gap in quality students are reporting in our online courses. A student who took the online version of LIS 615 Collection Management echoed the sentiments of several students who took online courses:

*“Would be great to have this class in-person, rather than online. It was easy to get discouraged in the online community and I did not take away as much as I wanted to from this class.”*

However, we are very encouraged by students’ responses to LIS 694 Planning and Developing Digital Library Instruction, an asynchronous online course taught by Violet Harada and Michael-Brian Ogawa in Summer 2014 and Summer 2015. The first offering of the course resulted in an overall evaluation score of 4.96 out of 5, and comments like the following:

*“I not only learned about the technology and tools that help to design instructional projects, but I learned about the theoretical part behind it.”*

*“It really was a pleasure. I thought this course shows how asynchronous learning can be effective and worthwhile.”*

***II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.***

One of the starting points for the evolution of our curriculum during the review period have been the recommendations made in the [External Review Panel \(ERP\) report](#) from our 2008 ALA Accreditation. The ERP identified both administration/advocacy and technology/nontraditional careers as two areas where we could improve:

*Building community networks and nurturing advocates among those who influence funding decisions would seem to be particularly crucial responsibilities in the geographically isolated and tourism-dependent environment of Hawai'i, but students and alumni gave little evidence of understanding the value of assertive leadership. (p. 8)*

*The curriculum is quite traditional as seen, for example, in its requirement of cataloging and lack of a usability course. Little in the curriculum examines the future development of the field outside of the traditional library context but most courses include an examination of the latest trends and issues pertinent to librarianship. (p. 9)*

All faculty members take pride in honoring traditional librarianship, but to be of the most service to our community and to the next generation of librarians and patrons, we embraced the challenge of evaluating and revising our curriculum at a more fundamental level during the current review period. The curriculum review examples detailed in II.1 and elsewhere throughout this chapter exemplify our commitment and process of continuous review and appraisal involving all stakeholders. The remainder of this chapter will detail our assessment efforts that have resulted in changes to the program in these targeted areas.

Since 2009, the university's Vice Chancellor for Academic Affairs has required annual reports of student learning assessments from all campus units with undergraduate and graduate programs of study. Our [yearly assessment reports](#) are posted on the LIS website.

Traditionally, we have assessed our curriculum primarily by collecting perceptual data through stakeholder surveys (graduating students, alumni and employers) and course evaluations. However, during the review period we have implemented several efforts at various stages of completion, which allows us to better align our curriculum with our SLOs, and to examine actual student performance more directly. These efforts include:

- **2009-2010:** Transformed our core competencies into Student Learning Outcomes
- **2010:** Aligned our SLOs with existing oral exam scenarios
- **2010:** Aligned our SLOs with core and elective courses
- **2010-2011:** Explored alternative culminating experience options, such as e-portfolios.
- **2011-2012:** Faculty agreed to preserve the oral comprehensive exam structure, but update the oral exam scenarios to better reflect our SLOs.
- **2012:** Faculty agreed to collect assessment data at the individual course level. The Curriculum Committee worked with the faculty to draft a course profiling technique that aligns major course activities with specific SLOs. We are experimenting with a 4-point scale to report student performance on each SLO, ranging from 4 = exceeding expectations to 1 = not meeting them. We are also collecting samples of student work as documentation. Our initial course assessment profiles are available on site. While this process has revealed the difficulty of assuming a one-to-one relationship between course assignments and SLO indicators, we are continuing to refine our efforts.



- **2013:** Updated oral exam structure and scenarios introduced.
- **2014:** New oral exam structure revised after first-year implementation to maximize coverage of SLOs.

We will discuss key findings from perceptual (survey) data, direct measures such as oral exam data, and preliminary results from course-by-course SLO assessment data, and detail several critical incidents and processes related to the curriculum during the review period.

### **Key findings from perceptual (survey) data**

We have summarized and discussed the perceptual data from the Graduating Student Surveys in more detail in Section II.3 and its subsections. Overall, student perceptions of the effectiveness of our curriculum during the review period can be summarized as follows:

#### *Areas of consistent strength during the review period*

- Developing skills and experience with multicultural communities and collections (II.3.4)
- Handling and adapting to change (II.3.2, II.3.5)
- Integration of theory and research with opportunities for field practice (II.3.4)
- Using strategic planning to create long- and short-term plans (II.3.5)
- Applying ethical guidelines of the profession (II.3.6)
- Applying professional standards of service (II.3.6)
- Effectively leading committees and groups (II.3.6)
- Managing time, setting priorities and organizing work (II.3.6)
- Pursuing continuing education and staff development activities (II.3.7)
- Involvement with professional associations (II.3.7)

#### *Areas of demonstrated improvement during the review period*

- Using marketing and advocacy techniques (II.3.1)
- Applying research methods to analyze services and/or procedures for data-driven decision making (II.3.2)

#### *Areas of diminished strength during the review period*

- Integration of technology and new media into courses (II.3.3)

#### *Areas of consistent weakness during the review period*

- Designing and maintaining an institutional Web site (II.3.3)
- Contributing to internal database design (II.3.3)
- Developing staff training sessions (II.3.7)

### **Key findings from oral exam data**

We had three distinct phases of oral exam assessment during the review period.

- From Spring 2009-Spring 2011: Old scenarios, old SLOs.
- From Fall 2011-Spring 2013: Old scenarios, new SLOs
- From Fall 2013-present: New scenarios, new SLOs

We present both aggregated assessment data across all phases, and the data from each different phase to demonstrate critical points in the evolution of the curriculum.

**Table 2-16 Oral exam results, Fall 2008-Spring 2011**  
N=142 students

SLO	Scenarios addressing SLO	Exceeds	Meets	Approaches	Does not meet
1	A, D2	49.4%	30.6%	18.8%	1.3%
2	B1, C2, D3	59.5%	21.4%	16.7%	2.4%
3	C2, D2, D4, D5	57.0%	24.0%	18.0%	1.0%
4	C1, D3	29.2%	24.6%	43.1%	3.1%
5	B1, B2, C1, C3, D2, D3	38.1%	33.9%	26.4%	1.7%
6	B2, C1, C3	28.6%	48.4%	23.1%	0%
7	D2	52.5%	27.1%	18.6%	1.7%
8	C3, D1, D4, D5	49.1%	29.1%	21.8%	0%
9	C2, C3, D4	50.0%	30.4%	19.6%	0%
10	A, D1, D2, D5	48.3%	31.0%	19.8%	0.9%
11	B2, C1, C2, C3, D3	31.4%	37.2%	30.2%	1.2%
12	B2, C1, C2, C3, D3, D4, D5	36.0%	34.5%	28.4%	1.0%

Across all of the prior SLOs, it became apparent that students had more difficulty addressing scenarios C1 (Digital Libraries), C3 (Information Technology) and D1 (Administration). Table 2-17 ranks the percentage of students who exceeded or met standards for each scenario in the prior format during this period:

**Table 2-17 Oral exam results ranked by scenario, Fall 2008-Spring 2011**  
N=142 students

Scenario	Topic	Exceeds	Meets	Percentage exceeding or meeting
D3	Information organization	2	2	100.0%
D5	Reference service and training	2	2	100.0%
D4	Instruction	24	21	87.5%
B1	Cataloging	24	20	83.3%
C2	Digital reference service	16	13	81.3%
A	Personal statement of librarianship	101	81	80.2%
B2	Intellectual freedom	74	59	79.7%
D2	Collection management	59	47	79.7%
D1	Administration	9	7	77.8%
C3	Information technology	17	11	64.7%
C1	Digital libraries	63	34	54.0%

The combination of the ERP report, these early oral exam results and other direct and indirect assessment measures motivated us to both add LIS 663 Database Searching to the core curriculum, and update its content to reflect both professional and Web databases, in order to improve student performance and perception of their strength in information technology and digital libraries. Additionally, the content of LIS 650 Management of Libraries and Information Centers was changed to increase the emphasis on advocacy and interpersonal skills in and out of organizations. Other relevant changes we implemented include:

- Infusing appropriate technologies in all courses, and asking faculty to explicitly state the technologies employed in course syllabi

- Offering special topics (LIS 694) courses that introduce the uses of various current and emerging technologies, e.g., Information Behavior in Virtual Environments, Web 3.0 Librarianship, and Mobile Applications in Libraries
- Encouraging students to take elective courses in the Department of Information and Computer Sciences, e.g., Digital Video Information, Social Computing, and Information Architecture
- Establishing a dual degree arrangement with the Department of Educational Technology (now called Learning Design and Technology) in the UH College of Education.

The process by which we researched and implemented the changes is summarized in Table 2-18 below, and in Appendix 2-19 Summary of Course Decisions. More detailed notes, survey data and corresponding presentation slides can be found in Curriculum Committee documentation on site.

**Table 2-18 Example of Curriculum Assessment and Change Process**

Date	Activities
2010-2011	The LIS Curriculum Committee created new Student Learning Outcomes aligned with all current LIS courses, undertook an extensive review of 44 peer LIS institutions to survey their curricula, and analyzed sample job announcements to identify technology-related requirements for possible inclusion in the curriculum.
Summer 2011	Violet Harada and adjunct faculty member Dore Minatodani conducted a special Summer 2011 survey of 195 alumni and information professionals in the local community. The results of this survey are summarized in the document Faculty-Core-Discussion in the on-site Curriculum Committee documentation.
26 Aug 2011	<p>The ERP report, Curriculum Committee's research and the summer alumni survey results were presented to the full faculty to discuss changes to the core curriculum, credit requirement and technology requirements. The Curriculum Map to SLOs (Appendix 2-3) helped faculty analyze the implications of possible changes. Percentages refer to alumni survey respondents who identified each core course as either "critical" or "very critical":</p> <ul style="list-style-type: none"> <li>• LIS 601: 92% critical, 33/44 institutions require equivalent</li> <li>• LIS 605: 68% critical, 37/44 institutions require equivalent</li> <li>• LIS 610: 64% critical, 43/44 institutions require equivalent</li> <li>• LIS 615: 83% critical, 8/44 institutions require equivalent</li> <li>• LIS 650/684: 75% critical, 29/44 institutions require equivalent</li> </ul> <p>Based on this analysis, faculty agreed not to remove any course from the core, but also agreed that changes and realignment of content was necessary. Faculty also discussed how to change the core to address the open-ended responses to the alumni survey (n=195):</p> <p><i>Based on your professional experiences, are there specific skills and competencies you strongly recommend that entry-level information professionals acquire during their degree work?</i></p> <p>Top responses:</p> <ul style="list-style-type: none"> <li>• Relationship, teamwork, interpersonal skills (76)</li> <li>• Current technology skills (54) (database searching, digital content management/creation, Web, social media)</li> <li>• Instruction skills (44)</li> <li>• Practical management skills (40) (budgeting, planning, facilities)</li> <li>• Advocacy/outreach (14)</li> </ul>

9 Sep 2011	<p>To better align the LIS curriculum with identified workplace needs, the faculty voted to change the curriculum as follows:</p> <ul style="list-style-type: none"> <li>• LIS 601: no changes</li> <li>• LIS 605: incorporate more metadata beyond MARC</li> <li>• LIS 610: change focus to professional foundations</li> <li>• LIS 615: incorporate digital content management</li> <li>• LIS 650/684: add modules on teamwork and interpersonal skills, advocacy/outreach and practical management</li> <li>• LIS 663 Database Searching: add to core, incorporate both professional and Web databases and technology</li> </ul> <p>Also, based on our SLO map and the study of other LIS programs' credit requirements, faculty voted to reduce the credits required for the MLISc degree from 42 to 39, effective Fall 2013.</p>
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The effects of these curricular changes can be tracked with the subsequent oral exam results data. From Fall 2011-Spring 2013, the same oral exam scenarios were given to students as a culminating experience, but mapped to our new SLOs. The initial results were encouraging, as over 90% of students opting for scenarios C1 Digital Libraries, C3 Information Technology, and D1 Administration exceeded or met standards, compared to 54.0%, 64.7% and 77.8% exceeding or meeting standards in the prior oral exam.

**Table 2-19 Oral exam results, Fall 2011-Spring 2013**  
N=64 students

SLO	Scenarios addressing SLO	Exceeds	Meets	Approaches	Does not meet
1a	A, B2, C2, D1, D5	47.4%	44.6%	8.0%	
1b	A	52.2%	42.1%	5.7%	
1c	B2, C2, D1, D4, D5	46.6%	46.5%	6.9%	
1d	A, B1, B2, C1, C2, C3, D1, D2, D4, D5	47.5%	45.3%	7.2%	
2a	D1, D5	43.0%	53.9%	3.1%	
2b	D2, D4, D5	49.4%	45.7%	4.9%	
2c	B2, C1, C2, C3, D1, D2, D3, D5	44.6%	49.7%	5.7%	
2d	D4	66.7%	25.5%	7.8%	
2e	B2, C1, C2, D1, D4	47.6%	47.0%	5.4%	
3a	B1, C1, C3, D2	44.6%	50.0%	5.4%	
3b	B1, C1, C3, D2	44.6%	50.0%	5.4%	
3c	C1, C3	38.8%	51.2%	10.0%	
3d	C1	37.0%	55.6%	7.4%	
4a	C1, C3	38.8%	51.2%	10.0%	
4b	C1, C2, C3, D2, D4, D5	37.5%	54.7%	7.8%	
4c	C1, C2, C3, D2, D4, D5	37.5%	54.7%	7.8%	
5a	B2, C2, C3, D1, D4, D5	39.8%	50.9%	9.3%	
5b	B1, B2, D1, D2, D5	41.8%	53.3%	4.9%	
5c	(none)				

When we implemented the new oral exam scenarios, students graduating in Fall 2013 or Spring 2014 were given the option of responding to the old or new scenarios. Most students opted to address the new scenarios, and those who did tended to fare better than those who opted for the old scenarios in the same semesters (Table 2-20). However, in each case, the percentage of students exceeding or meeting standards on the oral exam has continued to improve significantly since the prior oral exam format.

**Table 2-20 Oral exam results, Fall 2013-Spring 2014**  
**N=28 students**

	<i>N</i>	Exceeds	Meets	Approaches	Does not meet
F13 old	4	40.9	45.4	13.7	0
F13 new	13	44.5	52.1	3.4	0
S14 old	2	45.6	54.4	0	0
S14 new	9	46	54	0	0

### Course evaluations

At a more atomic level, we aggregate and analyze course evaluation data for instructor feedback and to identify overall trends. From 2009-2012, we used an 8-question paper-based evaluation form, and from 2013 onward we moved to an electronic course evaluation system, eCAFE, with 10 questions. These are summarized in Table 2-21.

**Table 2-21 Course evaluation questions, 2009-2012 and 2013-present**

2009-2012 course evaluation questions	2013-present course evaluation questions
1. The objectives of the course were clearly stated at the beginning of the class.  2. The content of the course was interesting and challenging.  3. The readings, resource speakers and assignments were relevant to understanding the course.  4. The teaching-learning strategies used in the course encouraged active class participation.  5. The instructor was knowledgeable about the subject.  6. The grading in the course was fair and impartial.  7. The course taught me skills and techniques that will be very useful in my profession.  8. Overall, the course content met my expectations.	1. The instructor demonstrated knowledge of course content.  2. The instructor fulfilled the goals of the course.  3. The instructor communicated effectively.  4. I developed skills needed by professionals in the field.  5. The instructor clearly stated at the beginning of the semester the objectives of the course and requirements.  6. The teaching-learning strategies used in the course encouraged active class participation.  7. Class assignments provided an effective aid for learning the subject matter.  8. There was considerable agreement between the announced course and what was taught.  9. I feel that this course challenged me intellectually.  10. Grades are assigned fairly and impartially.

Compiled evaluation data for each course taught during the review period can be found in Appendix 2-18 Course Evaluations, and the full course evaluations are available on site. The evaluation forms we employed during the review period can be found in Appendix 2-20 (paper-based) and Appendix 2-21 (electronic). Course evaluations are discussed in more detail in section III.4 of the Faculty chapter.

Individual faculty members use course evaluation data to revise their courses, and we frequently see faculty members' scores improve with each subsequent offering of the same course. In our 2015-2020 Strategic Plan, we set a standard that faculty members' course evaluation scores across all criteria should average at least 4 out of 5, which allows room for a learning curve for new instructors, and encourages experimentation. As shown in the Faculty chapter in Table 3-7 Course evaluation data, 2009-2014, the average scores for both our full-time and adjunct faculty are well above this standard.

As mentioned previously, Special Topics courses also serve to move the curriculum in new directions. Some of the relevant Special Topics courses we have offered include:

- LIS 694 Digital Content Management (F13)
- LIS 694 Medical Information Retrieval (S13)
- LIS 694 Mobile Library Services (Su13)
- LIS 694 Planning and Developing Digital Library Instruction (Su14, Su15)
- LIS 694 Virtual Librarianship (F12)
- LIS 694 Virtual Library Services (S15)
- LIS 694 Web 3.0 for Librarians and Information Professionals (Su11)

#### *Assessment*

In addition to the Graduating Student Surveys and oral exam results, a longer-term form of assessment we employ is the Alumni survey (Appendix 2-4), sent once every six years to recent graduates. This helps us understand how graduates evaluate our program after several years in the profession, and we incorporate their perceptions into ongoing curriculum review:

**Table 2-22 Results of 2013 Alumni Survey, 1-6 scale  
N=76 alumni (36% response rate)**

*From the courses I took in the LIS Program, I feel I gained sufficient entry-level knowledge needed for...*

1) Handling management/administrative responsibilities	3.88
2) Providing reference services/reader's guidance	5.36
3) Designing and delivering instructional services and staff training sessions	4.14
4) Contributing to collection management	4.89
5) Developing programs for users	4.19
6) Applying various technologies for management and patron use	4.23
7) Designing and maintaining an institutional web site	3.71
8) Contributing to internal database design	3.15
9) Using strategic planning to create long/short-term plans	4.23
10) Using marketing and advocacy techniques	4.40
11) Applying ethical guidelines of the profession	5.56
12) Applying professional standards of service	5.62
13) Applying research methods to analyze services and/or procedures for data-driven decision making	4.40
14) Collaborating in team-based tasks	5.35

From the perspective of the professional skills and competencies gained from the courses taken by the students, the two basic ethical principles (items 11 and 12) received the highest score. For everyday practice, the ability to provide reference services and readers' guidance received the highest score, followed by collaborating in team-based tasks and collection management. Our graduates tend to work well with people, and work effectively in groups. The relatively low score for handling management responsibilities is somewhat understandable; alumni survey respondents are those who graduated from 1-5 years prior to taking the survey, and it may take several years for more recent alumni to develop the confidence and have the opportunity to work in management and administration.

## **Conclusion**

Our curriculum is the primary means by which we pursue our mission to educate leaders in the information professions. It evolves within the framework of our SLOs, is regularly assessed with input from our community, and exemplifies both core principles of librarianship and new services, technologies and domains of inquiry. Planning, assessment and evolution occurs via course evaluations, graduating student and alumni surveys, oral exams and other direct and indirect measures, which are used as input to the work of the LIS Curriculum Committee and the full faculty in regular meetings and strategic planning sessions.

We are a small faculty, but in combination with our accomplished adjunct faculty we offer students a broad range of curricular experiences. Our relationships with the Hawai'i LIS community allow us to offer valuable professional experiences via internships and practica, and our position within the ICS Department allows us to offer our students a wide variety of technology courses. Our students actively shape the curriculum as well: they helped lead the effort to identify courses across the university that engage with Native Hawaiian and Asia-Pacific communities and collections, which we have integrated into our elective structure. Our 2015-2020 Strategic Plan includes four new specializations we are developing and piloting: Archives, Asian Studies Librarianship, Hawaiian/Indigenous Librarianship and Informatics, which will take our curriculum in new directions.

## **Appendices referenced in this chapter**

Appendix 2-1 LIS Courses Offered, 2009-2015  
Appendix 2-2 Student Service Record  
Appendix 2-3 Curriculum Map to SLOs  
Appendix 2-4 2009-2014 Graduating Student Survey Results Summary  
Appendix 2-5 2013 Alumni Survey Results Summary  
Appendix 2-6 Student Impressions of Core Curriculum  
Appendix 2-7 LIS Conversation: Strengthening Ties to Hawai'i and the Pacific  
Appendix 2-8 Oral Exam Scenarios  
Appendix 2-9 Oral Exam Rating Form  
Appendix 2-10 UH Exemplary Graduate Program Assessment Practices  
Appendix 2-11 LIS 699 Directed Reading and/or Research Projects  
Appendix 2-12 LIS Theses  
Appendix 2-13 New Student Orientation agenda  
Appendix 2-14 List of Public Talks  
Appendix 2-15 Student Advising Packet (tracking ongoing progress)  
Appendix 2-16 Student Advising Sheet (courses for upcoming semester)  
Appendix 2-17 Practicum Report  
Appendix 2-18 Course Evaluations

Appendix 2-19 Summary of Course Decisions  
Appendix 2-20 Course Evaluation Form (paper)  
Appendix 2-21 Course Evaluation Form (electronic)

### Links referenced in this chapter

Oral exam scenario information

<http://www.hawaii.edu/lis/program/oral-exams/>

Course Descriptions and Syllabi

<http://www.hawaii.edu/lis/courses/course-descriptions/>

SLO course performance profiles summary

[http://www.hawaii.edu/lis/content/assessment/SLO\\_Course\\_Performance\\_Profiles-summary-Spring\\_2012.xls](http://www.hawaii.edu/lis/content/assessment/SLO_Course_Performance_Profiles-summary-Spring_2012.xls)

Thesis policy and FAQ

[http://www.hawaii.edu/lis/content/thesis/ThesisPolicy\\_2015-04-19.pdf](http://www.hawaii.edu/lis/content/thesis/ThesisPolicy_2015-04-19.pdf)

Nā Hawai'i 'Imi Loa

<http://nhil.weebly.com/>

Indigenous Ways Survey

<http://blogs.ischool.utexas.edu/indigenouways/>

60 Non-LIS Courses Meeting SLO 5c

<http://www.hawaii.edu/lis/courses/course-descriptions/other-departments/>

2014 LIS Strategic Planning Session Notes

<http://www.hawaii.edu/lis/wp-content/uploads/2013/02/Strategic-Planning-Summary-2014.docx>

UHM-1 Form

[http://www.manoa.hawaii.edu/ovcaa/planning\\_approval/pdf/UHM-1\\_form.pdf](http://www.manoa.hawaii.edu/ovcaa/planning_approval/pdf/UHM-1_form.pdf)

UHM-2 Form

[http://www.manoa.hawaii.edu/ovcaa/planning\\_approval/pdf/UHM-2\\_form.pdf](http://www.manoa.hawaii.edu/ovcaa/planning_approval/pdf/UHM-2_form.pdf)

Internship Information

<http://www.hawaii.edu/lis/courses/internships/>

UH Mānoa Assessment Office

<https://manoa.hawaii.edu/assessment/>

LIS Strategic Plan 2015-2020

<http://www.hawaii.edu/lis/wp-content/uploads/2014/12/2015-2020-LIS-Strategic-Plan.pdf>

Computer Checklist

[http://hawaii.edu/lis/content/admissions/LIS\\_Applicant\\_Information\\_Form.docx](http://hawaii.edu/lis/content/admissions/LIS_Applicant_Information_Form.docx)

2014 US News Diversity Report

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>



LIS 694 Planning and Developing Digital Library Instruction  
[http://www.hawaii.edu/lis/content/syllabi/694\\_Ogawa\\_Harada\\_sui4.pdf](http://www.hawaii.edu/lis/content/syllabi/694_Ogawa_Harada_sui4.pdf)

LIS 699 Proposal Form  
<http://www.hawaii.edu/lis/courses/directed-reading/>

2008 ALA External Review Panel Report  
[http://hawaii.edu/lis/coa2008/coa\\_files/Hawaii\\_EXTERNAL\\_REVIEW\\_PANEL\\_REPORT\\_11-25-08.pdf](http://hawaii.edu/lis/coa2008/coa_files/Hawaii_EXTERNAL_REVIEW_PANEL_REPORT_11-25-08.pdf)

LIS Annual Assessment Reports  
<http://www.hawaii.edu/lis/about-us/assessment/>

#### **On site documents referenced in this chapter**

Representative Samples of Student Work, 2009-2015  
Curriculum Committee documentation  
Faculty meeting minutes  
Pilot LIS course assessment profiles, 2012-2015

## Standard III: Faculty

### Introduction

The faculty of the Library and Information Science Program blend our diverse research interests and teaching methods to fulfill program goals and provide our students with a rich educational experience. At the time of our previous accreditation, we had 8.0 FTE tenured and tenure-track faculty, including two dual-culture faculty in LIS and ICS who accounted for 0.5 FTE each. Since then, Professors Violet Harada (2012), Diane Nahl (2014) and Rebecca Knuth (2014) retired, four junior faculty received tenure and promotion, and Assistant Professors Rae-Anne Montague (2014) and Vanessa Irvin (2015) joined us. While we await approval to hire for our remaining vacant faculty line, ICS has agreed to allow one dual-culture faculty member, Associate Professor Rich Gazan, to work fully in LIS as Chair, yielding an effective current faculty FTE of 7.5. The full-time faculty is complemented by one instructor, Donna Bair-Mundy, who teaches two courses each semester (equivalent to a full-time faculty member), and Professor Emerita Violet Harada keeps gracing the LIS Program through her intensive and extensive voluntary service.

The majority of our required courses are taught by full-time faculty members and the part-time instructor, while adjunct faculty primarily teach elective courses in their areas of recognized expertise, particularly in the fields of Hawaiian and Pacific information resources and traditional literature, archives and preservation. The outstanding work of our adjuncts has continued since our 2008 Program Presentation: on a 5-point scale, full-time and adjunct faculty had median scores of 4.67 and 4.64, respectively, in the course/faculty performance evaluations.

We are fortunate to be able to invite distinguished scholars, teachers, and specialists to offer special topics courses in regular and summer sessions, further enriching the quality and diversity of the program. These have included courses such as Rare Book Librarianship, Indigenous Librarianship, The Graphic Novel, Serving Diverse Communities and Disciplines, Young Voices in Times of War: Literature for Children and Young Adults, Mobile Library Services, Virtual Librarianship, Web 3.0 for Librarians and Information Professionals, and Visual Information Science.

Our faculty members are diverse, well-supported by the ICS Department and university, and accomplished in their fields. Overall, the distribution of duties in the LIS Program contributes to a supportive academic environment. It ensures that our faculty members are able to balance the responsibilities of teaching, student advising, mentoring, professional development, research and service.

***III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty, enrich the quality and diversity of a program.***

All members of the full-time faculty during the review period hold both a doctoral degree and a master's degree in LIS. Other degrees held by faculty members cover a wide range of disciplines including Arts, Sociology, Psychology, Political Science, Asian Studies, Education and Computer and Communication Science. All full-time faculty are graduate faculty in LIS and ICS, as well as the Interdisciplinary PhD Program in Communication & Information Sciences, and have a diverse range of specialties.

**Table 3-1 Faculty research areas**

Noriko Asato	Japanese / Japanese American Print Cultures; Asian Librarianship; Censorship
Donna Bair-Mundy	Information Systems
Rich Gazan	Social Aspects of Information Technology
Violet Harada	School Library Management, Information Literacy Instruction
Vanessa Irvin	Reference and Youth Services; Reader Response; Print Culture; Literacy Practices; LIS Practitioner Inquiry
Péter Jacsó	Online Information Systems; Database Design and Evaluation; Database Publishing; Digital Librarianship; Citation Indexing; Bibliometrics
Rebecca Knuth	History of Books and Libraries; Destruction of Books and Libraries; Intellectual Freedom; Children's and Young Adult Literature
Rae-Anne Montague	International Librarianship; Management; School Librarianship; Serving Underserved Populations/Outreach
Diane Nahl	Human Computer Interaction; Information Services; Information Literacy
Luz Quiroga	User Modeling, Personal Ontologies, Profile Acquisition and Representation, Personalization; Digitization; Women, Health and Information Technologies; Homelessness and Information and Communication Technologies
Andrew Wertheimer	History of Libraries and Ethnic Print Cultures; Collection Management; Archive and Library Management; Special Collections Librarianship; Bibliography

Complete CVs of full-time faculty can be found in Appendix 3-1. Additionally, faculty members have worked as practitioners in school, college, military, and other special libraries and information centers, in the information industry, and as educators in a variety of schools and colleges. The 27 adjuncts who taught 68 courses between 2009 and 2014 show similar diversity in their background and specializations.

The diversity of faculty specialties has been enhanced by two dual-culture faculty members, who teach courses and have their locus of tenure in both ICS and LIS. Luz Quiroga was appointed to the first dual-culture faculty position, and teaches LIS 647 Systems Analysis for Information Management (focus on creation of digital libraries), LIS 672 Technology for Libraries and Information Centers, LIS 674 Database Design and Creation, LIS 678 Personalized Information Delivery and ICS 616 Information Architecture and Web Design. Students from LIS and ICS take her courses and work together in crossover teams to assist community groups with database creation and other digital projects. Mixing students from both programs allows LIS and ICS students to learn new skills from their counterparts. Working with community groups strengthens the user connection for students, as they learn to address actual community information needs. She also teaches CIS 702 Communication and Information Technologies, an interdisciplinary PhD seminar that integrates students from diverse disciplinary backgrounds.

In 2007, Rich Gazan joined the faculty in a second crossover position that further increased the synergy of ICS and LIS. With a background in the information industry, he teaches LIS 650 Management of Libraries and Information Centers and LIS 663 Database Searching, as well as ICS courses that attract LIS students, such as ICS 669 Social Computing, ICS 686 Digital Video

Information, and ICS 691 Interdisciplinary Informatics. He has been Co-Investigator and Principal Investigator on two NASA Astrobiology Institute grants, working with researchers across multiple disciplines, and has involved ICS and LIS students in these projects. In 2011, he was appointed Chair of the Interdisciplinary PhD Program in Communication and Information Sciences (CIS), and became the Chair of the LIS Program in January 2015.

Our alumna and long-time instructor, Donna Bair-Mundy, holds master's degrees in LIS and Religious Studies, and a PhD in Communication and Information Sciences. She teaches LIS 605 Metadata Creation for Information Organization (formerly Cataloging and Classification), and LIS 670 Introduction to Information Science and Technology, which is an alternative pre-requisite of two courses. She also teaches LIS 610 Foundations of the Information Professions and LIS 611 Intellectual Freedom.

Accomplished adjuncts make valuable contributions to the program, by providing students with exposure to their diverse areas of expertise and insights into current issues facing practicing information professionals. Adjunct faculty taught 27.4% of the 208 LIS courses from Spring 2009 to Spring 2015. Several of the adjuncts have doctoral degrees, some are full-time professors, and others work as managers of libraries or library units.

Hawaiian and indigenous librarianship are particularly important in our program, and based on our mission and strong student interest, we look forward to emphasizing even more strongly in the future.

- Our LIS 685 Traditional Literature and Oral Narration course is taught by Nyla Fujii-Babb, a librarian, professional storyteller, artistic director, teacher and actress for over 30 years in Hawai'i.
- We have also been fortunate to have Lorie Roy, Professor at the School of Information at the University of Texas at Austin and Past President of the American Library Association, teach courses in indigenous librarianship during several summers, which inspired many of our students to learn more about the area.
- We fondly remember the late Karen Peacock, Professor Emerita and curator of the Pacific Collection at UH, who taught LIS 688 Pacific Islands Information Resources. She received the Lifetime Achievement Award from PIALA, the Pacific Islands Association of Libraries and Archives, and she was the 2008 recipient of the Sarah K. Vann Service Award for outstanding service to the Hawai'i/Pacific library community.

A complete list of adjunct faculty degrees and current positions is available in Appendix 3-2. Complete adjunct faculty CVs can be found in Appendix 3-3. Their combined experience demonstrates the variety of research, practice and teaching areas covered by the faculty as whole. Adjunct faculty also provide valuable feedback on the curriculum from their unique perspectives. As a case in point, feedback from one adjunct professor triggered our decision to make LIS 663 Database Searching a required course, and a prerequisite for internships related to reference services.

The research specializations of the full-time faculty are shown in Table 3-2. The capsule profiles of the faculty members on the subsequent pages highlight some of our major accomplishments in the areas of teaching, research, publishing and service achieved since the last accreditation. Copies of faculty publications are available on site.

Table 3-2 Faculty research areas mapped to courses taught

Research areas (ALISE classification)	NA	DB	RG	VH	VI	PJ	RK	RM	DN	LQ	AW
History of Libraries and Library Science	■						■	■			■
Critical Perspectives on LIS											■
Libraries and Society/Culture			■		■						■
Information and Society/Culture			■				■			■	
Social/Community Informatics			■		■					■	
Political Economy of Information											■
Books, Printing, Publishing Industry	■										
Intellectual Freedom and Censorship	■						■				■
LIS Education and Programs										■	
Pedagogy in LIS				■							
Research Methods			■						■		■
Continuing Education in LIS				■							
International/Comparative Librarianship							■				
Collections Development											■
Reference and Information Services					■	■					
Serving Multicultural Populations					■					■	■
Children's/YA Literatures							■	■			
Information Literacy and Instruction				■					■		
Information Needs and Behaviors/Practices			■		■				■	■	
Information Needs/Behaviors of the Public			■							■	
Scholarly and Scientific Communication			■			■					
Organization of Information		■								■	
Descriptive Cataloging/AACR		■									
Classification and Subject Analysis		■									
Metadata and Semantic Web		■	■			■				■	
Information Systems and Technologies		■	■			■				■	
Information Retrieval Theory and Practice			■			■				■	
Online Catalog Retrieval Systems			■			■					
Database and Other Retrieval Systems			■			■					
Users and Uses of Information Systems			■						■	■	
Human-Computer Interaction					■				■	■	
Bibliometrics/Informetrics/Webometrics						■					
Health Informatics										■	
Digital/Virtual Libraries						■				■	
Public Libraries							■				
Academic Libraries									■		
School Media Centers/Libraries				■				■			
Archives and Records Centers	■										
Other Providers			■								
Administration and Management			■	■							
Evaluation of Service				■		■					

## **Noriko Asato, Associate Professor**

### **Teaching**

#### **Focus**

I introduce students to ethics and standards in light of current professional practice and research. By exploring the role of libraries as a social construct, and librarianship as an information profession, I help students shape their philosophy of librarianship and prepare for the field. I also offer an Asian Studies Librarianship course and will create and coordinate courses to establish a new specialization in the program.

#### **Achievements**

Creating Asian Studies Librarianship as a track, which no other institutions has ever established. Offered first UH LIS online course to attract more students from other graduate schools than UHM students.

### **Research**

#### **Focus**

Focusing on a rather unexplored area of intellectual freedom (IF) in librarianship, I examine librarian's IF in libraries and outside of work, and how professional organizations, such as the American Library Association take a stance on librarians' IF issues. I am also researching development of Japanese public libraries in relation to government policies to unify the country.

#### **Achievements**

I received a Japanese Society for the Promotion of Science fellowship in 2014 and spent ten months in Japan to conduct research on the origins of public libraries developed in Japan. I also received an award for best article in the Japanese journal *Library World*.

### **Publishing**

#### **Focus**

I co-authored monographs and produced articles on IF both in English and Japanese. I also published a textbook for the Asian Studies Librarianship course.

#### **Achievements**

I worked with eight leading Chinese, Japanese, and Korean librarians in the US to compile a reference / textbook for Asian Studies Librarians. It is the first reference book published across the three language areas.

### **Service**

#### **Focus**

Involved with various departmental services, including associate chair, and chair of the curriculum committee. Improving grounding in LIS by attending various local, national, and Pan-Pacific conferences related to the information professions.

#### **Achievements**

Associate LIS Chair, Chair of the LIS Curriculum Committee, authored the Physical Resources and Facilities chapter of the 2015 COA report.

## **Donna Bair-Mundy, Instructor**

### **Teaching**

#### **Focus**

My goal is to ensure that graduates of the LIS Program have a clear understanding of the way information resources are represented and organized in a library, how technology is used in the transformative processes that produce the goods and services we offer to our patrons, the methodologies we utilize in determining the needs of our users, and the issues that inhere to the technologies we have adopted in providing information.

#### **Achievements**

The approaches utilized in exploring information organization and dissemination include: in-class discussions, exercises, and presentations; individual research, and group projects. Feedback from students, alumni, and employers has been positive.

### **Research**

#### **Focus**

In my doctoral dissertation my focus was in the area of telecommunication privacy, particularly the ability of federal law enforcement to conduct surveillance on the telecommunication activities of the citizenry. This topic permeates not only the world of information provision but has resulted in serious constitutional challenges over the past century. I am also interested in network security.

#### **Achievements**

I completed my Ph.D. in Communications and Information Sciences in 2009. In addition to teaching courses in the LIS Program I have given guest lectures concerning privacy and surveillance not only within the LIS program but also to computer science students.

### **Service**

#### **Focus**

To utilize skills gained in my doctoral work in Communication and Information Sciences, as well as those acquired in obtaining Master's degrees in Library and Information Science and in Religion, for the good of the community.

#### **Achievements**

Creation of new chanting books, including those for Ullumbana, a major festival in which participants ritually release the inhabitants of the hell realms, for Mong Won Tan Temple in Honolulu. Many Chinese Americans here in Honolulu do not have the ability to read Chinese characters yet chanting in most Chinese Buddhist temples here is done in Chinese. The chant books therefore required Romanization of Chinese words, which themselves are often transliterations of Sanskrit words.

## **Rich Gazan, Associate Professor**

### **Teaching**

#### **Focus**

To prepare students to join and expand the field of LIS by providing challenging, realistic coursework and research projects that cross disciplinary domains.

#### **Achievements**

Sponsored four student teams in the Google Online Marketing Challenge to learn Web ad mechanics, introduced a 'rapid prototype' project to the Library Management course, developed three new LIS/ICS 'crossover' courses. Served on 18 thesis/dissertation committees (6 as chair) for students in four degree programs, supervised 7 LIS independent study projects.

### **Research**

#### **Focus**

How people share, evaluate and integrate diverse types of information, in professional environments such as digital libraries and interdisciplinary scientific collaborations, and in informal environments such as online social Q&A communities. By studying similar processes in diverse environments, I see my research as a bridge to help traditionally separate communities inform one another.

#### **Achievements**

I have been Principal Investigator and Co-Investigator on two NASA Astrobiology Institute grants to create metrics and visualizations of interdisciplinary science, and presented my research at conferences including ASIST, ACM CHI, ACM CSCW, ACM iConference, ACM/IEEE Joint Conference on Digital Libraries, the Hawai'i International Conference on System Sciences, Astrobiology Science Conference and Science of Team Science.

### **Publishing**

#### **Focus**

To publish in academic and professional journals both within and outside the LIS community.

#### **Achievements**

Since 2008, I have published 14 refereed journal articles and conference papers (9 as sole author, 1 as first author), and 4 additional refereed conference presentations.

### **Service**

#### **Focus**

To contribute to the university, the profession and the wider LIS community.

#### **Achievements**

I am Chair of the LIS Program, Associate Chair of the ICS Department, and served as Chair of the Interdisciplinary PhD Program in Communication & Information Sciences from 2011-2015. I have served on 3 university-wide committees and 5 department/program committees (three as chair or co-chair), and advise the SLA-ASIST student chapter. I am a reviewer for 15 journals and conferences including *JASIST*, *Journal of Academic Librarianship*, *Journal of Computer Mediated Communication*, *JELIS*, *Journal of Digital Information*, *Journal of Information Science* and *Library Trends*, and on the advisory board of the *Encyclopedia of Library & Information Science*.



## **Violet Harada, Professor Emerita**

### **Teaching**

#### **Focus**

To prepare students for careers in school librarianship. My students and I study principles and processes underlying the effective administration of a school library media center with a focus on the changing roles of a proactive school library media specialist; an inquiry process approach to information search and use; and the value of field experiences in applying and reflecting on the skills, concepts, and theories learned in the classroom.

#### **Achievements**

On the state level, the school library media preparation program continues to meet the guidelines provided by the Hawai'i Teacher Standards Board. On the national level, the program was recognized as one of the top ten programs in the *U.S. News and World Report* from 2009 through 2012.

### **Research**

#### **Focus**

To investigate intervention and assessment strategies in teaching the information searching process, alternative models of professional development for school librarians; and use of online collaborative tools to enhance professional learning communities.

#### **Achievements**

Presented my work in keynote speeches as well as juried conference presentations for the American Association of School Librarians, Pacific Islands Association of Librarians and Archivists, and Asia-Pacific Conference on Library and Information Education and Practice. Received an IMLS National Leadership grant to create professional development for teacher-librarian teams.

### **Publishing**

#### **Focus**

To publish in both scholarly and practitioner-oriented venues to reach a spectrum of information professionals in my specialty field.

#### **Achievements**

Since 2008, I have singly or jointly authored and edited 5 books, 10 journal articles, 6 chapters in books, and 3 papers in conference proceedings. The American Library Association Library Instruction Round Table selected one of my articles for the 2009 Top Twenty Articles. One of my books (*Growing Schools*) was selected as "Best Professional Guide for School and Youth Librarians" in 2013 by Library Media Connection and the American Reference Books Annual.

### **Service**

#### **Focus**

To actively serve on boards and committees that promote school librarianship.

#### **Achievements**

Among my activities: (1) serving on editorial boards for *Library Media Connection* and *School Library Monthly* (2) serving on various committees for the American Association of School Librarians. Received the AASL Distinguished Service Award in 2011.

## **Vanessa Irvin, Assistant Professor**

### **Teaching**

#### **Focus**

To collaboratively work with student librarians as lifelong learners for providing competent information services in public libraries with an advocacy towards ensuring equitable access to library resources and services to youth, local and indigenous communities, and underserved populations.

#### **Achievements**

I've been successfully teaching library and information science courses since 2005. I won a student-voted teaching award for "most innovative instructor" in 2011.

### **Research**

#### **Focus**

To explore how the reading public's literary interests and trends impact the professional practices of public librarians, school teachers, and local leaders, particularly in underserved communities.

#### **Achievements**

I was appointed a CSLIS Fellow by the Center for the Study of Libraries, Information and Society in 2015. My dissertation, "Reading in Mirrors: Using Street Literature to Facilitate Practitioner Inquiry with Urban Public Service Librarians" was merited with distinction by my doctoral review committee at the University of Pennsylvania in 2012, and is in development for book publication in 2015.

### **Publishing**

#### **Focus**

To publish meaningful books, peer-reviewed research articles, and conference presentations that contributes to the ongoing progression of librarianship as a socio-cultural platform for inspiring a literate reading public.

#### **Achievements**

Published *The Readers' Advisory Guide to Street Literature* in 2012 via ALA Editions, which won the 2012 ALA / RUSA Zora Neale Hurston Award and the 2012 Faculty Book Award from the Graduate School of Education at the University of Pennsylvania, and the book was included by ALA into its Spring 2015 bestseller list.

### **Service**

#### **Focus**

To collaborate with faculty, students, and the local community in interdisciplinary ways to advocate and promote the service-oriented facet of librarianship.

#### **Achievements**

Collaborating with faculty colleagues to create a Community Engagement CIS exam module for the interdisciplinary doctoral program.

## **Péter Jacsó, Professor**

### **Teaching**

#### **Focus**

To prepare students for (1) professionally searching and analyzing the content of subscription-based and open access databases; (2) using the most efficient resource discovery tools and retrieval techniques to find the most relevant primary documents and other digital resources for the users, and (3), computing and interpreting the variety of productivity and impact indicators for measuring/reporting research performance.

#### **Achievements**

Designing and introducing a new course about Informetrics for librarians and other information professionals (LIS 694) in 2015; and revising the syllabi of three other courses (LIS 663, LIS 671 and LIS 675) in the past 5 years.

### **Research**

#### **Focus**

To explore, test, and compare new databases and software tools for bibliometric, scientometric, and informetric analysis of research productivity and impact, at the individual, group, department, college, university and country levels.

#### **Achievements**

Presented bibliometric, scientometric and informetric research findings in conference papers, pre-conference tutorials in San Diego (AAAS), New Orleans (ALA), Monterey (Internet Librarian), Bangkok (ICMS), Singapore (IFLA) and in lecture tours at universities for the ERA-2010 (Excellence in Research for Australia) and PBRF (Performance-Based Research Funding) projects in Melbourne, Sydney, Brisbane, Wellington and Auckland. Received a \$5,000 RUSA/BRASS research award for business reference research.

### **Publishing**

#### **Focus**

To inform faculty and management of universities which use citation-based research performance indicators for decisions related to tenure and promotion applications and grant proposals, about the strengths and weaknesses of cited reference enhanced databases (Web of Science, Scopus, Google Scholar, Microsoft Academic Search).

#### **Achievements**

Published 62 papers since the last accreditation, receiving about 1,400 citations in the past 5 years, contributing to an academic carrier-time citation count of 2,600, and an h-index of 23 [according to Google Scholar in early 2015].

### **Service**

#### **Focus**

To help with refereeing and organizational work of academic journals and conferences.

#### **Achievements**

Active peer reviewer of journals and conferences, such as Online Information Review, Scientometrics, Journal of Informetrics, JASIS&T, Journal of Information Science, IP&M, and the International Conference of Asian Digital Libraries.

## **Rebecca Knuth, Professor (Retired)**

### **Teaching**

#### **Focus**

To prepare students for careers in librarianship through professional courses in young adult and children's materials, and services in public libraries. To expand their horizons through courses in international librarianship, history of books and libraries, and intellectual freedom.

#### **Achievements**

I have been awarded the University of Hawai'i's Award for Meritorious Teaching and the 2008 *Library Journal* LIS Educator of the Year Award. Class content is supplemented by materials that I have written. Since 2008 I have taught seven different classes, including two new ones.

### **Research**

#### **Focus**

To investigate and analyze modern destruction of books and libraries and threats to intellectual freedom. To identify key patterns and issues in children's classics and explore the issues of nationalism, common consciousness, and the values imparted by children's books.

#### **Achievements**

I presented in many venues including IFLA, MKLA Ass. Annual Conference, CIILIP Seminar (London), Hawai'i State Library, and two conferences in England.

### **Publishing**

#### **Focus**

To write socially significant books for students, librarians, and those interested in books and libraries.

#### **Achievements**

Since 2008, I have published one book, I have published one online editorial, 1 encyclopedia article, 1 book review, 3 chapters in edited volumes, and 1 single-author book.

### **Service**

#### **Focus**

To serve on boards and committees to advance literacy book and library history research, librarianship, graduate education, and the LIS Program.

#### **Achievements**

Among my activities: Since 2008 service on the Board of Hawai'i Literacy and as its Vice-President, and on the UH Faculty Senate and university Tenure and Promotion Committees, service as Events Coordinator for the LIS Alumni group.

## **Rae-Anne Montague, Assistant Professor**

### **Teaching**

#### **Focus**

Provide opportunities for students to explore library and information science. Using inquiry-based approaches, I strive to create a dynamic learning environment to consider fundamental concepts and intersections. Areas of focus include community engagement and school librarianship.

#### **Achievements**

As part of coursework, students have opportunities to develop library and information science projects to support community interests.

### **Research**

#### **Focus**

Studies concerned with education and social justice including critical examination of library and information science policies, services, and trends.

#### **Achievements**

Development of methods and models to enable and extend community engagement. For example, a recent project, Mix IT Up!, was designed to increase library and information science student involvement with youth advocacy through collaboration. The American Library Association recognized Mix IT Up! outreach effectiveness at their 2014 Annual Conference - <http://goo.gl/oG5m3t>.

### **Publishing**

#### **Focus**

To publish scholarly texts to inform understanding of education and social justice guided by inquiry grounded in library and information science.

#### **Achievements**

I am currently working on a project emphasizing global approaches to library services for lesbian, gay, bisexual, transgender, and queer/questioning users. This anthology will be the first of its kind in our field to draw on diverse geographic perspectives to inform critical understanding and professional practice.

### **Service**

#### **Focus**

Involvement with University-based, local, regional, national, and international organizations.

#### **Achievements**

Member of the Hawai'i Information Literacy Committee, American Library Association Office for Accreditation; External Review Panelist. International Federation of Library Associations and Institutions Lesbian, Gay, Bisexual, Transgender, Queer/Questioning Users Special Interest Group Convener.

## **Diane Nahl, Professor (Retired)**

### **Teaching**

#### **Focus**

Prepare students for careers as librarians and information professionals in a variety of information-intensive settings. These areas are incorporated in my courses: (1) principles and processes underlying the provision of effective reference and information service to the public, clients, students and staff; (2) a process approach to understanding information needs, seeking, reception and use; and (3) field components allowing students to experience work in professional settings, obtain mentoring, and apply principles and theoretical concepts in context.

#### **Achievements**

On the state and national levels, graduates find employment in a wide variety of libraries and information centers. Creating an information literacy course for academic librarians (LIS 665 Teaching Information Technology Literacy) and modernizing an HCI interface design course (LIS 677 Human Dimension in Information Systems).

### **Research**

#### **Focus**

I investigate: (1) the information need, seeking, reception and use process in context; (2) holistic theories of information behavior; and (3) online approaches to teaching and assessing information literacy skills.

#### **Achievements**

Presented my research in keynote speeches as well as refereed conference presentations for the American Society for Information Science and Technology (ASIS&T), Hawai'i International Conference for System Sciences (HICSS), American Library Association.

### **Publishing**

#### **Focus**

Publish in information science, library science, and related disciplines to facilitate the integration of information behavior research and theory across disciplines.

#### **Achievements**

Between 2008-2014 I have published 10 journal articles, 1 encyclopedia article, and 6 papers in conference proceedings. The editors of the Encyclopedia of Library and Information Sciences, 3<sup>rd</sup> Edition selected one of my articles for the ELIS Classics collection of 30 seminal articles.

### **Service**

#### **Focus**

Actively serve on committees promoting the advancement of information literacy and assessment of student learning outcomes in academic settings, and to further cross-disciplinary information behavior research by supporting the Special Interest Group on Information, Needs, Seeking & Use (SIG USE) awards.

#### **Achievements**

Among my activities: (1) serving on four editorial boards; (2) serving on the UH Libraries Information Literacy Committee; and (3) reviewing manuscripts for twelve national and international journals and proceedings.

## **Luz M. Quiroga, Associate Professor**

### **Teaching**

#### **Focus**

To prepare students in the user-centered design of IT systems, using collaborative interdisciplinary learning and real-world, community-oriented group projects under the frameworks of Project Based Learning and Community Informatics. Objectives are providing experience on analysis and research methods & techniques considering human factors such as privacy, literacy, culture and context.

#### **Achievements**

Students come from different programs (e.g. ICS, Education, Business, Communication, Geography, ITM). Project mentors come from non-profit agencies, libraries, and university units. Readings and activities in my courses have been aligned with the work of the Semantic Web project and LIS work on metadata standards. They include ontological modeling of content and users.

### **Research**

#### **Focus**

With an international / multicultural focus, to investigate: 1) User modeling / Personal ontologies / Profile acquisition and representation / Personalization; 2) Digitization initiatives, study of practices and impact factors; 3) Women, health and information technologies; 4) Homelessness and information and communication technologies.

#### **Achievements**

Collaborated with colleagues from different disciplines (Computer Science, Information Science, Education, Anthropology). Collected data in Hawai'i and Latin America; presented results at international professional conferences. Collaborated in grant proposals with UH colleagues from the School of Communications and the Department of History.

### **Publishing**

#### **Focus**

Present my research to international multidisciplinary audiences.

#### **Achievements**

I have co-authored papers with colleagues & students from the U.S., Latin America.

### **Service**

#### **Focus**

To serve in committees and organizations which promote IT education. Be part of international professional development activities. Promote LIS student research.

#### **Achievements**

Serving on editorial boards of LIS journals in Mexico and Chile. Co-Chair of ASIST 2012 meeting – Innovation track. Program committee member for the Information and Knowledge Management for Developing Regions workshop. Reviewer for 12 journals and conferences (e.g., JASIST, JAL, HICSS, UMAP, ICKM, JELIS, TOIS, FIPI-Puerto Rico). Chair of the LIS Research Committee. Advisor for the UH ASIST student chapter. Served on 14 UH thesis and dissertation committees, capstone projects, and one dissertation for UNC Chapel Hill Information and Library Science.

## **Andrew B. Wertheimer, Associate Professor**

### **Teaching**

#### **Focus**

I introduce students to the socio-historic contexts of libraries and archives in order to help students construct a professional philosophy that leads towards engaged service. My emphasis is on students becoming effective communicators and reflective leaders through a seminar environment where we critically discuss shaping the next generation of culturally relevant libraries and archives for Hawai'i.

#### **Achievements**

I have worked with adjunct faculty to develop an archival studies certificate that meets SAA guidelines. I teach the capstone ethical seminar for the certificate. Over the years I have taught three core and several elective courses to help round out the curriculum, including distance education courses for neighbor island students.

### **Research**

#### **Focus**

Investigating the (1) intersections between Japanese American print cultures, literacy, and library service; (2) the history of libraries, archives, and LIS education; and (3) socio-political and historical dimensions of publishing and media studies in regards to Collection Management.

#### **Achievements**

I have been invited to give research talks at the University of Tokyo, and was a keynote speaker at Doshisha University and the University of Tsukuba. I have given papers at prestigious international conferences in The Hague (Society for the History of Authorship, Reading, and Publishing), Tokyo (Japan Society for Library & Information Science Education), Yale (History of Education Society), and ALISE.

### **Publishing**

#### **Focus**

To publish scholarly monographs, research articles, and reference work entries related to the history of libraries and print culture.

#### **Achievements**

My research on the history of libraries has been translated and published in Italian and Japanese. Some of my most recent original research is being published first in Japanese, such as a recent overview of accreditation standards in LIS education in North America.

### **Service**

#### **Focus**

On an international level, I am engaged in fostering historical research on LIS. My service to Hawai'i is as a leader in professional associations to support socially responsible librarianship and archival services. I served as the LIS Program Chair for five years. As Chair I worked to promote the recruitment of Native Hawaiian students and to work with the School of Hawaiian Knowledge to establish their first dual Master's degree.

#### **Achievements**

I am on the Editorial Board of *Library Quarterly*, and have served on ALA Council and the Executive Board of the Hawai'i Library Association as the ALA Chapter Councilor for three terms. I received the Vann Professional Service Award for advocating for librarianship in Hawai'i. I also advise the UHM chapters of the ALA, Beta Phi Mu and Society of American Archivists, and Nā Hawai'i 'Imi Loa.



***III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.***

Teaching, research and service are at the core of our program, and through our appointments, promotions and innovation, we strive to create an environment where faculty can flourish. The University of Hawai'i provides a variety of grants and services to support faculty teaching, research and academic development. As part of the ICS Department, we have the opportunity to work with world-class computer scientists on research and grant projects, access to dedicated IT infrastructure, and the chance to collaborate with colleagues and students from diverse research perspectives. These elements contribute to a stimulating environment for learning and research. During the review period, all four assistant professors who applied for promotion and tenure—Noriko Asato, Rich Gazan, Luz Quiroga and Andrew Wertheimer—received it.

We conducted two faculty searches during the review period; position descriptions can be found in Appendix 3-4 and 3-5. We were fortunate to attract a large number of applications for both positions, which allowed us to select and appoint very high quality candidates. In addition to the specialized education and experience needed to meet the requirements of the position and complement the overall qualifications of the faculty, candidates are required to have teaching experience, and a record of community and professional service is highly desirable. Candidates with a wide breadth of experience and interests tend to be viewed most favorably. During campus visits, candidates were asked to give a research presentation and to teach a sample course. Both talks were open to students, who provided valuable feedback on the candidates' teaching.

New faculty members receive startup funds ranging from 30% to 100% of their annual salary, allowing them to attend and participate in conferences, purchase books and state-of-the-art hardware and software, and hire graduate research assistants. These funds, along with a reduced first year course load, allow junior faculty members to jump start their research and prepare to teach courses. To provide additional flexibility, faculty may roll over unused startup funds to future years if necessary. New faculty also have a reduced service load, so they can acclimate to the environment and take time in selecting the committees and initiatives they'd like to lead. Newly appointed assistant professors have yearly departmental reviews, and apply for promotion and tenure in the fifth year.

There are several services for faculty members at the UH system level, which offer assistance in teaching and research. The Office of Faculty Development and Academic Support ([OFDAS](#)) provides comprehensive services for faculty members, including a New Faculty Orientation program designed to acquaint newcomers with resources and options available on the Mānoa campus and community. New faculty are apprised of the diversity of our student body and briefed on the challenges of teaching in a multicultural academic environment. The [University Research Council](#) offers a variety of grants to support research activities primarily geared toward junior faculty, including the [Faculty Travel Fund](#) to support conference attendance.

The UH [Center for Teaching Excellence](#) (CTE) provides guides, handbooks, presentations and workshops on best practices in teaching, collaborative education and assessment. Through special arrangement, CTE also offers an individual teaching assessment service, where teaching experts visit classes and consult one-on-one with faculty about pedagogical methods and strategies. Additionally, three completely redesigned, innovative classroom spaces, collectively called the "[Sakamaki Innovation Zone](#)," were recently made available to instructors through CTE. In Spring 2014, one LIS faculty member was selected to hold the first class in one of these rooms, which feature movable, modular furniture, and writable sliding opaque glass walls. UH [Information Technology Services](#) (ITS) provides a variety of technical assistance and services to faculty members, and the [Center for Instructional Support](#) (CIS) offers graphic and media services and provides special equipment for faculty and students.

Beyond these university-wide services, junior faculty are helped to prepare for tenure and promotion at the departmental and program levels as well. Senior faculty mentor junior faculty on a one-on-one basis as they work on their research, teaching and publications, and provide feedback as they prepare their applications for contract renewal each year. Rebecca Knuth was the mentor for Noriko Asato, and Violet Harada for Andrew Wertheimer. ICS/LIS dual-culture faculty members were mentored by senior faculty in both units; Martha Crosby and Rebecca Knuth for Luz Quiroga, and Péter Jacsó and Kim Binsted for Rich Gazan. For the recent hires, Violet Harada has been the mentor for Rae-Anne Montague, and Rich Gazan for Vanessa Irvin. The mentoring support is identified in the Strategic Plan of UH as one of the critical objectives in Goal 1 of the 2011-2015 UH Strategic Plan (Appendix 1-1).

Our senior faculty also help new faculty in other colleges and departments. Rebecca Knuth was a member of the UH Women's Mentoring Program until her retirement in 2014, and has given seminar presentations for the UH Mentoring Program and Office for Academic Excellence. Both Violet Harada and Rich Gazan have served as mentors to junior faculty members in different units across campus through the UHM Mentorship Program.

The ICS/LIS merger has resulted in more opportunities for professional development and networking opportunities available for LIS faculty. Almost weekly, there are programs ranging from formal seminars to informal brown bag sessions, and Friday department breakfasts, featuring scholars from our own campus and visitors from other universities and research institutes. An abridged list is available in Appendix 2-14, List of Public Talks. All of these are open to Department faculty and students, and are a small but important component of the supportive atmosphere.

Tenured faculty are eligible for sabbatical leaves after six years of full-time service with the university, and every six years thereafter. Faculty may opt for a semester's leave at full salary, or a year at half salary. Faculty request sabbatical leave at least six months prior to the requested leave date, and the approval chain includes the ICS Chair and the Dean of the College of Natural Sciences. As a faculty, we have agreed not to request sabbatical leave during the semesters leading up to reaccreditation, but even so, all full-time faculty have taken sabbatical leave during the review period with the exception of Rich Gazan, who is scheduled for sabbatical in Spring 2016, and Violet Harada, who has never requested sabbatical leave. Sabbaticals allow faculty to refresh, refocus and redirect their energies, and return ready to continue contributing to our LIS environment.

***III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.***

The University has clearly documented policies to promote diversity and to recruit and retain faculty with different cultural backgrounds. The Faculty Agreement states that “neither the Employer nor the Union shall discriminate against any Faculty Member on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or for being a disabled veteran, a veteran of the Vietnam era, or for lawful political activity, except for bona fide occupational or legal requirements.”

The Equal Employment Opportunity and Affirmative Action ([EEO/AA](#)) Office promotes the University's commitment to diversity. The EEO/AA Office oversees the development and implementation of UH policies and procedures. The office also provides services including:

- advising departments and search committees on recruiting and retaining a diverse workforce
- auditing personnel practices
- preparing annual affirmative action plan reports
- investigating and resolving complaints
- sponsoring educational programs to ensure an environment free from discrimination and harassment

The EEO/AA Office makes available an Applicant Data Manual (Appendix 3-6) to guide the hiring process, as well as the UH Nondiscrimination Policy (Appendix 3-7) and Recruitment, Selection and Appointments Policy (Appendix 3-8). These policies govern the hiring and promotion process at every phase, and serve to ensure a diverse faculty.

The SEED Initiative for Diversity, Equity, Access and Success ([IDEAS](#)) facilitates diversity by providing grants to projects addressing culture, race, ethnicity, national origin, sexual orientation, gender, religion and disability, in support of the UH System goal of diversity:

*Diversity, fairness, and equity: Society is best served by ensuring that all populations are represented equitably throughout the University of Hawai'i system. Diverse perspectives contribute to the University's commitment to root out prejudice and injustice.*

When vacant positions are advertised, the LIS Program emphasizes the fact that it is an Equal Opportunity and Affirmative Action Employer, and that applications from women and minorities are encouraged, as demonstrated by the advertisements for the last vacant positions for full-time LIS faculty (Appendices 3-4 and 3-5).

Over the years, the LIS Program has been especially proud of the diversity of its faculty. Currently, we have first-generation Colombian, Hungarian and Japanese faculty members. One member is Japanese American, five are female and three are male (after the retirement of two professors of Caucasian descent in 2014). The diversity of faculty was further enhanced by the hiring of a Canadian and an African American assistant professor in 2014 and 2015, respectively. Adjuncts have included persons of Native Hawaiian, Native American, African American, Chinese American, Japanese American, and Indonesian descent.

#### ***III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.***

The effectiveness of faculty teaching is measured through student assignments, exams and course evaluations, and also through surveys administered at the time of graduation, and after graduates' first few years as professionals. We also survey the employers who hire our alumni, to give us feedback on the competence of our graduates, needed curricular areas for the present and future, and to rate the effectiveness of our teaching.

The most comprehensive assessment tool is the course evaluation administered at the completion of each course. The statements seek to capture students' perceptions of the knowledge of the instructor, the effectiveness of the teaching strategy and style, the course content and overall satisfaction.

In 2012, we moved from a paper-based evaluation to online course evaluations (Course and Faculty Evaluation system, or [eCAFE](#)), through which a set of standard questions is presented for every LIS course, but which can be customized by instructors to add questions if they wish. While the response rate for eCAFE evaluations has been lower than for the paper-based versions, the online forms greatly reduce staff processing time, and provide more detailed data and reports to ground decisions regarding the re-hiring of adjuncts and the assessment of faculty teaching performance. Students submit course evaluations at the end of each course, and the results are made available to faculty only after final grades have been submitted. These evaluations help the faculty adapt their courses based on student feedback.

The statements on the online course evaluation form were slightly expanded and rearranged in 2012, though students responded to both versions on the same scale of 1 (strongly disagree) to 5 (strongly agree). There were 208 courses taught from Spring 2009 to Spring 2014. Full-time or part-time

faculty taught 75% of the courses, with the remainder taught by adjuncts, and the overall response rate to the questionnaire was 82%. The combined course evaluation data are presented in Table 3-3.

**Table 3-3 Course evaluation data, 2009-2014**

	FT	Adj	FT+Adj
1. The instructor demonstrated knowledge of course content.	4.60	4.54	4.58
2. The instructor fulfilled the goals of the course.	4.57	4.50	4.55
3. The instructor communicated effectively.	4.56	4.40	4.52
4. I developed skills needed by professionals in the field.	4.45	4.35	4.43
5. The instructor clearly stated at the beginning of the semester the objectives of the course and requirements.	4.74	4.65	4.72
6. The teaching-learning strategies used in the course encouraged active class participation.	4.53	4.39	4.49
7. Class assignments provided an effective aid for learning the subject matter.	4.57	4.50	4.55
8. There was considerable agreement between the announced course and what was taught.	4.49	4.35	4.45
9. I feel that this course challenged me intellectually.	4.55	4.42	4.51
10. Grades are assigned fairly and impartially.	4.54	4.35	4.49

Once again, there was only a minimal difference between the average of all scores of the LIS faculty and the adjuncts. These results reflect our long-standing tradition of attracting very high quality adjunct faculty. Appendix 2-18 Course Evaluations provides the course evaluation scores of all 208 courses offered during the review period.

We also evaluate faculty teaching via the Graduating Student Survey, when students have completed the LIS Program and are well-positioned to look back on the totality of their experience. The survey asks students before their graduation to score the LIS Program by 44 criteria on a 1-6 scale, representing the extent to which they agree with the statement or rate the criterion. The criteria relevant to faculty teaching are presented in Table 3-4, and range from 4.84 to 5.24, yielding an overall average score of 5.05. The most important criterion, the quality of teaching, was 5.09 for adjuncts and 5.22 for faculty, showing again a very close proximity.

**Table 3-4 Evaluation of faculty by graduating students, 2009-2014**

*From 1 (very poor) to 6 (very high), how would you rate the LIS Program faculty's ...*

	So9	Fo9	Si0	Fi0	Si1	Fi1	Si2	Fi2	Si3	Fi3	Si4	Avg
5.1) Quality of instruction (full-time faculty)	5.57	5.54	5.38	5.58	5.16	5.0	5.13	4.78	5.24	4.95	5.08	5.22
5.2) Quality of instruction (adjunct faculty)	5.39	4.69	4.77	4.92	5.44	5.8	5.06	5.07	5.0	4.9	4.92	5.09

5.3) Diversity of teaching methods	5.35	5.38	4.85	4.67	4.77	4.8	5.19	4.71	4.86	5.0	4.45	4.91
5.4) Academic advising	4.96	5.38	4.85	4.83	4.77	5.0	5.06	5.0	4.9	4.8	5.0	4.96
5.5) Availability and rapport with students	5.57	5.62	5.54	5.25	5.0	5.2	5.44	4.85	5.28	4.9	5.0	5.24
5.6) Evaluation procedures (feedback and grading)	5.48	4.92	5.23	4.83	4.61	4.6	4.56	4.57	4.76	4.9	4.83	4.84

While these results demonstrate consistent satisfaction with instructors, and with their availability and rapport with students, the evaluation instrument could be improved. Full-time and adjunct faculty employ a wide variety of teaching methods and strategies, and giving graduating students a chance to specify more precisely which aspects of teaching worked more and less well for them should be better reflected in the survey.

We also gather more indirect evaluations of teaching quality from alumni (Table 3-5). While most alumni would strongly recommend the LIS Program to another interested person, and many felt that the curriculum was challenging and relevant, the score for the integration of technology and new media into courses indicates that more is expected of faculty in this area by this generation of students. Alumni survey respondents are those who graduated from the LIS Program between one and five years in the past, and we look forward to comparing the experiences of more recent graduates in the next iteration of the alumni survey.

**Table 3-5 Overall program quality, 2013 Alumni Survey (1-6 scale)**

<i>The overall quality of the LIS Program was exceptional in the following areas:</i>	Avg	Rank
1) Intellectually challenging and relevant curriculum	5.06	6
2) Integration of technology and new media into courses	4.68	7
3) Integration of theory and research	5.12	5
4) Opportunities for field practice	5.18	4
5) Study in a multicultural setting	5.58	1
6) Rapport among students	5.33	3
7) I would recommend the LIS Program to another interested person	5.34	2

All faculty incorporate appropriate technology into their courses, supported by department and university-level facilities and services mentioned earlier in this chapter. If faculty members wish to use specialized software in their courses, the LIS Chair coordinates the request with the ICS IT staff, who test and install software prior to the start of the course, and support it throughout. Course syllabi include the technologies required for successful completion of each course.

Our online and hybrid course offerings require that all faculty be conversant with Halawai (Adobe Connect), Laulima courseware, Skype and a host of other technologies supporting synchronous and asynchronous learning. One LIS faculty member is a member of the ICS Infrastructure Committee, and advocates for LIS needs within the broader department.

Faculty are actively engaged with professional organizations, and we emphasize their importance to students as well. In addition to memberships in ALA, SAA, SLA, ASIST and other local and regional professional organizations, we also advise student chapters of these organizations. Our engagement with professional associations also extends to editing and peer-reviewing publications and grant proposals, some of which are summarized in Table 3-6. Complete details are available in faculty CVs (Appendix 3-1).

**Table 3-6 Journals, conferences, books and funding agencies for which faculty provided editorial and peer review services**

ACM Australasian Computer-Human Interaction Conference (OZCHI)	Internet Reference Services Quarterly
ACM Conference on Computer Supported Cooperative Work & Social Computing (CSCW)	Journal of Academic Librarianship
ACM Conference on Human Factors in Computing Systems (CHI)	Journal of Adolescent and Adult Literacy
ACM iConference	Journal of ASIS&T
ACRL Virtual Conference	Journal of Computer-Mediated Communication
Anuario EPI [Spain]	Journal of Digital Information
Asian Digital Libraries Conference	Journal of Documentation and Archives Science [Chile]
Australian Journal of Education	Journal of Education for Library and Information Science
Australian Journal of Educational Technology	Journal of Information Science
Australian Journal of Emerging Technologies and Society	Journal of Informetrics
Canadian Journal of Information and Library Science	Journal of the Medical Library Association
Ciencias de la Documentacion [Chile]	Journal of World History
El Profesional de la Informacion [Spain]	Libraries & the Cultural Record
Encyclopedia of Library and Information Science	Library History
Faro Journal [Chile]	Library Quarterly
Global Education Conference	Library Trends
Handbook for Asian Studies Specialists	Library World
Hawai'i International Conference on System Sciences (HICSS)	National Science Foundation: Strategic Technologies for Cyberinfrastructure
Hemera [Mexico]	National Science Foundation: Science, Technology and Society Program
IEEE Transactions on Services Computing	Online Information Review
Information and Culture	Research Strategies
Information Research	School Library Media Research
Information Searching in Context	Scientometrics
International Journal of Virtual and Personal Learning Environments	Social Sciences
	Studies in Media and Information Literacy Education
	Teacher Librarian

**III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.**

As a university classified by the Carnegie Foundation as having “very high research activity,” UH Mānoa faculty demonstrate a sustained record of research and other appropriate scholarship. Evidence of research productivity and promise is required of entering junior faculty, and contract renewal, promotion and tenure decisions are based primarily on evidence of sustained scholarship. Additionally, tenured faculty are subject to post-tenure review every five years. Faculty members submit a summary of their achievements to the ICS Chair, and other tenured faculty at the same or higher rank review the documents. If shortcomings are noted, the ICS Chair works with the individual to determine ways to improve. For example, poor teaching evaluations might result in recommended attendance at sessions conducted by the UH Center for Teaching Excellence.

Taken as a whole, the range of research interests of LIS faculty reflect both core principles and evolving aspects of the LIS field. Our research both informs, and is informed by, our teaching. Our research areas are summarized in the capsule profiles presented in III.1, and detailed in our curricula vitae. An overview of our publication output during the review period is presented in Table 3-7.

**Table 3-7 Faculty Publications by Genre, 2008-2014**

JO=Refereed journal articles, CP=Refereed conference papers, BK=Books, BC=Book chapters, RE=Book and database reviews, OP=Other publications, EN=Encyclopedia articles

	JO	CP	BK	BC	RE	EN	OP	Total
Noriko Asato	8	2	3	3	1		4	21
Rich Gazan	5	10			1			16
Violet Harada	6	3	5	6			7	27
Vanessa Irvin		3	1	2		1	1	8
Péter Jacsó	23	1			2		51	77
Rebecca Knuth			1	1		1		3
Rae-Anne Montague		1		2				3
Diane Nahl	8	8	1	1		2		20
Luz Quiroga		7						7
Andrew Wertheimer	4	2		1			1	8
Total	54	37	11	16	4	4	64	190

The diversity of our research topics can be seen in the one-page faculty research capsules in III.1, and in the full faculty CVs in Appendix 3-1. During the review period, faculty members have continued to be widely published in respected scholarly and professional journals in LIS and related fields. These publications are well covered in a variety of indexing, abstracting, and full text databases, and they raise awareness of the research achievements of our faculty for students, practitioners and academics. Table 3-8 lists the refereed journals in which faculty have published most often since 2008. Many of them are among the most prestigious LIS journals in academia, and/or most widely read in the world of practitioners in the specific subject areas.

**Table 3-8 Faculty publications in refereed journals (2008-2014)**

<i>Annals of Library &amp; Information Science</i> <i>D-Lib Magazine</i> <i>Evidence Based Library and Information Practice</i> <i>First Monday</i> <i>Global Journal of Interdisciplinary Social Sciences</i> <i>IFLA Journal</i> <i>Information Processing &amp; Management</i> <i>Information Professional/El Profesional de la Informacion (EPI)</i> <i>International Information &amp; Library Review</i> <i>International Journal of Knowledge and Learning</i> <i>International Journal of Virtual and Personal Learning Environment</i>	<i>International Journal of Web Portals</i> <i>International Research: Journal of Gaming and Virtual Worlds</i> <i>Japanese Language and Literature</i> <i>JASIST</i> <i>Journal of Japan Society of Library and Information Science</i> <i>Journal of Library Innovation</i> <i>Library Trends</i> <i>Library World</i> <i>Online Information Review</i> <i>Public Library Quarterly</i> <i>Scientometrics</i> <i>Teacher Librarian</i> <i>Webology</i>
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LIS faculty publications are cited in nearly 200 scholarly and professional journals, both within LIS (Table 3-9) and in a diverse array of publications in other fields (Table 3-10). Non-US researchers citing our work come from Australia, Brazil, Canada, China, Finland, Germany, Israel, Italy, Netherlands, Singapore, Spain, Sweden, Switzerland, Taiwan, Turkey, United Kingdom and

Vietnam, among others. The variety of our publication venues, and the diversity of authors who cite our work, indicate national and international peer recognition.

**Table 3-9 Top 12 LIS journals citing LIS faculty (2008-2014)**

1. <i>Journal of Information Science</i>	7. <i>Scientometrics</i>
2. <i>JASIST</i>	8. <i>Library Trends</i>
3. <i>Online Information Review</i>	9. <i>Information Research</i>
4. <i>Journal of Informetrics</i>	10. <i>Teacher Librarian</i>
5. <i>School Library Monthly</i>	11. <i>Young Adult Library Services</i>
6. <i>School Library Research</i>	12. <i>Public Library Quarterly</i>

**Table 3-10 Non-LIS journals citing LIS faculty (2008-2014)**

<i>Business and Information Systems Engineering</i>	<i>Lecture Notes in Computer Science</i>
<i>Contemporary Pacific</i>	<i>-Lecture Notes in Artificial Intelligence</i>
<i>Criminal Justice Review</i>	<i>-Lecture Notes in Bioinformatics</i>
<i>Current Science</i>	<i>Modern Social Science Journal</i>
<i>Cybermetrics</i>	<i>Multicultural Education &amp; Technology Journal</i>
<i>Ecological Economics</i>	<i>Pacific Conservation Biology</i>
<i>Empirical Software Engineering</i>	<i>PLOS Computational Biology</i>
<i>First Monday</i>	<i>PLOS One</i>
<i>Hawai'i Journal of Medicine &amp; Public Health</i>	<i>Portal</i>
<i>Historical Social Research</i>	<i>Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI)</i>
<i>Information Society</i>	<i>Proceedings of the ACM Conference on Computer Supported Cooperative Work (CSCW)</i>
<i>International Journal of Cultural Studies</i>	<i>Research Evaluation</i>
<i>International Journal of Web Portals</i>	<i>Research in Higher Education</i>
<i>Journal of Clinical Nursing</i>	<i>Review of Research in Education</i>
<i>Journal of Criminal Justice Education</i>	<i>Tech Trends</i>
<i>Journal of Electronic Commerce Research</i>	<i>Technology, Pedagogy and Education</i>
<i>Journal of Information Literacy</i>	
<i>Journal of Interdisciplinary Collaboration</i>	
<i>Journal of Organizational Computing and Electronic Commerce</i>	

Additionally, faculty have been invited to present papers, and deliver keynote addresses at major conferences, to serve as session organizers and panelists, conduct tutorials and workshops, and present research findings at universities throughout the world. These activities have taken them from Honolulu to New York, Baltimore, Vancouver, Montreal, New Orleans, Seattle, Mexico City, and Santiago, Chile in the Americas, and to cities in the Asia-Pacific region which hosted LIS-related conferences, workshops, tutorials, peer meetings and other events including Kyoto, Tokyo, Guam, Taipei, Hong Kong, Bangkok, Khon Kaen, Singapore, Manila, Brisbane, Sydney, Melbourne, Auckland and Wellington.

Many faculty have authored, co-authored and/or edited books and book chapters for academic and professional audiences. Publishers include Linworth Publishing, Libraries Unlimited, Scarecrow Press, Cambridge University Press, Palgrave Macmillan, ALA, and the Japanese Library Association. Contributions to encyclopedias published by Oxford University Press and CRC Press also acknowledge scholarly achievement. Table 3-11 summarizes some of the conference papers authored by LIS faculty during the review period, and Table 3-12 summarizes books, book chapters and encyclopedia articles we published during the same period.



**Table 3-11 LIS faculty conference papers, 2009-2014**

AASL Conference ACM Conference on Computer Supported Cooperative Work & Social Computing (CSCW) ACM Conference on Human Factors in Computing Systems (CHI) ACM iConference ACM/IEEE Joint Conference on Digital Libraries American Association for the Advancement of Science, Pacific Division ALISE Conference Anuario ThinkEPI Asia-Pacific Conference on Library & Information Education and Practice (ALIEP) ASIS&T Annual Meeting Astrobiology Science Conference Breaking Down Walls iConference Conference of the Council of East Asian Libraries Conference of the Hawai'i Library Association	Conference on Asian-American Studies Doshisha University Conference HASL Conference Hawai'i Int'l Conference on System Sciences IFLA Proceedings International Conference on Asian Digital Libraries International Conference on Marketing Studies International Library Forum Internet Librarian National Joint Conference of Librarians of Color PIALA Conference Rainbow Bookbag Conference Science of Team Science SLActions Social Media & Web Science Treasure Mountain Research Retreat Wisconsin Association of Public Libraries WorldPride Human Rights
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**Table 3-12 LIS faculty books, book chapters and encyclopedia articles, 2009-2014**

Assessing Learning: Librarians as Teachers and Partners Censoring Lives Censorship Children's Literature and British Identity Collaborating for Project-Based Learning Destruction of Libraries During War Growing Schools: Librarians as Professional Developers Handbook for Asian Studies Specialists: A Guide to Reference Sources iSchools Without Borders Issei Buddhism in the Americas Librarians and Intellectual Freedom Librarians as Learning Specialists	Project-based Learning=Authentic Learning Readers Advisory Guide to Street Literature School Librarians as Action Researchers Service Learning: Linking Library Education and Practice Teaching for Learning: Integrating Inquiring with the Common Core (2 chapters + editor) The Cambridge Handbook of Implementation Science for Educational Psychology The Information Needs and Behaviors of Urban Teens The Many Faces of School Library Leadership Youth Community Informatics
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Several faculty were awarded grants during the review period, from institutions including the NASA Astrobiology Institute, the Institute of Museum and Library Services, Library of Congress Teaching with Primary Sources, the UH Social Science Research Council, the Korean Society, the Japanese Society for the Promotion of Science, Kyoto University, University of Hawai'i, and ALA/RUSA. Details of all grants submitted and awarded can be found in faculty CVs (Appendix 3-1), but we summarize two funded grants below:

- Led by PI Violet Harada, the Pathways for Excellence and Achievement in Research and Learning ([PEARL](#)) project targets training for teams of high school librarians and teachers that are working on senior project research with their students. This professional development initiative is subsidized by a National Leadership grant from the Institute of Museum and Library Services.
- Rich Gazan leads the Astrobiology Integrative Research Framework ([AIRFrame](#)) project, which uses document analysis, data mining and visualization to identify points of connection between diverse astrobiology researchers working on the common question of life in the universe. This work was funded by two grants from the NASA Astrobiology Institute.

During the review period, faculty members received awards including the AASL Distinguished Service Award, LIRT's Top Twenty Research Articles Award, the Sarah K. Vann Award for Professional Service, the *Library Journal* Teaching Award, the Best Professional Guide For School and Youth Librarians, the ASIS&T SI Publication of the Year Award, *The Library World* Best Research Paper Award, and the 2012 ALA/RUSA Zora Neale Hurston Award.

**III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.**

The faculty hold advanced degrees in a range of disciplines, from various academic institutions (Table 3-13).

**Table 3-13 Faculty Advanced Degrees**

	Year appointed	Rank	Year in present rank	Doctoral degree field	Institution
Noriko Asato	2007	Associate	2012	Language Education	Purdue University
Rich Gazan	2007	Associate	2012	Library & Information Science	UCLA
Violet Harada	1993	Emerita	2013	Education	University of Hawai'i
Vanessa Irvin	2015	Assistant	2015	Education	U. of Pennsylvania
Péter Jacsó	1994	Full	2003	Political Science & Jurisprudence	Eötvös University
Rebecca Knuth	1995	Full	2007	Library & Information Science	Indiana University
Rae-Anne Montague	2014	Assistant	2014	Education	University of Illinois
Diane Nahl	1993	Full	2006	Communication & Information Sciences	University of Hawai'i
Luz Quiroga	2000	Associate	2011	Library & Information Science	Indiana University
Andrew Wertheimer	2003	Associate	2010	Library & Information Science	U. Wisconsin-Madison

As discussed in III.3, we take pride in our diverse faculty, and each brings a combination of specialized knowledge and wide-ranging interests that allow us to contribute to research and professional conversations in a variety of sub-disciplines of LIS. As detailed in III.1, our adjunct faculty complement the skills of full-time faculty and contribute significantly to the program's diversity. We are fortunate to have four faculty members with doctoral degrees in education and related fields who have taken leadership roles in our academic planning and assessment efforts.

Faculty maintain productive relationships with researchers in other fields. We collaborate on publications, grant proposals and doctoral committees with faculty from across UH, including the College of Education, Department of History, School of Communications, Institute for Astronomy,

School of Ocean & Earth Science & Technology, Pacific Biosciences Research Center and the John A. Burns School of Medicine. We also maintain numerous collaborations with colleagues at institutions throughout the world, via memberships on journal advisory boards, editing and peer review, conference organization and as session chairs and panelists.

Additionally, LIS was a founding member of the Interdisciplinary PhD Program in Communication & Information Sciences in 1986. As one of the four constituent units along with the ICS Department, the Department of Information Technology Management in the Shidler College of Business and the School of Communications, our faculty collaborate regularly with faculty in all these units, as well as with doctoral students whose interests span these and other areas. LIS faculty members advise CIS students, present at the doctoral colloquium, and serve on admissions and exam committees. The chair of the CIS program rotates between the units every three years, and an LIS faculty member has been serving in that capacity since 2011.

In addition to their personal involvement with professional organizations, faculty also stay connected to the profession through internships and practica undertaken by students they advise. Some LIS 699 Directed Reading and/or Research projects also afford students the opportunity to engage in research-intensive projects that often involve professional LIS organizations (Appendix 2-II). All of these require that faculty maintain close collaboration with practicing librarians, who mentor and supervise students in a range of library environments. Details about internships, practica and LIS 699 projects are discussed in the Curriculum chapter.

***III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.***

Faculty assignments are governed by the principles described in UH Board of Regents Policy 9-16, regarding [Teaching Assignments for Instructional Faculty](#). Additionally, [Article IV](#) of the faculty employment contract provides more information regarding faculty responsibilities for teaching, research, specialized educational services, community service and students, and further clarifies the principles upon which faculty workloads are based.

To take a more active role in measuring and articulating faculty workload in all its diverse forms, in 2011 the ICS Department developed a [workload policy](#) and one-page reporting template that faculty complete once per year. Faculty summarize their teaching, research and service efforts to document our compliance with both the letter and spirit of Board of Regents policies and the UH faculty contract, and to provide evidence to the university administration and the broader community of how we are fulfilling our mission. These reports are compiled into a single document each year and provided to the Dean of the College of Natural Sciences. Copies will be available on site.

LIS faculty members teach two courses per semester, and may teach during the summer, which allows time for research, professional and community service, committee work and advising of master's and doctoral candidates. The LIS Chair receives a one-course reduction per semester, and faculty members may be granted a one-course reduction for projects requiring extraordinary effort, such as accreditation lead. Teaching assignments are made on the basis of program needs, taking into account the experience and interests of individual faculty members, as well as our course rotation, Student Learning Outcomes and Strategic Plan. The LIS Chair and Program Coordinator consult with individual faculty members about their preferred teaching assignments, course scheduling and course delivery formats. A list of courses taught by LIS faculty during the review period can be found in Appendices 3-9 (full-time faculty) and 3-10 (adjunct faculty). Course teaching assignments and rotations are projected four years in the future, and a [four-year tentative schedule](#) is made available on the LIS website.

***III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.***

LIS faculty are regularly evaluated at the program, department, college and university level, based on their teaching, research and service activities, involving stakeholders within and beyond the university. Faculty appointment, tenure and promotion are governed by the 2009-2015 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i, referred to as the [UH Faculty Agreement](#). Regulations for faculty appointments, tenure and promotion are described in Articles X, XII, XIII, and XIV of this document.

Decisions on promotion and tenure of faculty are rooted in a formal review of a faculty member's capabilities in teaching, research and service, and faculty are counseled to document their achievements in these areas from the first day of hire. The evaluation process is detailed in [Article XII, Tenure and Service](#), of the UH Faculty Contract. As new Assistant Professors, junior faculty have a probationary appointment for five years, during which time they are evaluated via a contract renewal process. The first contract renewal evaluation occurs after two years of service, then each subsequent year until application for tenure and/or promotion in the fifth year. The contract renewal process is initiated by the ICS Chair. A faculty member's progress in teaching, research and service is reviewed by the ICS department personnel committee (DPC), and a reappointment recommendation form is submitted to the Dean of the College of Natural Sciences for approval.

A senior LIS faculty mentor guides the junior faculty member through the contract renewal process, and the necessary documentation of accomplishment in teaching, research and service, leading up to the compilation and submission of the formal tenure and promotion dossier. Additionally, the [UH Faculty Mentoring Program](#) offers a series of workshops for junior faculty, and maintains a dossier library where applicants can browse past successful tenure documents from across the university.

The LIS faculty mentor coordinates the selection and invitation of external reviewers, represents the applicant at the meeting of the DPC, and coordinates the process with the ICS Chair. The process of tenure is built on an evaluation of faculty members relative to LIS scholars worldwide. The DPC reviews research reports, scholarly publications, grants and plans for future research and publication. Student evaluations, syllabi and teaching materials, a personal statement of teaching philosophy and peer review are key criteria used to assess the quality of teaching. In addition, evidence of university and community service is required.

Promotion and tenure applications are reviewed by the ICS DPC, which is organized by the ICS Chair and consists of five or more tenured LIS and ICS faculty. This committee makes a recommendation to the ICS Chair, who then makes a recommendation to the Dean of the College of Natural Sciences. Their recommendations are forwarded to the Vice Chancellor for Academic Affairs, who appoints the Tenure, Promotion and Review Committee (TPRC), consisting of senior faculty across the university. Several LIS faculty members have participated in TPRCs since the last accreditation.

Once faculty are granted tenure, they go through a post-tenure assessment every five years. They also have several forms of indirect peer feedback from the academic and professional community to assess their performance. These include awards for research, teaching and service, as well as invitations to organize conferences, chair tracks and sessions, make presentations and keynote addresses, serve as members of advisory boards of journals, review manuscripts submitted for juried journals and conferences, and serve on external review panels and as external members of dissertation committees at other universities.

Student evaluation of faculty members is also an important component of ongoing assessment, and provides opportunities for faculty members to learn how students perceive their teaching, and adjust accordingly.

## **Conclusion**

LIS faculty continue to pursue excellence in teaching, research, and service. We create and enjoy an environment of collaboration and mutual support within the ICS Department, and we have expanded partnerships across the campus and in the larger community in support of our mission and our individual research, teaching and service interests. We honor and strive to perpetuate the contributions of our retired and emeritus faculty, and are grateful for the consistent excellence of our adjunct faculty. Our recently hired junior faculty members have brought new perspectives and new areas of strength to our program, and together we look forward to continued evolution.

## **Appendices referenced in this chapter**

Appendix 3-1 Full-time Faculty CVs  
Appendix 3-2 Adjunct Faculty Degrees and Positions  
Appendix 3-3 Adjunct Faculty CVs  
Appendix 3-4 2013 Assistant Professor Position Description  
Appendix 3-5 2014 Assistant Professor Position Description  
Appendix 3-6 UH Applicant Data Manual  
Appendix 3-7 UH Nondiscrimination Policy  
Appendix 3-8 UH Recruitment, Selection and Appointments Policy  
Appendix 3-9 Courses Taught by Full-time Faculty, 2009-2015  
Appendix 3-10 Courses Taught by Adjunct Faculty, 2009-2015

## **Links referenced in this chapter**

Office of Faculty Development and Academic Support (OFDAS)  
<http://www.ofdas.hawaii.edu>

University Research Council  
<http://manoa.hawaii.edu/ovcr>

Faculty Travel Fund  
<http://manoa.hawaii.edu/urc/content/faculty-travel-fund-line-application>

Center for Teaching Excellence (CTE)  
<http://www.cte.hawaii.edu/>

Sakamaki Innovation Zone  
<http://www.cte.hawaii.edu/Sakamaki/>

Information Technology Services (ITS)  
<http://www.hawaii.edu/its/>

Center for Instructional Support (CIS)  
<http://www.cis.hawaii.edu/>

EEO/AA

<http://www.hawaii.edu/offices/eeo/index.html>

SEED Initiative for Diversity, Equity, Access and Success

<http://www.hawaii.edu/diversity/seedideas/>

Course and Faculty Evaluation system (eCAFE)

<http://www.hawaii.edu/ecafe/>

Pathways for Excellence and Achievement in Research and Learning

<http://www.hawaii.edu/lis/pearl/>

Astrobiology Integrative Research Framework

<http://airframe.ics.hawaii.edu/>

UH Board of Regents Policy regarding Teaching Assignments for Instructional Faculty

<http://www.uhpa.org/contracts/contract-2009-2015/board-of-regents-policies-section-9-16/>

Article IV of the Faculty Employment Contract

<http://www.uhpa.org/contracts/contract-2009-2015/article-iv-faculty-professional-responsibilities-workload/>

ICS Department Workload Policy

<http://goo.gl/IGRrr>

Four-year tentative course schedule

[https://docs.google.com/document/d/1eWtqdFoPEG6o-bDWtiMHSeLU\\_uVmoTuuwNubiwleYys/edit?usp=sharing](https://docs.google.com/document/d/1eWtqdFoPEG6o-bDWtiMHSeLU_uVmoTuuwNubiwleYys/edit?usp=sharing)

UH Faculty Agreement

<http://www.uhpa.org/contracts/contract-2009-2015/2009-2015-faculty-contract/>

Article XII, Tenure and Service

<http://www.uhpa.org/contracts/contract-2009-2015/article-xii-tenure-service/>

UH Faculty Mentoring Program

<http://www.fmp.hawaii.edu/>

## **On-site documents referenced in this chapter**

ICS Faculty Workload Report



## Standard IV. Students

### Introduction

In our 50 years of existence, the LIS Program has graduated 1,628 students. They serve, have served and will serve in public, school, academic and special libraries, museums and archives, and other professional information environments in Hawai'i, the US mainland and throughout the world. We estimate that our graduates constitute at least half of the information professionals in Hawai'i, many serving in leadership positions in the UH Libraries, the Hawai'i State Public Library System and the Hawai'i Department of Education among many others.

Professionals take their first steps as students. We recruit diverse individuals, support and involve them in all aspects of the LIS Program, provide multiple pathways for them to craft individualized programs of study en route to the MLISc degree, and challenge them to understand, confront and help solve current and future information problems.

***IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.***

Our philosophy and policies concerning students grow out of our mission:

*We educate leaders in the information professions. Through research, teaching and service, we contribute to knowledge, solve problems and prepare individuals to thrive in diverse information environments, with an emphasis on Hawai'i and the Asia-Pacific region.*

We pride ourselves on being student-centered and inclusive, from the time of prospective students' first contact with the Program, through application, orientation and advising, coursework and internships, and into their careers as LIS professionals.

### Policy formulation

Policies related to recruitment, admission, financial aid, placement, and other student-related issues align with those of the UH Mānoa [Office of Graduate Education](#), and are considered in the context of our strategic plan. Policies we wish to implement or change based on regular program assessment are discussed and formalized at monthly faculty meetings and annual planning sessions, both of which are attended by LIS student association representatives. Students also participate in LIS Program Committees that develop policies and plans consistent with our mission and goals, and alumni and other stakeholders participate in policy formulation via membership on the LIS Advisory Board, and via regular surveys. Meeting minutes demonstrating student participation will be available on site.

We also formulate policy by staying connected to our research and professional communities, and by regular contact with colleagues in other units across UH, and in LIS programs throughout the world. We keep abreast of advances in recruiting, marketing, Web presence and distance education options to name a few, and use this competitive intelligence as input to policy discussions.

We have wide latitude to conceive and implement our own policies, but when they require resources beyond the program level, policy decisions are approved by the ICS Department Chair, the Dean of the College of Natural Sciences and/or the Dean of Graduate Education, as appropriate, then shared with the broader community via email lists and the LIS website.

## Recruitment and admission

Convincing prospective students to consider attending graduate school in Hawai'i may not seem like a particularly challenging task, and for local, mainland and international students we have relied perhaps too heavily on our geographic advantages in recruiting. Many local students appreciate having an ALA-accredited program close to home, and those who wish to serve the local community as professionals find a particularly hospitable environment in our program. Indeed, data from student applications indicates that one of the most important factors applicants consider when deciding to apply is a word-of-mouth recommendation from current students and/or alumni. Our students and alumni have always been our best ambassadors, and we actively keep in contact with them through alumni events, faculty involvement in professional organizations and conferences, newsletters such as the Hawai'i Association of School Librarians (HASL) newsletter, and student and alumni listservs.

However, word-of-mouth recruitment works both ways. During the first half of the review period, the broader economic downturn resulted in fewer professional positions coming open in public, academic and school libraries in the state, and this trend was reflected in non-library environments as well. Prospective students who wished to remain in Hawai'i as LIS professionals might hear complimentary reports about the LIS Program, but still hesitate to apply when students and alumni shared their valid concerns about the job prospects awaiting them. During this time, faculty members discussed whether it was appropriate to actively recruit new students in this environment. Losing LIS staff and student support positions at various times during this period, both of which provided recruitment and placement assistance, also lessened our overall recruiting efforts. While our enrollment numbers remained relatively steady from 2008-2012, between 86 and 101 students, they fell sharply in 2013, to 66 students.

Since then, LIS faculty and ICS Assistant Faculty Specialist Gerald Lau have undertaken a number of recruitment and outreach efforts. Gerald attends career fairs at most of the high schools and undergraduate and community colleges throughout the state, and distributes LIS Program brochures at these events, sometimes assisted by LIS alumni. Though he is primarily focused on recruitment for the ICS undergraduate degree during these visits, he also has the chance to speak with teachers, teaching assistants and library workers who express interest in LIS. Many of Andrew Wertheimer's recruiting efforts target underrepresented groups, such as:

- Attending various graduate and career fairs at UH Mānoa
- Offering a graduate career talk at the School of Hawaiian Knowledge
- Attending a fair for Native Hawaiian high school career counselors (along with Alu Like, Inc).
- Sending posters customized to dual degrees
- Appearing on an hour-long local public access TV program to talk about the program
- Meeting (along with Noriko Asato) with two potential students living in Japan

Violet Harada has held informational coffee hours on campus and contacted a number of school libraries in the state to encourage staff without MLIS degrees to consider our program. As Chair of the Interdisciplinary PhD Program in Communication and Information Sciences, Rich Gazan advises prospective applicants who must complete a master's degree before entering the PhD program to consider LIS, and PhD-oriented LIS graduates to consider CIS. Other faculty advocate for the program and raise awareness in different communities on and off campus.

One of our most important recruitment efforts was co-sponsoring the conference on Native Hawaiian Librarianship in 2013 and 2014, along with Nā Hawai'i 'Imi Loa and the Hawai'inuiākea School of Hawaiian Knowledge. Over 500 undergraduate students from a variety of majors, most of Hawaiian ancestry, were introduced to the potential of libraries and archives through interactions with our students and faculty. This is part of a larger effort to nurture the establishment of a Native Hawaiian



Librarians' Association, which could be a partner in recruiting and mentoring new students, in accordance with our strategic plan.

In 2014, we organized a new Outreach Committee headed by new faculty member Rae-Anne Montague and LIS Program Coordinator Christian DeLay, and recruiting is one of the committee's primary goals. Following our strategic plan, as we create and introduce tracks in Archives, Informatics, Indigenous Librarianship and Asian Studies Librarianship, we anticipate that these new tracks could allow us to offer a unique online or face-to-face degree, and serve as the basis for more targeted recruitment. Our 2014 enrollment rose 14% over the prior year, and enrollment has remained steady in 2015. We anticipate returning to or surpassing our prior enrollment levels once our recent efforts have had a chance to bear fruit. Admissions policies are explained in detail in section IV.3, and placement policies and services are discussed in IV.6.

## Tuition

Tuition rates are set by the University of Hawai'i Board of Regents, which is appointed by the Governor and approved by the State Legislature. The Regents strive to keep tuition low enough to make education affordable to the people of Hawai'i, while needing to address increasing costs in areas such as salaries, infrastructure and energy, in an environment of declining public funding for higher education. The per-semester full-time tuition for graduate students has increased for the period under review (Table 4-1).

**Table 4-1 Mānoa graduate full-time semester tuition, 2008-2014**

	09-10	10-11	11-12	12-13	13-14	14-15
Hawai'i resident	4464	4980	5496	5796	6168	6624
Non-resident	10776	12084	13392	14076	14940	16008

Source: [UH System Policy EP 6.201](#)

## Financial Aid

Financial aid is administered by UH Mānoa [Financial Aid Services](#). Students can apply for financial aid, student loans, scholarships and grants through a single portal, monitor their accounts and receive support from financial aid staff.

The LIS Program has a number of student scholarships available, and we provide information about these and other funding opportunities on our website and via the student listserv. Scholarships awarded to LIS students include:

- Mānoa Achievement Scholarship (\$1000-\$3500+)
- H.W. Wilson Scholarship (\$2000)
- Friends of the Hilo Library Scholarship (\$1000)
- Friends of the Libraries, Kona (\$1000)
- Hawai'i Library Association (\$1000)
- Hawai'i Association of School Librarians (H.A.S.L.) Scholarship (\$500)
- Ralph R. Shaw Memorial Award (\$500)
- LIS Alumni Group Student Award (\$500)
- Mary Edward Professional Award (\$500)
- Beta Phi Mu – Xi Chapter Scholarship (\$250)
- Maui Friends of the Library Scholarship (varies)

We also maintain a list of [national scholarship opportunities](#) related to LIS, and an e-mail list dedicated to sharing information about other sources of financial support. The UH Office of Graduate Education maintains a wide-ranging list of [financial support opportunities](#), and the [Work@UH](#) site provides access to system-wide graduate assistantship and staff employment opportunities, many of which come with tuition waivers. Other student employment opportunities (mostly hourly) are available via the [Student Employment and Cooperative Education](#) site.

Additionally, several faculty members have submitted grant proposals that would provide stipend and tuition assistance to LIS students.

### Student Enrollment and Demographics

According to the 2012 *ALISE Statistical Report*, the UH LIS Program is among the smallest LIS programs. Only Iowa (with 59 students), St. John's (75), and Puerto Rico (90) had fewer students than our 96 students in Fall 2011.

The majority of our students take courses full-time (FT) or part-time (PT) on the Mānoa campus, which allows them to assume an active role in governance, and to participate in the many professional student associations on campus. In Fall 2014, 37% (28 students) were full-time, and 63% (47 students) were part-time. Most students (93% in Fall 2014) live on the island of Oahu, and the remainder reside on Kauai, Maui or the Big Island of Hawai'i.

Student enrollment and demographic data inform policy formulation. Each fall, the LIS Program gathers demographic data from student records for the annual ALA/ALISE surveys. All data and statistics in this report, unless otherwise specified, are based on data from the University of Hawai'i System and the UH Mānoa [Institutional Research Office](#).

In support of the university and LIS program missions, we make every effort to recruit and admit students who are residents of Hawai'i, and those with Native Hawaiian ancestry. We also attract students from the US mainland and international students, mostly from the Asia-Pacific regions. In Fall 2014, 64 of our 75 enrolled students (85%) came from Hawai'i, compared with 67% of all UH Mānoa students who are Hawai'i residents (Table 4-2).

**Table 4-2 Enrollment Data by Residency of Applicants, 2008-2014**

	2008	2009	2010	2011	2012	2013	2014
Hawai'i resident	55	53	56	59	74	44	64
US mainland	33	30	29	32	24	22	8
International	8	3	5	5	3	0	3
Total	96	86	90	96	101	66	75

The drop in applications from the US mainland is concerning from a diversity standpoint, but understandable given the ever-higher cost of living here. We also speculate that students who might otherwise apply here are choosing to pursue online degree programs in greater numbers.

### Diversity

In Hawai'i, we live in an environment of vibrant diversity, which we embrace as one of our core strengths. Our students come from such a wide variety of backgrounds, both within and among different individuals, that we view strict categories of ethnicity with a mixture of respect and bemusement. But whatever the label, diversity enriches our interactions and the overall educational experience (Table 4-3).

**Table 4-3 LIS Enrollment Data by Ethnicity (ALISE Statistical Report), 2008-2014**

	2008	2009	2010	2011	2012	2013	2014
Hispanic/Latino	2	3	0	1	4	3	2
Native American/ Alaskan	0	1	1	1	1	0	0
Asian	50	37	51	26	28	20	19
Black American	1	1	0	1	1	0	1
Native Hawaiian/ Pacific Islander	[*]	[*]	[*]	15	6	4	7
White	34	30	33	28	38	33	22
2 or more	[*]	[*]	[*]	19	18	5	21
Unknown	1	11	0	0	2	1	0
International	8	3	5	5	3	0	3
Grand Total	96	86	90	96	101	66	75

[\*] **Note:** ALISE/ALA did not include “Two or more races” or “Native Hawaiian/Pacific Islander” as approved categories until 2011.

Although ALA and ALISE looks at diversity regarding US and Canadian census data, the University of Hawai‘i System identifies ethnicities more specifically, as a way to both assess our diversity and recruit students from more underrepresented groups (Table 4-4).

**Table 4-4 Comparison of ALA/ALISE and UH ethnicity data**

ALA/ ALISE Statistical Category	Total LIS Enrollment (Fall 2014)	University of Hawai‘i Ethnic Data Statistical Category	Total LIS Enrollment (Fall 2014)
Hispanic/Latino	2		2
Native American/ Alaskan	0		0
Asian	19	Chinese	2
		Filipino	1
		Indian	1
		Japanese	8
		Korean	2
		Vietnamese	1
Black American	1	African American	1
Native Hawaiian/ Pacific Islander	7		
		Native Hawaiian	6
		Part Native Hawaiian	[*14, reported under “2 or more”]
		Micronesian	1
White	22	White	21
2 or more	21	2 or more (including 2 or more Asian ethnicities)	26
Unknown	0	Unknown	0
International	3	International	3
Grand Total	75	Grand Total	75

According to UH data, 26.6% of LIS students are Native Hawaiian or Part Native Hawaiian, which is much higher than the 4.8% of enrollment on campus. We are at the average rate for African Americans on campus (1.3%), but below the campus average of 8.2% for Hispanics with

2.6%. Additionally, 25.3% of our students are Asian American (including those who reported as being Asian, two or more races), which is below the campus average of 39.4%.

While we might pat ourselves on the back for being among the most diverse LIS programs in the US (with only 28% of students reporting as being White), we realize that if we take Hawaii's ambient diversity as a baseline, we could still do more to identify, recruit, retain and place students from underrepresented groups. We are successfully reaching some groups such as Native Hawaiians, but could improve our recruitment of African Americans, Filipinos, Hispanics, Micronesians and other underrepresented groups. We note the relatively low number of international students, but those who have attended have made memorable contributions, such as Ukkamsa, a monk from Myanmar who was awarded a prestigious East-West Center Fellowship. Our students also include a significant number of US citizens who have studied or lived overseas. Our gender diversity has remained relatively constant, at around 80% female (Table 4-5).

**Table 4-5 Enrollment Data by Gender, 2008-2014**

	2008	2009	2010	2011	2012	2013	2014
Male	19	18	20	20	25	15	12
Female	77	68	70	76	76	51	63
Total	96	86	90	96	101	66	75

*IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.*

We maintain comprehensive program information on the [LIS website](#), under the following general headings:

- [About us](#): Our vision, values and mission, current and archived strategic plans, student learning outcomes, yearly assessment reports, accreditation information, committee structure, facilities and program history
- [Students](#): Tuition, financial aid, housing, residency and employment/placement information, as well as program and university policies and professional expectations
- [Program](#): Admissions, degree requirements, tracks and areas of emphasis
- [Courses](#): Schedules, course descriptions, current and archived syllabi, advising and registration information
- [Faculty](#): Overview of faculty interests and expertise, with links to individual faculty pages, and LIS Advisory Board information
- [Organizations](#): Links to local, national and international student and professional organizations

For the majority of the review period, the LIS website was designed and maintained by a student-run Web Team, who updated site information in response to faculty and student requests. While this was an effective learning experience for the students who volunteered for the Web Team, migrating to a WordPress platform made frequent site updates easier, and they are now handled by the LIS Program Coordinator, Chair and some faculty members directly.

We also actively disseminate information via the LIS-STU listserv, which includes all currently enrolled classified graduate students. The primary function of LIS-STU is to distribute official

announcements, although any LIS student can post to the list. We also distribute paper tri-fold brochures with basic program information in the LIS office and at recruiting events.

The LIS Chair and Program Coordinator are the official points of contact for questions about the Program from people inside and outside the University. Both respond to inquiries about admission and degree requirements from current and prospective students, as well as more personal queries such as moving logistics. The LIS Chair is the primary liaison with department and university administration, and all faculty maintain working relationships with other units across UH, as well as professional associations and hiring organizations. The LIS Chair represents the program at ICS Department meetings, at College of Natural Sciences meetings of department and program chairs, and to the Office of Graduate Education. The LIS Chair often represents LIS in other capacities as well, for example by serving on the Mānoa Faculty Senate, Graduate Council and other university organizations and committees. In this central role, the LIS Chair has access to the “coconut wireless,” the island equivalent of the professional grapevine, which is an important source of information for faculty and students alike.

In Fall 2014, we were very fortunate to hire a full-time LIS Program Coordinator, Christian DeLay, who is an alumnus of the program with ten years of professional experience. He is based in the LIS office, regularly fields walk-in, phone and email inquiries about all aspects of the LIS Program, and is an indispensable hub of information and support for students.

We have recently established an Outreach Committee to explore new modes of physical outreach such as site visits and electronic communication via Facebook, Twitter and other channels. In the 2009-2014 Graduating Student Surveys, students have consistently reported strong agreement (average 5.35/6) with the statement: “access to general information about the Program.”

*IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.*

Admissions standards for MLISc students reflect [admissions requirements](#) established by the University of Hawai'i at Mānoa Office of Graduate Education, and qualifications set by the LIS faculty.

### Office of Graduate Education requirements

#### Undergraduate Degree

A (four-year) bachelor's degree from an accredited college or university in any major. There are no course prerequisites to enter the LIS Program.

#### Scholastic Ability

Evidence of above average scholastic ability and promise for successful graduate study, shown by graduation with a 3.0 (B) average or higher.

### LIS Program requirements

The LIS Program established the following additional requirements, which are stated on both the LIS and Office of Graduate Education websites:

- Evidence of professional promise as shown in two letters of reference submitted with official UHM Applicant Recommendation Forms (Appendix 4-1).
- GRE General Test scores are recommended. Subject area questions are not requested.
- Basic computer literacy as evidenced from computer courses for credit, or non-credit experiences such as workshops, on-the-job training, etc. Applicants self-report their experience with five required and six desired skills on the LIS Applicant Information Form (Appendix 4-2). Students with insufficient computer literacy skills are encouraged to attend workshops on campus or take basic computing classes offered at UHM.
- A written Statement of Objectives helps the Admissions Committee to evaluate the student's ability with composition (writing and logic) as well as helps us to understand the student's perception of the LIS field.

During the period under review, we decided to remove the GRE as an official requirement after it was discovered that it was a barrier for many applicants, especially local students from underrepresented communities. After conducting some research and conferring with the Dean of Graduate Education, we discovered that waiving the GRE is not uncommon among other research universities and other professional schools on campus.

For students who opt to submit GRE scores, we have intentionally not established an official minimum score requirement. We use GRE scores as one means of assessing an applicant's potential for graduate study. We also consider an applicant's personal commitment to the profession and their writing and communication skills, as evidenced by their statement of objectives and two letters of reference.

While we do not require candidate interviews for admission, we encourage prospective applicants to meet informally with the LIS Chair. These initial consultations help students with long-term planning, especially those who work full-time such as teachers who often need to schedule sabbaticals to complete coursework. If the Admissions Committee has questions about a student's application, phone interviews may occasionally be conducted.

#### *Additional Admissions Standards for International Applicants*

Most applicants whose native language is not English are required to take either the TOEFL (minimum score 600) or the IELTS (minimum score 6.0, or 7.0 if the student will be a teaching assistant). International students are exempt from this requirement if they are native speakers of English or have received within the last five years a bachelor's degree or an advanced degree from an accredited/recognized college in the United States, United Kingdom, Canada (except Quebec), New Zealand, Singapore, Australia, or Ireland.

International students are not allowed conditional admission, so the only exceptions to these requirements are made for Fellows of the East-West Center, which assists with their visas. To improve their English skills, these students take several courses in the University's English Language Institute (ELI), a service unit of the Department of Second Language Studies.

#### *Admissions Practice*

Admission decisions are made throughout the year as completed applications are processed, but students are formally admitted only during the fall and spring semesters. The priority deadline for completed applications is April 1 for the fall semester, and November 1 for the spring. The LIS

Program has no summer admissions, but allows students who will be admitted in fall to start in the summer as unclassified students.

The Office of Graduate Education collects admission packages from applicants, including official transcripts, GRE scores and the application fee, as well as materials required by the LIS Program, such as the Statement of Objectives and reference letters. Graduate Education filters out applications at this stage if they are below university requirements, such as a grade point average below 2.7. Once Graduate Education has a complete set of the required documents, it sends the package to the LIS Program. The Admissions Committee and LIS Program Coordinator are responsible for management of applicant records, and unite the file from Graduate Education with the LIS Program required materials.

During the period under review, the LIS Chair handled admissions, and consulted with faculty on an as-needed basis. In 2015, faculty agreed to form an Admissions Committee to serve this purpose. The Admissions Committee reviews all applications, and any cases that are considered borderline are shared with at least two other faculty members. One committee member mainly acts as an advocate for the student, while the other looks for red flags that would suggest denial of admission. Committee members review each case, and if they cannot agree, additional faculty are consulted. No students are involved in admissions discussions due to confidentiality.

Some criteria that would cause denial of admission include:

- A poorly written or conceived Statement of Objectives
- An inconsistent or poor academic transcript
- Career goals that would be better achieved in a different degree program
- Weak or unconvincing reference letters

Applicants may be granted conditional admission (also referred to as admission by exception or petition) if they have not yet completed all requirements. Students who correct the deficiency and maintain a 3.0 GPA are moved from conditional status to regular admission status. Table 4-6 shows the numbers of students who applied, were admitted, and enrolled:

**Table 4-6 LIS Applications and Admissions, Fall 2009-Spring 2015**

	Applied	Admitted	Admitted %	Enrolled	Enrolled %
F2009	28	23	82.14%	16	57.14%
S2010	64	47	73.44%	26	40.63%
F2010	29	19	65.52%	11	37.93%
S2011	61	49	80.33%	28	45.90%
F2011	11	4	36.36%	4	36.36%
S2012	82	66	80.49%	42	51.22%
F2012	29	21	72.41%	17	58.62%
S2013	39	31	79.49%	18	46.15%
F2013	12	9	75.00%	4	33.33%
S2014	42	33	78.57%	22	52.38%
F2014	19	14	73.68%	12	63.16%
S2015	44	41	93.18%	27	61.36%
Total	460	357	77.61%	227	49.35%

Of 227 students who enrolled during the review period, 24 were admitted by exception or petition. Of these, 12 graduated, 4 withdrew, and 8 are still enrolled. Their 75% rate of success in completing the program is comparable to that of the overall graduation rate (87%). A summary report of students admitted by exception from 2009-2015 will be available on site.

While the percentage of admitted students who enroll is lower than we would like, most of these applicants are mainland students who must surmount the higher nonresident tuition and the much higher cost of living in order to attend. Also, we cannot offer the same level of financial support as competing schools, which is true for graduate programs across the university. With these challenges, students who do attend from elsewhere are highly motivated to do so.

The vast majority of students taking LIS courses at UH are considered classified students, who are working toward a specific degree, the MLISc. Other classified students take LIS courses toward the CALIS certificate, CIS PhD or other graduate degree. The remaining students are unclassified students, who have been admitted to the University by the Office of Graduate Education or Outreach College, but not to a specific degree program.

The LIS Chair, on behalf of the Admissions Committee, sometimes advises potential students to take LIS courses as unclassified students, as a way of considering whether the MLISc is the right degree for them. The unclassified option also allows students who did not meet the undergraduate GPA requirement to take 12 credits (4 courses) and receive a 3.0 or higher in order to be considered for admission. Upon admission, previously conditional students can petition to have their LIS coursework applied to their MLISc degree requirements.

*IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

A coherent program of study encompasses more than just the curriculum. We strive to create a learning environment where students have a balance of structure and freedom along with supportive feedback to create and complete individualized programs of study. According to the 2009-2014 Graduating Student Surveys, students have consistently expressed a high level of satisfaction with faculty guidance and academic advising, with average ratings of 4.96 out of 6.

The Program offers students many opportunities to explore diverse aspects of the LIS field, including [areas of emphasis](#) linked to particular professional environments:

- [School Library Media Specialist](#)
- [Academic Librarianship](#)
- [Archival Studies and Special Collections Librarianship](#)
- [Hawaiian/Pacific & Asian Resources](#)
- [Library Automation/Information Technology](#)
- [Public Librarianship](#)
- [Special Librarianship](#)

We also offer [internships](#) and practica with a variety of local institutions, independent study and thesis options, as well as options to pursue [dual degrees](#) with nine other units on the UH campus.

## Advising

Admitted students are assigned a faculty advisor based on the statement of interests they complete as part of their application. Students are introduced to all faculty members at the New Student



Orientation, meet with their assigned advisor for the first time on that day, and enroll in their first courses. They also have the opportunity to be welcomed into the LIS community by other students, primarily members of student organizations, and have informal conversations about the breadth of possibilities the LIS Program affords.

Students are required to contact their advisors at least once a semester, though many meet more frequently in order to review accomplishments and to develop, articulate and realize their career goals. Advisor approval is required before students can register for courses each semester, and advisors make notes of each meeting in the student's file; anonymized samples will be available on site. Students are free to change advisors at any time, and are welcome to seek guidance from all faculty members, as well as the LIS Program Coordinator, a graduate of the LIS program.

Draft course schedules for the upcoming semester are released several weeks before registration begins, posted on the LIS website and announced to students via the LIS-STU listserv. An advising sheet (Appendix 2-16) is used at each advising session to discuss the range of possible courses available in the upcoming semester, and during spring advising, the summer session as well. The advising sheet is submitted to the LIS Program Coordinator when agreed upon by both the student and their advisor, and used by the LIS Program Coordinator to authorize students to enroll in their chosen courses. Students bring to advising sessions their updated academic journey transcripts, and this official record is used to check the record of courses taken maintained in the student file for general track and School Library Media students (Appendix 4-3).

We encourage students to build their professional networks and seek external evaluation of their work through conference attendance and presentations, student paper competitions, and professional publications. Student folders also include sections to record professional memberships, conference attendance and presentations, and publications (Appendix 4-4).

Through face-to-face advising, e-mails, and the LIS-STU listserv, students keep up to date. They are encouraged to explore options by taking graduate level courses in other university departments, as well as develop independent study and directed reading projects (Appendix 2-11).

### Enrollment in non-LIS courses

In consultation with their advisor, students also develop individualized programs of study by taking courses in other departments (Table 4-7). High enrollment in particular areas (e.g. Law in 2011-12) sometimes indicates when several students are completing dual or concurrent degrees in the area.

**Table 4-7 LIS student enrollment in non-LIS courses, 2009-2014**

	% of LIS students who took a non-LIS course	Most common departments (number of enrolled LIS students)
2009	27%	ICS (21), Educational Tech (4), History (4)
2010	11%	American Studies (5), ICS (5), Hawaiian Studies (4)
2011	15%	ICS (13), Law (8), Educational Tech (5), Hawaiian Studies (5)
2012	18%	Law (19), Music (12), Hawaiian Studies (8), Asian Studies (5)
2013	20%	ICS (7), Educational Tech (6), History (6)
2014	17%	Asian Studies (6), Hawaiian Studies (6), ICS (6)

## Evaluation

To provide a consistent evaluative framework across the curriculum, faculty members are required to state how their courses address LIS Student Learning Outcomes in their syllabi. As a culminating experience, both the thesis and oral comprehensive exam require students to develop and articulate their individual research and career interests. Our philosophy and practice of outcome-based assessment and evaluation is detailed in the Curriculum chapter.

## Student life

One of the foundations for success in the LIS Program, particularly for new Hawai'i residents, is a successful transition to our unique environment. The process of moving to Oahu is challenging and expensive, and getting students oriented to the realities of life here, both before and upon arrival, is a critical element of support. We provide guidance to prospective students via the LIS [Aloha Guide](#), which includes sections on moving, shipping, housing, health care, child care, public transportation, pets, driver's license and many other aspects of Hawai'i life. Before the start of every semester, the LIS Program also holds a New Student Orientation for each incoming cohort. Students are briefed on program standards and requirements, introduced to faculty members and continuing students, and given the opportunity to ask questions in a welcoming environment.

## Disability services

In Hawaiian, *kokua* means support. The [KOKUA Program](#) (*Kahi O Ka Ulu 'Ana* - "The Place of Growing") is the primary campus unit responsible for providing academic access services to students with special needs, with the goal of equal access to educational, co-curricular and other opportunities for all students. The KOKUA Program has helped some LIS students with note-taking skills, library use, and other instructional assistance. Instructors with self-identified special needs students in their courses are alerted via a confidential and non-specific notification from the KOKUA Program, providing both the student and the instructor a channel of communication before the course begins. Thus, accommodations can be made as needed. The KOKUA Program has referred a number of non-traditional students to our program based on our record of success supporting students with various disabilities. In addition, the Center for Adults Returning to Education (CARE) supports nontraditional students through the offering of academic skills workshops and academic counseling. The Mānoa Writing Program also offers workshops and individual consultations to help with written language issues.

## International student services

UH Mānoa [International Student Services](#) offers international students assistance with visas, enrollment, advising, employment, scholarships and health insurance among many other services. ISS also offers programs and services designed to support cultural adjustment for international students, including mentoring services.

## Placement services

To assist students with career guidance, the LIS Program maintains a jobs mailing list (LIS-JOBS), and both the ICS Department and UH Career Services operate webpages where professional job openings are posted:

- ICS job postings: <http://www.ics.hawaii.edu/careers/>
- LIS job information: <http://www.hawaii.edu/lis/students/employment/>
- UH Mānoa Career Services: <http://manoa.hawaii.edu/careercenter/>

In addition, UH Career Services provides resume consultation and workshops on interviewing. LIS-JOBS is maintained by the LIS Program Coordinator, though faculty, students and alumni can post job opportunities as well. These announcements are primarily for positions in libraries and archives, but also in other organizations seeking employees with LIS skills. The LIS Program Coordinator also offers students individual resume editing suggestions and interview practice.

Guest speakers are frequently invited to speak on campus by student organizations, and they share career guidance (Appendix 2-14). It is also built into coursework, as students are encouraged to shape a career vision and a professional, service-oriented philosophy. Individualized career guidance takes place via internships, practicum experiences, and advising, generating professional relationships that extend beyond a student's first job. Graduating students report consistent satisfaction regarding job information, with average ratings of 5.08/6 between 2009-2014.

Before, during and after students' time in the LIS program, the core of effective advising is creating and maintaining good relationships. Many graduates remain in contact with advisors and other faculty members for professional reasons such as asking questions about job openings, interview strategies, and negotiating job offers, but also just to keep in touch. Graduating students rate faculty availability and rapport with students highly, averaging 5.24/6 between 2009-2014.

One advantage of the comparatively small size of the LIS program is the opportunity for extensive classroom and informal contact among faculty and students. Our renovated location in Hamilton Library provides comfortable and functional space for formal and informal gatherings and collegial information exchange.

***IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.***

From their first day in the LIS program, when new students are greeted by continuing students who coordinate orientation, to their last evening celebrating their accomplishment at the student-run graduation dinner, students actively shape the environment of the LIS program.

The student-centered nature of the orientation program, graduation dinner and many activities in between demonstrates the importance we place on student participation in shaping the learning experience. Through formal membership on program committees, representation at monthly faculty meetings and strategic planning sessions, and graduating student and alumni surveys, students have a voice in program policies and decision making. We discuss several examples of student participation on the LIS Curriculum Committee in the corresponding chapter of this presentation, but students participate on other program committees as well. For example, for Open Access Week, student members of the LIS Research Committee conducted open access workshops on the Mānoa campus, introduced students and faculty to the ScholarSpace institutional repository and established an information table, both at UHM and on a sister campus on the island of Hawai'i.

Overall, from 2009-2014, 87.2% of students participated in one or more student organizations, and roughly half of those (43.4% overall) held leadership positions (Appendix 2-2). Additionally, during 2009-2014, 51 students (26%) made presentations at domestic or international conferences, many in conjunction with their activities in student and professional organizations, some of which are described in this chapter.

## Student organizations

Student-run organizations regularly organize and conduct LIS student activities. Each association has an LIS faculty advisor, who attends board meetings and selected activities. The associations have a constitution, officers, and membership. They are officially designated as Recognized Independent Organizations (RIO) by campus authorities, which allows them a website, e-mail account, and permission to use other campus facilities. The LIS Program provides student organizations with space on our bulletin board for announcements, [informational pages](#) on our website, and collaborative information sharing via LIS listservs and social media.

### *Hui Dui (Advisor: Rich Gazan)*

Hui Dui is a student-run organization exclusively meeting the needs of LIS students, akin to Library and Information Science Student Associations at other schools. All students are automatically Hui Dui members once admitted to the Program. The name itself comes from the Hawaiian word for an association (*Hui*), and Melvil Dewey's preferred spelling of his name (using simplified English). Students came up with the name in the 1970s, just after the school was established, in order to assure student representation.

At the start of each semester, Hui Dui coordinates New Student Orientation. It is a chance for new students to meet other students and representatives from many of the professional associations in Hawai'i, learn about the LIS Program, and meet faculty for initial advising. Hui Dui officers plan the entire program, from working with speakers to arranging breakfast, lunch and a library tour. New students are greeted by continuing students who check them in and guide them to the diner and common space, where they have time to talk informally before the official program begins. When all have arrived, leaders of student organizations and other continuing student volunteers lead icebreaker activities, where students meet and introduce one another. During the orientation program, continuing students discuss practical aspects of LIS student life, and opportunities for participation and leadership in student and professional organizations. Hui Dui also takes photographs of incoming students, and students on the Web Team typically offer workshops on registration, e-mail, and database use. By having continuing students lead the event, it shows new students our ethos of leadership and service.

Throughout the year, Hui Dui conducts fundraising activities, including the student laser printer with a per-page cost, and the LIS Diner (snack bar). Hui Dui officers buy paper, toner, and snacks in bulk and resell them at low prices in order to provide reasonably priced alternatives to campus printing and food options, and to raise funds for the graduation dinner. Hui Dui is integral to the social life and administration of the LIS Program, and the Hui Dui President or representative usually attends faculty meetings.

Hui Dui also oversees the LIS lending library, which then-student Caitlin Nelson established in 2005 to help students share textbooks. The lending library is made up entirely of books donated by students, alumni and faculty, and has evolved from textbooks to become a small, eclectic collection. Students can check out books from the lending library on an honor basis.

At the end of each semester, Hui Dui coordinates a graduation dinner. This is usually held at an elegant restaurant shortly before commencement, and serves as both an awards ceremony and a fond farewell to graduating students. Graduating students are invited to attend free of charge, while family members, current students, faculty, adjuncts, and friends pay a cost covering basic expenses.

### *Nā Hawai'i 'Imi Loa (advisor: Andrew Wertheimer)*

Nā Hawai'i 'Imi Loa (NHIL) was established in 2012, with a mission to serve the Hawaiian community by strengthening the Native Hawaiian presence in the Library and Information Science profession,

and by building the capacity of the Hawaiian community in Library and Information Science practices.

NHIL has been very successful in raising interest in their mission by hosting events such as Ho'okele Na'auao, an annual symposium. The LIS Program co-sponsored the first two conferences, along with NHIL and the Hawai'i inuiākea School of Hawaiian Knowledge. The conference attracted around 400 people, especially from the Kānaka Maoli (Native Hawaiian) student population and community. NHIL secured funding from a variety of sources to bring in well-known speakers on indigenous librarianship from New Zealand and other areas. Many of the new applicants said that they learned about LIS from this conference.

NHIL has also offered several community archival workshops, usually one or two each year, sometimes in partnership with other professional and community organizations. Members have also participated in international indigenous LIS meetings, such as the Association of Tribal Archives, Libraries, and Museums.

#### ***LIS Web Team (advisor: Diane Nahl)***

Although the Web Team ended operations in 2014, it played an important part of the LIS Program in the period under review. The Web Team dates back to the Fall 1996 creation of the LIS website, and has been a source of pride among faculty and students, as well as a space for students to demonstrate technology, design and teaching skills.

While the members of the Web Team maintained and evolved the LIS website, they made a much broader impact by offering workshops each semester, on topics suggested by other students. These included: basic HTML, creating an e-portfolio, an how to create a poster in PowerPoint for a poster conference. The Web Team also created several video tutorials they uploaded to their YouTube channel, one of which went semi-viral: [How to embed a YouTube video into a PowerPoint presentation](#) has received over 110,000 views as of March 2015.

#### **Student chapters of professional associations**

The following student associations are recognized by their respective national associations as qualified student chapters.

##### ***American Library Association Student Chapter (ALA-SC) (advisor: Andrew Wertheimer)***

Founded in 1992, the UH American Library Association Student Chapter (ALA-SC) offers educational programs, such as brown bag talks by faculty, visiting librarians, and LIS scholars (Appendix 2-14).

ALA funds an annual "Student to Staff" award, which pays registration, housing, and per diem for meal expenses at ALA's annual conference. The ALA-SC has sent a Student to Staff recipient to the ALA conference every year since 2004. Students can apply to the Graduate Student Organization (GSO) for additional support to help defray the expensive transportation costs between Hawai'i and the conference location on the mainland. After returning, the student usually offers an informal talk on the experience, sharing tips and recent trends.

The ALA-SC fosters camaraderie among students by organizing socials, such as an annual beach outing called "Beach Blanket Boolean." Of course, ALA-SC is about more than fun and educational programs. The chapter also has a Service Committee Chair who attends each ALA-SC meeting. Almost every semester the Committee selects a service activity that benefits either the profession or the community at large. Examples include a collection management workshop which helped sort books to be donated to the Federated States of Micronesia (2013), assisting Hui Dui with Operation Shoebox to donate items to troops (2014), and running a book drive for Kenya (2015). In addition,

ALA-SC in recent years has raised awareness for Banned Book Week with public programming, exhibits, reading of banned literature, and even a TV appearance.

ALA-SC also tries to support students on neighbor islands. It sponsors socials for neighbor island students at Hawai'i Library Association conferences (usually held during the main banquet, which many students find cost-prohibitive).

Since 2004, ALA-SC has presented an annual award to people who have "positively impacted librarianship in Hawai'i in terms of intellectual freedom, advocacy for libraries and librarians, professional education, and international relations." The award is named after LIS Emeritus Professor Sarah K. Vann, who was an international leader on intellectual freedom, library history, international librarianship and intellectual freedom.

#### *Association for Information Science and Technology Student Chapter (ASIS&T-SC) (Advisor: Luz Quiroga)*

The University of Hawai'i is one of approximately 35 campuses worldwide to have a student chapter of ASIS&T. The chapter advances research on information science and technology through brown bag lectures and tours. Some of these activities are in parallel with course guest lectures, while others are entirely student generated, such as a recent workshop on visual design.

Until late 2014, the UH student chapter of ASIS&T and SLA often met and worked together as SLA-ASIS&T. Since 2010, SLA-ASIS&T has conducted a yearly poster conference on the UH campus, which gives students the chance to translate their coursework and research into a poster that they present as they would at a national or international conference. The posters are judged by faculty and professionals. The event was so successful that in 2014 it was incorporated into the Hawai'i Library Association annual conference. Other activities hosted by SLA-ASIS&T during the review period include:

- Make an App Workshop (Fall 2014)
- Open Educational Resources Chat with OER Librarian Sara Rutter (Fall 2014)
- TechBytes Workshops and Webinars (2012-2014)
- Meet with Professionals Mixer (Spring & Fall 2014)
- Meet with Professionals Astronomy Library (2013)
- Tour of Sunset Library Tour (Spring 2014)
- Tour of Sergeant Rodney J. Yano Library (Spring 2013)
- Tour of Bishop Museum (2012)
- Fall Book Sale (2012-2013)

#### *Special Libraries Association Student Chapter (SLA-SC) (Advisor: Rich Gazan)*

In addition to the above activities conducted when the SLA and ASIS&T student chapters were merged, SLA-SC works closely with the active local Hawaii-Pacific Chapter of SLA, which assists with recruiting and matching students with professional mentors. The SLA Student Chapter organizes several tours each year, including the Laka Me Lono Resource Center at Kamakakuokalani, Hawai'inuiākea School of Hawaiian Knowledge, Sunset Reference Center at the School of Travel Industry Management, and the Hawai'i State Supreme Court Library. They also sponsor social events and brown bag presentations related to special libraries.

#### *Society of American Archivists Student Chapter (SAA-SC) (Advisor: Andrew Wertheimer)*

In 2007, several LIS students interested in archives began to organize an official student chapter of the SAA. Since then, the SAA chapter has engaged in community activities and service projects on Oahu and on neighbor islands, working with the collections of these and other organizations:

- Provincial Archives of the Congregation of the Sacred Hearts
- Shangri La Center for Islamic Arts
- Hawaiian Historical Society
- Jean Charlot Papers in the Jean Charlot Collection, UH Mānoa
- Lanai Culture & Heritage Center

SAA-SC has also arranged professional brown bag talks with local and visiting archivists and archival educators, such as University Archivist Dainan Skeem, Bron Solyom, Malia Van Heukelem, Helen Wong Smith, Andrew Wertheimer and Kelvin White. In order to bridge with local professionals, they invited alumni and members of the Association of Hawai'i Archivists (AHA) to an annual wine tasting event, presented posters at AHA conferences, and cooperated on a fundraiser to send SAA-SC students to the AHA conference.

#### ***LIS Alumni Group (liaison: Rae-Anne Montague)***

The LIS Alumni Group supports the LIS Program by fostering communication between graduates, current students and faculty. All LIS graduates automatically become members of the LIS Alumni Group.

The Alumni Group has an annual dinner in Honolulu, and also sponsors a table at the ALISE Cooperative Reunion at each ALA annual conference. In the past two years, alumni have also organized informal gatherings at the SLA annual conference. The Alumni Group is planning a celebration for the 50th anniversary of the LIS Program in September 2015, which will also inaugurate an Information Horizons lecture.

During the review period, alumni group communication has moved from print newsletters to a blog, flickr photostream, and Facebook account. Through these media and the formal alumni survey, we stay connected to our alumni, and their concerns are reflected in our strategic planning.

#### ***Beta Phi Mu – Xi Chapter (liaison: Andrew Wertheimer)***

The UH Chapter of the Beta Phi Mu LIS international honor society offers several programs designed to motivate and recognize student leadership. For example, Xi Chapter began offering a scholarship for students in 2007, and also maintains informal networking and mentoring of students through joint social engagements.

### **State Professional Associations**

Beyond their good work in student chapters, our students also play a major role in several state LIS associations:

#### ***Hawai'i Association of School Librarians (liaison: Rae-Anne Montague)***

The Hawai'i Association of School Librarians (HASL) invites an LIS student to represent the Program as an ex-officio member of the Executive Board. The student representative has time on the Board agenda at each meeting to contribute any announcements and concerns on behalf of LIS students.

HASL also provides two annual scholarships to LIS students. The organization involves students in conferences and service activities, such as reading at the HASL booth during the Hawai'i Book and Music Festival in May.

### *Hawai'i Library Association (liaison: Andrew Wertheimer)*

During the period under review, students have become increasingly active in the Hawai'i Library Association (HLA), which is the largest professional organization in the state. This has been a key strategic goal between the LIS Program and HLA leadership. Andrew Wertheimer has served as the ALA Chapter Counselor, an HLA Board position, for most of the period under review. To make this a continuing effort, the Board revised its constitution in order to create a new permanent officer position for an LIS student liaison. This position is selected by election of members of the LIS Program's ALA Student Chapter. Other continuing students and recent alumni have also invigorated the board.

The HLA board strives to empower students by offering a reduced membership price in cooperation with ALA, and subsidizes student attendance at the Annual and Spring conferences, so much so that the association loses money with each student attending. However, HLA considers this support an investment in the future, along with a \$1000 annual student scholarship.

The HLA has tried to give current students a greater visibility in conferences. At the most recent conference, LIS students were given a no-conflict time to present poster sessions. Several students also gave presentations at that conference, including:

- "Hawaiian Cataloging: Working Towards A Hawaiian Knowledge Based System"/ Koa Luke, Ruth Horie, Shavonn Matsuda
- "Navigating the Moving Image History of the Hokule'a Through 'Ulu'Ulu"/ Shavonn Matsuda, Heather Giugni, Stacy Naipo, Marisa Hayase
- "Ho'okele+Na'auao: Advocating for Preservation and a Hawaiian Place of Learning"/ Kauwela Valeho-Novikoff, Keikilani Meyer, Kelsey Domingo, Shavonn Matsuda, Keali'ikauila Niheu
- "YouTube and You: A Social Media Outreach Strategy"/ Kimberly Jackson
- "Uncovering the Hidden Treasures: Advocating for the Law Library's Collections"/ Kelsey Domingo, Cynthia Engle

In addition, ALA-SC has coordinated HLA's Silent Auction fundraiser, with part of the proceeds going to support various student chapter activities.

### *Hawaiian-Pacific Chapter of the Special Libraries Association (liaison: Ruth Pagell)*

Our students and alumni are also active in the Hawaiian-Pacific Chapter of the Special Libraries Association (HPC-SLA), the professional community that maintains close relations with the Student Chapter of SLA. HPC-SLA members hold an annual fall social for students and recent alumni called the Mentoring Mixer. Students rave about this event, which allows them to become mentored by senior SLA members. These events are usually held in the evening at a location near campus, so it can attract a variety of mentors from the profession as well as current students. Many students also attend the chapter's programs, which have included webinars and a guest talk on negotiating with library vendors.

### *Association of Hawai'i Archivists (liaison: Andrew Wertheimer)*

Like most professional associations in Hawai'i, the Association of Hawai'i Archivists (AHA) strives to mentor a new generation of local leaders within the profession. To encourage this, AHA created a board member position for an LIS student, subsidizes student conference registration, and established a student poster session. The current President of AHA began her term as President Elect while completing our degree.

LIS students frequently present at the AHA conference. For example, at the 2014 (AHA's 25th anniversary) conference, over half of the presentations were by LIS students, including: Pecha Kucha



Presentations by D. Keali'i Mackenzie (Pacific Queer/LGBT Archive) and Koa Luke (Developing Tools to Catalog Native Hawaiian Content), and Student Poster Presentations by Spring Storm Stoker (Dating Early Photographs) and Kimberly Jackson (The Challenges of Conservation and Preservation in Hawai'i).

#### *Hawai'i-Pacific Chapter of the Medical Library Association (HPC-MLA)*

Hawai'i is home to a small, but dedicated chapter of the Medical Library Association. They have strongly supported the LIS Program, inviting our students to MLA webinars, attending internship orientations, and encouraging students to apply for MLA scholarships. LIS students were especially involved in MLA when their national conference was held in Honolulu in 2009. The Chapter has often made an annual gift of professional medical literature to the Program, which either adds it to the Hamilton Library collection or Hui Dui's lending library.

#### *Graduate Student Organization*

The LIS Program has one elected representative and an alternate representative to the UH Graduate Student Organization (GSO), and the outgoing GSO president is an LIS alumnus. The GSO has an important role as the official voice of graduate students on campus. The organization is consulted by UH Mānoa administration on major policy issues, and the GSO Representative meets with the LIS Program Chair to discuss how GSO policy impacts LIS students. The current GSO Representative has been sending monthly updates to inform students on issues concerning students at large such as fees, tuition, campus administration, and social issues such as advocating for a non-smoking and sustainable campus.

An important function of GSO is providing travel grants. In recent years, LIS representatives to GSO have tried to address how GSO funding has been somewhat less responsive to students in professional schools such as LIS. This is partly because GSO views professional association meetings as less prestigious than academic research conferences, where fewer students in professional schools present research. Despite this, several LIS students have received funding in the past few years to attend annual conferences, such as ALA, SLA, and the Council on East Asian Libraries.

***IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.***

We collect the results of student achievement through a range of direct and indirect sources described in more detail in Standard II, Curriculum. They include:

- Performance-based measures: course grades, course assessment profiles, and oral exam ratings. A rubric to assess theses is currently in development.
- Self-reporting measures: course evaluations, graduating student surveys, student documentation of participation in professional activities
- Indirect program measures: average time to degree, graduation rate, course syllabi
- Longitudinal measures: alumni and employer surveys

By analyzing the results of these various assessments of student achievement we identify possible modifications and enhancements to the program.

We share a representative example that was generated by the updating of the LIS Student Learning Outcomes in 2009-2010. A cursory study of course syllabi and the course assessment profiles identified a gap area in SLO 5c, which at that time read as follows: "to enhance the Hawai'i-Asia-

Pacific components within the LIS curriculum.” To provide confirming data, the LIS Curriculum Committee conducted a detailed analysis of core and elective courses and confirmed the need for greater infusion of Hawai‘i-Asia-Pacific related assignments and readings into the curriculum. Also, a longitudinal analysis of the core curriculum was conducted across three years of students in the core LIS 650 management course, and the second most common suggestion (15/51 students) to better align the core curriculum with our SLOs was to require LIS 687 Hawaiian Studies Information Resources, or a similar course focused primarily on Hawaiian and/or indigenous content. Our process of integrating these diverse measures into program improvement is described in detail in section II.I, and outcomes have included:

- Faculty approved a list of [60 non-LIS courses meeting SLO 5c](#) that can be applied toward the MLISc degree on 17 January 2014.
- Both 2013 and 2014 tenure-track LIS faculty position advertisements included indigenous knowledge as a desired research and teaching area.
- Two dual-degree programs with the Hawai‘inuiākea School of Hawaiian Knowledge (Hawaiian Language and Hawaiian Studies) were developed, and implemented in 2015.

Additionally, new 693 Special Topics courses were also offered including Resources in Hawaiian and Pacific Librarianship taught by Stu Dawrs and Eleanor Kleiber, UHM librarians in the Hawai‘i-Pacific Special Collections, and Indigenous Librarianship taught by Loriene Roy, visiting professor from University of Texas at Austin and a respected international authority in indigenous cultural heritage.

LIS student organizations have also assumed a major leadership role in this area. They have organized symposia and brown bag sessions including the following: a round table discussion on indigenous curatorial practices, a symposium on digital resources for the study of Hawai‘i history and culture, and a talk on Honouliuli—the Japanese American internment camp on Oahu during World War II.

A crucial milestone has been the creation of a new student organization, Nā Hawai‘i ‘Imi Loa, which promotes the Native Hawaiian presence in library and information sciences practice. The new organization was instrumental in organizing the Ho‘okele Na‘auao Hawaiian Librarianship Symposium, a forum for Hawaiian stewardship practices in libraries and archives. Since participation in student and professional organizations is so closely tied to achievement, we have implemented a record of service, leadership and scholarship (Appendix 4-4) to track and encourage student activities in these areas.

### **Systematic evaluation**

During the period under review, the program’s five strategic goals focused on (1) evolving a curriculum that met the demands of the current workplace, (2) serving the needs of a diverse student population, (3) advancing faculty excellence, (4) providing a quality learning and research environment, and (5) strengthening the emphasis on Hawai‘i, Asia and the Pacific in teaching, research, and service. For each goal, we established specific tasks with timelines at the annual strategic retreats attended by representatives from stakeholder groups as well as faculty. Different committees and work groups comprised of LIS faculty and students were assigned these tasks with an understanding that they would examine existing data to inform their work. These groups regularly reported at the monthly faculty meetings on progress made and recommended actions.

Table 4-8 provides a snapshot of the goals, assignments of responsibility, assessment data sources studied, sample tasks identified, and results or action taken.

**Table 4-8 Sample of systematic evaluation and change process**

Assigned responsibility	Assessment data sources	Sample tasks	Action taken
<b>Goal 1: Provide a curriculum that meets the demands of the job market for librarians and other information professionals.</b>			
LIS Curriculum Committee: Gazan, Jacsó, Harada, students	Oral comp exams, course assessment profiles, course grades, course syllabi, surveys of graduating students, alumni and employers	Re-examination of credit requirements for degree Modification of existing core Inclusion of additional core Re-examination of oral comp exam	Reduced credits from 42 to 39 Modified 605, 610 Included 663 in the core Revised the oral comp exam scenarios
<b>Goal 2: Serve the needs of a diverse student population.</b>			
LIS Student Affairs Committee: Knuth, Wertheimer, Harada	Graduating student surveys, course evaluations, records of students' professional involvement, average time to degree	Re-examination of tracking and advising sheets Re-assessment of distance learning for neighbor island students	Revised tracking and advising sheets Implemented synchronous option (Adobe Connect) for neighbor island students
<b>Goal 3: Advance faculty excellence in teaching, research, and service.</b>			
LIS Personnel Committee: Nahl, Knuth, LIS senior faculty	Faculty CVs and dossiers	Mentorship of junior faculty seeking tenure and promotion	Four junior faculty received tenure and promotion: Asato, Gazan, Quiroga, and Wertheimer
<b>Goal 4: Provide a quality learning and research environment for students and faculty.</b>			
LIS Research Committee: Quiroga, students LIS Professional Development Committee: Asato, students LIS Relocation Work Group: Knuth, Oshiro, faculty, students	Surveys of graduating students and alumni, reports posted by Relocation Work Group	Expansion of professional development options Coordination of move back from POST to Hamilton Establishment of tech support for LIS in Hamilton facility	Organized poster sessions of student work Collaborated with student organizations on seminars and brown bag sessions Completed relocation to Hamilton (2010) Established tech support with ICS IT staff for hardware and software needs
<b>Goal 5: Strengthen the emphasis on Hawai'i, Asia, and the Pacific in teaching, research, and service.</b>			
LIS Asia-Pacific-Hawai'i Work Group: Wertheimer, Asato, students	Surveys of graduating students, alumni and employers, course syllabi	Re-examination of Hawai'i, Asia, and Pacific emphases in existing courses	Continued work in course infusion of Hawai'i, Asia, Pacific emphases

LIS Curriculum Committee: Gazan, Jacsó, Harada, students		Introduction of new courses Establishment of new student organization	Established two 693 special topics courses Established new organization, Nā Hawai'i 'Imi Loa
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## Placement

As a professional school, one of the most important factors in evaluating our success is the ability to place our graduates. In our 2013 Alumni Survey (summarized in Appendix 2-5; complete results are available on site), we contacted 211 alumni who graduated from 2007-2012, and received 76 responses (36%). Among our findings was that 86% of respondents reported that they had found an LIS-related professional position, primarily in academic (39%), public (24%) or school (16%) libraries. Most alumni (77%) work in Hawaii, with 19% working on the US mainland, and 4% internationally. Placement information for our 43 school library media specialist graduates since 2009 is reported in Appendix 2-17, Practicum Report, section E.

More recently, for the 2014 *Library Journal* survey, we sent a request to the 33 alumni (27 women and 6 men) who graduated during the prior year. Seventeen of the 33 students completed the survey (51.5%), which was the third highest rate among reporting schools. Of the 17 respondents, 15 were employed full-time, and reported salaries ranging between \$31,200 and \$87,408, with an average of \$48,909. This amount is higher than both the national average (\$47,789) and our regional average (\$48,300 in the “West”), and demonstrates that our graduates are finding employment in the state, nationally, and internationally. Table 4-9 is adapted from the [2014 Library Journal survey](#).

**Table 4-9 Placement Information, 2014 Library Journal survey**

Average Salary - All (n=15)	Average Salary – Women (n=7)	Average Salary - Men (n=1)	Median Salary- Women (n=7)	Median Salary- Men (n=1)
\$48,909	\$45,538	\$72,500	\$40,000	\$72,500

We provide access to announcements of professional openings for graduates and those nearing graduation via the LIS-JOBS mailing list. Additional job seeking support is provided by faculty, staff, and student organizations in the form of presentations, resume review, and mentoring. Practical experience gained through internships and practica as well as networking in conjunction with professional associations provide additional employment preparation opportunities to make our students competitive. As a culminating experience, the oral exam is framed as a job interview, where students articulate their knowledge and professional interests, and personalize their responses to communicate their individual professional philosophy.

## Broad involvement in the evaluation process

The process of change described in this section requires the systematic involvement of students in the examination of existing practices and the discussion of future improvements. As we have indicated in this chapter and elsewhere in this presentation, we gather feedback from students at various points in the program, involve students in program committees, regular faculty meetings and strategic planning sessions, and we continue to request valuable input from them as alumni with diverse professional responsibilities and experiences. Some of the participation is direct, via committee work and in LIS faculty meetings and retreats, and much of it is through surveys and interviews. We strive

to involve students on the neighbor islands as well as students residing on Oahu. For example, we have welcomed student representatives from Maui and the Big Island onto the Curriculum Committee, who participated in meetings via Adobe Connect, and contributed valuable perspectives about our curriculum through the eyes of neighbor island students.

In addition, we solicit feedback from the broader community via employer and alumni surveys, reports from internship site supervisors, meetings of the LIS Advisory Board and through faculty involvement in professional organizations such as the Hawai'i Library Association, the Hawai'i Association of School Librarians, the Association of Hawai'i Archivists, and the Hawai'i-Pacific Chapter of the Special Libraries Association. All of these channels allow multiple voices to be involved in the evaluation process.

### Employer survey

To assess the ongoing contributions of our graduates, we circulate an employer survey every six years. The most recent employer survey was in 2013, and 21 employers responded, representing academic, public, school and law libraries, as well as two archives. A summary of the compiled 2013 employer survey data can be found in Appendix 4-5, and the full individual responses are available on-site. During 2007-2013, these organizations reported employing a total of 58 graduates of the UH LIS Program in full-time positions, and 4 in part-time positions. Most employers (85%) were located in Hawai'i, but two US mainland institutions and one international institution also responded.

We ask employers to report the number of UH LIS graduates who have received contract renewals (26), salary increases (30), tenure/promotion (15), and a good or excellent performance evaluation (35) during the review period, but the response rate for these questions is lower than for the survey as a whole, as the person responding may not know this information for every graduate employed at their institution. We also made a survey design error in the response elements to: "Which of the following professional contributions have UH LIS Program graduates made to your organization?," allowing respondents to choose only one of the eleven elements presented. While we collected useful data, these weaknesses in the current employer survey underscore the need for us to overhaul the instrument prior to the next release.

We also ask employers to indicate the extent to which UH LIS graduates are able to demonstrate skills in three broad areas, and over 70% of respondents agreed or strongly agreed with all three of these statements of our graduates' abilities:

- Display problem solving abilities
- Use new information technologies effectively
- Function well on teams

In the free response section, employers praised the UH LIS graduates in their organizations:

*UH LIS graduates come well prepared for librarianship. They also tend to have knowledge of Hawai'i, which is extremely helpful.*

*The internship program is particularly important for students to develop confidence and expertise*

*The grad I hired has won multiple national awards.*

*Our branch employs 7 UH LIS graduates: 5 librarians, including the Branch Manager and 2 library assistants. We have had good experiences with UH LIS interns and recent grads as substitutes.*

Due to recent restrictions on external surveys of Hawai'i Department of Education (DOE) personnel, in place of our usual employer survey, we requested access to principals' ratings on the Hawai'i

DOE's Educator Effectiveness System (EES) for students hired by the DOE in the last five years. We were able to secure 2013-2014 ratings for ten of eleven students hired since 2009. The EES used the following 4-point rating scale:

- Highly effective: met or exceeded at least 90% to 100% of expected target.
- Effective: met or exceeded at least 75% to 89% of expected target.
- Developing: met or exceeded at least 60% to 74% of expected target.
- Ineffective: met less than 60% of expected target.

Nine of the ten librarians received "effective" or "highly effective" ratings on foci they had selected for the evaluation. More details are available in Appendix 2-17, Practicum report, section G.

## **Conclusion**

Students are at the core of our mission, and their active engagement in the LIS program and involvement in student and professional organizations helps them become leaders in the professional community. We celebrate every graduate of the program, and a list of our graduates during the review period is available in Appendix 4-6.

We can see their leadership and service while they are in the program, and take pride in their achievements as alumni. Our students and alumni serve as officers in state chapters of professional associations, and have received ALA Spectrum Scholarships, (Meera Garud and Jennifer Fuchikami), the SAA Harold T. Pinkett Minority Student Award (Kapena Shim), the American Theological Library Association Travel Award (Ukkamsa) and a Gates Millennium Scholarship (DeHanza Kwong). Our 2004 alumna Michelle Colte was named School Library Journal's School Librarian of the Year in 2014.

The Library Journal employment data show that our students are finding appropriate employment, and an increasing number are choosing to pursue more advanced study through the Interdisciplinary PhD Program in Communication and Information Sciences. The relationships that begin on the first day of new student orientation take root and grow into a strong alumni and professional network, and continue to benefit our students and alumni in Hawai'i and beyond.

## **Appendices referenced in this chapter**

Appendix 4-1 Applicant Recommendation Form

Appendix 4-2 Applicant Information Form

Appendix 4-3 Record of Courses Taken

Appendix 4-4 Record of Student Service, Leadership and Scholarship

Appendix 4-5 2013 Employer Survey Summary

Appendix 4-6 List of Graduates

## **Links referenced in this chapter**

Office of Graduate Education

<http://www.manoa.hawaii.edu/graduate/>

Mānoa graduate full-time tuition, 2008-14; UH System Policy EP 6.201

[http://www.hawaii.edu/policy/docs/temp/Attachment\\_1: Tuition Schedule.pdf](http://www.hawaii.edu/policy/docs/temp/Attachment_1: Tuition Schedule.pdf)

UH Financial Aid Services  
<http://www.hawaii.edu/fas/>

LIS Scholarship Opportunities  
<http://www.hawaii.edu/lis/students/scholarships/>

Graduate Financial Aid Opportunities  
<http://www.manoa.hawaii.edu/graduate/content/financial-support>

Work@UH  
<http://workatuh.hawaii.edu/>

Student Employment and Cooperative Education  
<https://sece.its.hawaii.edu/sece/>

Institutional Research Office  
<http://www.hawaii.edu/iro/>

LIS home page, <http://www.hawaii.edu/lis>

- About us, <http://www.hawaii.edu/lis/about-us/>
- Students, <http://www.hawaii.edu/lis/students/>
- Program, <http://www.hawaii.edu/lis/program/>
- Courses, <http://www.hawaii.edu/lis/courses/>
- Faculty, <http://www.hawaii.edu/lis/faculty/>
- Organizations, <http://www.hawaii.edu/lis/lis-organizations/>

Graduate Education Admissions Requirements  
<http://manoa.hawaii.edu/graduate/content/admissions-requirements>

LIS areas of emphasis  
<http://www.hawaii.edu/lis/program/areas-of-emphasis/>

Internship Information  
<http://www.hawaii.edu/lis/courses/internships/>

Dual Degrees  
<http://www.hawaii.edu/lis/program/dual-degrees>

Aloha Guide  
<http://www.hawaii.edu/lis/students/aloha-guide/>

KOKUA Program  
<http://www.hawaii.edu/kokua/>

International Student Services  
<http://www.hawaii.edu/issmanoa/>

ICS job postings  
<http://www.ics.hawaii.edu/careers/>

LIS job information  
<http://www.hawaii.edu/lis/students/employment/>

UH Mānoa Career Services  
<http://manoa.hawaii.edu/careercenter/>

How to embed a YouTube video into a PowerPoint presentation  
<https://www.youtube.com/watch?v=nv6LImT4hec>

Non-LIS Courses meeting SLO 5c  
<http://www.hawaii.edu/lis/courses/course-descriptions/other-departments/>

#### **On-site documents referenced in this chapter**

LIS Faculty Meeting Minutes and Documentation, 2009-2015  
LIS Curriculum Committee Minutes and Documentation, 2009-2015  
LIS Admissions Exception Summary, 2009-2015  
LIS Alumni Survey Individual Responses, 2013  
LIS Employer Survey Individual Responses, 2013



## Standard V. Administration and Financial Support

### Introduction

The LIS Program was initially established in 1965, under the deanship of Dr. Ralph R. Shaw. During the intervening 50 years, we have transformed from the original Graduate School of Library Studies to the Library and Information Science Program in the Department of Information and Computer Sciences.

We are a small program by any measure, but we articulate our distinctiveness by maintaining our own vision, mission, goals, curriculum, student learning outcomes, admissions standards and policies, faculty and staff selection and evaluation criteria, and physical space. All of these complement, but are distinct from, those of ICS and other units within the College of Natural Sciences, and we are well represented on committees throughout the university.

Like many other units and institutions, we have experienced funding and staffing challenges during the review period, and these challenges continue. However, our financial support has remained relatively stable, and even in an environment of severe financial pressure across the university, we received approval to hire for three positions—two of them during a hiring freeze. We are supported, and our voices are heard.

*V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

Since our 1997 merger, the LIS Program has been a distinctive unit within the [Department of Information and Computer Sciences](#), which is one of seven departments within the College of Natural Sciences. Natural Sciences is one of nine colleges, which along with nine schools, make up the academic structure of UH Mānoa (Table 5-1). Mānoa is the flagship campus of the University of Hawai'i System, which consists of ten campuses across the state. Organization charts for each administrative level can be found in Appendices 5-1 (UH System), 5-2 (UH Mānoa), 5-3 (College of Natural Sciences) and 5-4 (Department of Information and Computer Sciences).

Table 5-1: UH Mānoa Colleges and Schools

Colleges	Schools
<a href="#">Arts &amp; Humanities</a> <a href="#">Languages, Linguistics &amp; Literature</a> <a href="#">Natural Sciences</a> <a href="#">Social Sciences</a> <a href="#">Shidler College of Business</a> <a href="#">Education</a> <a href="#">Engineering</a> <a href="#">Tropical Agriculture &amp; Human Resources</a> <a href="#">Outreach College</a>	<a href="#">Architecture</a> <a href="#">Hawai'i inuiākea School of Hawaiian Knowledge</a> <a href="#">William S. Richardson School of Law</a> <a href="#">John A. Burns School of Medicine</a> <a href="#">Nursing &amp; Dental Hygiene</a> <a href="#">Ocean &amp; Earth Science &amp; Technology</a> <a href="#">Pacific &amp; Asian Studies</a> <a href="#">Social Work</a> <a href="#">Travel Industry Management</a>

LIS also has an institutional identity in several cross-cutting administrative structures. The UH [Office of Graduate Education](#) is headed by the Dean of Graduate Education, Krystyna Aune, and Associate

Graduate Dean Julianne Maeda. Graduate Education oversees and supports all graduate programs campus-wide, and their responsibilities include:

- Development, implementation and assessment of graduate programs
- Appointment and evaluation of graduate chairs and faculty
- Admission and guidance of graduate students from matriculation through graduation

Assessment functions are conducted by Graduate Education via the [Graduate Council](#). Nominated by the Faculty Senate and appointed by the Graduate Dean, members of the Graduate Council serve terms of three years. The council meets monthly and advises the Graduate Dean on matters related to graduate education. The council also reviews existing graduate programs, proposals for new graduate courses and programs, and appointments of graduate faculty. The Graduate Dean chairs the Graduate Council. Two LIS faculty members currently serve on the Graduate Council, giving us a voice and insight into the evaluation and evolution of graduate education across the UH campus.

We also are one of the four constituent units comprising the Interdisciplinary PhD Program in Communication and Information Sciences, a unique program that spans four units and three colleges across the University of Hawai'i. In this role, LIS participates in CIS on an equal footing with the ICS Department, the School of Communications and the Shidler College of Business, and is another area where we define and make our own intellectual contributions.

During the review period, there has been substantial administrative turnover at most levels of the university. At the UH System level, David McClain served as President from 2004-2009, followed by M.R.C. Greenwood from 2009-2014. The current UH System President is [David Lassner](#), a graduate of the CIS PhD program who formerly served as Vice President for Information Technology and Chief Information Officer.

At UH Mānoa, the current Interim Chancellor is [Robert Bley-Vroman](#). Before his appointment as Chancellor in September 2014, he served as Dean of the College of Languages, Linguistics and Literature. He was preceded by Tom Apple, who served as Chancellor from June 2012 to August 2014, and remains at UH as a Professor in the Department of Chemistry. Prior to Tom Apple, Virginia Hinshaw served as Chancellor from 2007-2012. She is currently a Professor in the Department of Tropical Medicine, Medical Microbiology and Pharmacology at the John A. Burns School of Medicine.

The Dean of the College of Natural Sciences was William Ditto, who served from 2011-2015; an Interim Dean will be appointed on or about August 2015. The [College of Natural Sciences staff directory](#) contains more information about the staff of the College. Prior to William Ditto, Alan Teramura served as Interim Dean from 2007-2011.

The ICS Department Chair is David Chin, who was unanimously appointed by the ICS faculty in October 2012. David's research interests include user modeling. He was preceded by Martha Crosby, who served as ICS Chair from 2008-2012. Martha remains active in ICS as a Professor, and she continues to provide leadership and support for students and faculty in both ICS and LIS, as she has since the merger.

The LIS Chair position rotates among senior faculty at intervals of approximately two to four years. This flexibility allows senior faculty members serving as chair to be in contact with units from across the university, both to represent and advocate for the program, and to bring diverse ideas into the program. The LIS Chair reports to the ICS Chair, who reports to the Dean of the College of Natural Sciences.

From 2009-2010, Péter Jacsó served as LIS Chair, followed by Andrew Wertheimer from 2010-2014. From 2007 through 2012, Violet Harada has served as Associate LIS Chair, and she served as

Acting Chair in 2012 during Andrew Wertheimer's sabbatical. The current LIS Chair is Rich Gazan, and the current Associate LIS Chair is Noriko Asato, both of whom began their roles in January 2015.

The LIS Chair works closely with the ICS Chair on academic, personnel and fiscal matters, and also serves as one of the two ICS Associate Department Chairs. At the Department level, the LIS Chair's responsibilities include:

- Serving as the primary point of contact for the LIS Program
- Representing the LIS Program on the national level to ALISE and ALA
- Producing the ALA Biennial Report, annual ALISE Statistical Report and regular program assessments at the university level
- Communicating and coordinating with various libraries and professional organizations, and student and alumni groups
- Reporting at monthly ICS department meetings
- Representing LIS in Departmental meetings
- Writing position descriptions and evaluating staff
- Serving as a member of the CIS PhD Program Executive Board
- Planning and running monthly LIS faculty meetings, annual strategic planning sessions and LIS Advisory Board meetings
- Conducting degree checks and approvals for graduation
- Writing and maintaining LIS policy documents
- Managing LIS scholarship and award committees
- Managing final oral comprehensive exam schedules
- Scheduling LIS courses (three terms per year)
- Managing the Four-Year Projected Course Schedule
- Coordinating distance course schedule (minimum six courses per year)
- Hiring adjunct LIS instructors (three terms per year)
- Hiring and managing LIS student help

### **Appointment, Tenure and Promotion**

Initiating a new faculty appointment begins with a request from ICS to the CNS Dean to initiate the hiring process. LIS faculty have sole responsibility to draft the position description, establish a selection committee and evaluate candidates, though ICS faculty are invited into the process as well. LIS faculty make a hiring recommendation to the ICS Chair, who forwards it to the Dean.

[Tenure and promotion criteria](#) follow standards established by the university for all faculty. For promotion and tenure of LIS faculty, the departmental review committee consists of all tenured LIS faculty, in addition to some CS faculty to constitute a committee of at least five. The departmental committee reviews applications and makes recommendations to the ICS Chair, who in turn makes recommendations to Dean of the College. The Dean's recommendations are forwarded to the Vice Chancellor for Academic Affairs, who assigns them to the appropriate Tenure, Promotion, and Review Committee (TPRC) at the university level. More details about the tenure and promotion process are discussed in the Faculty chapter.

### **Admissions**

Until January 2015, the LIS Chair reviewed applications based on established program criteria, and made admission recommendations to the Office of Graduate Education. The admissions process is discussed in detail in the Students Chapter. Currently, an Admissions Committee has been established, headed by former LIS Chair Andrew Wertheimer. The Admissions Committee consults with individual faculty members regarding admissions decisions when a prospective student's experience or professional interests might align well with those of an individual faculty member.

## Financial Support

Within the College of Natural Sciences, ICS funding is comparable to that of other units in terms of faculty, staff and operational budget (Table 5-2).

**Table 5-2 2015-2016 College of Natural Sciences expenditures summary**

Unit	FTE (Fac + Staff)	Salaries	Operations	Total
Biology	49	\$3,248,071	\$340,000	\$3,588,071
Botany	24	\$2,109,602	\$41,000	\$2,150,602
Chemistry	43	\$2,856,042	\$179,000	\$3,035,042
ICS	52	\$4,065,189	\$268,000	\$4,333,189
Mathematics	52	\$3,196,929	\$87,000	\$3,283,929
Microbiology	22	\$1,178,716	\$200,000	\$1,378,716
Physics/Astronomy	47	\$3,528,324	\$112,200	\$3,640,524
Nat Sci Dean's Office	16	\$1,103,056	\$300,000	\$1,403,056
Benefits/Other		\$1,000,000	\$300,000	\$1,300,000
		\$22,285,929	\$1,827,200	\$24,113,129

The ICS Department currently provides approximately 20% of its allocation to LIS through faculty salaries, support staff and shared infrastructure. LIS funding levels have remained relatively stable throughout the review period (Table 5-3). It is important to note that the numbers in Table 5-3 include salaries, and the decline in 2013 can be attributed primarily to the retirement of one senior faculty member in 2012, whose position was not filled until 2014.

**Table 5-3 LIS Program Expenditures, 2008-2014**

Fiscal Year	Funding Sources			
	ICS Department	Outreach College	UH Foundation	Total
2008-09	1,146,651.20	185,929.52	3,914.86	1,336,495.58
2009-10	1,079,045.10	181,602.13	150.70	1,260,797.93
2010-11	1,058,383.50	178,512.02	2,065.84	1,238,961.36
2011-12	1,131,172.10	212,951.01	1,014.90	1,345,138.01
2012-13	1,114,080.20	190,476.33	8,376.94	1,312,933.47
2013-14	1,065,672.70	165,631.86	3,388.84	1,234,693.40

LIS receives additional funds from tuition revenue through courses offered via Outreach College (OC), which tend to rise in periods of higher enrollment. During the first part of the review period, adjunct salaries were paid from tuition; OC took a percentage for administrative costs, and the balance supplemented LIS funding directly. In 2012, the College of Natural Sciences changed its policy and now keeps OC tuition revenue for distribution at the College's discretion. LIS also has a Program Enrichment fund with the UH Foundation, and several other funds to cover smaller day-to-day expenses.

LIS fiscal matters are managed by the LIS Program Chair in consultation with the ICS Department Chair and the ICS Administrative and Fiscal Support Specialist. More detailed financial information is available on site.

***V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.***

ICS and LIS faculty are well represented on campus committees. David Chin, Martha Crosby, Scott Robertson and Andrew Wertheimer have served as elected representatives in the [Mānoa Faculty Senate](#). LIS faculty have served on Faculty Senate Committees including the [Mānoa Assessment Committee](#), the Committee on Academic Policies and Procedures, and the Committee on Research and Graduate Education, and other university advisory and policy-making bodies including the Faculty Mentoring Program, Critical Thinking Work Group and numerous Tenure and Promotion Review Committees. Rich Gazan and Andrew Wertheimer serve on the UH Graduate Council, described in the previous section.

LIS students elect and send a representative to the UH [Graduate Student Organization](#) Assembly, which evaluates applications for research and conference funding among many other activities, giving them a voice in student affairs across the Mānoa campus.

Our two dual-culture faculty members, Luz Quiroga and Rich Gazan, teach in LIS, ICS and the CIS PhD program, and their positions were created precisely to support interdisciplinary interaction across these and other fields. Both have been awarded tenure and promotion since the last review. In addition to our committee service and representation, our administrative relationships with other academic units flow and are strengthened from three primary sources:

- The Interdisciplinary PhD Program in Communication and Information Sciences, which provides active ongoing relationships not just with faculty from the other CIS constituent units (ICS, the School of Communications and the Shidler College of Business), but with faculty from across campus who serve as dissertation committee members on cross-cutting research topics.
- Our nine dual-degree programs, with American Studies, Asian Studies, Learning Design & Technology, Hawaiian Language, Hawaiian Studies, History, Information & Computer Sciences, Law and Pacific Islands Studies, which provide faculty and students a bridge to how LIS principles and practices can be applied in diverse domains.
- A close partnership with the UH Libraries, who serve all academic units in the university. University Librarian Irene Herold serves on the LIS Advisory Board, a librarian represents Hamilton Library on the LIS Research Committee, and our graduates are employed at libraries on the UH Mānoa campus and throughout the UH System. LIS

students participate in experiential learning assignments and internship arrangements in which they receive firsthand experience performing professional library work in the collections of Hamilton and Sinclair libraries, and develop relationships with faculty and students from across the university. Additionally, UH librarians are frequent guest lecturers and adjunct instructors. Rae-Anne Montague serves on the [UH Libraries Information Literacy Committee](#) that develops research instruction programs with library faculty representing UH libraries system-wide.

***V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.***

The LIS Chair is the executive officer of the program, with equivalent title, salary, status and authority as other graduate chairs at the University of Hawai'i. The UH Office of Graduate Education provides a [Guide for Graduate Chairs](#) detailing the responsibilities of the role, and the support resources available. The appointment of the LIS Chair is done by vote of the LIS faculty, whose recommendation is sent to the ICS Chair, then to the Dean of the College of Natural Sciences. The official appointment is made by the Dean of Graduate Education. The LIS Chair's salary is in accordance with [UH faculty salaries](#) of corresponding rank across the university. The LIS Chair also receives a pay differential equivalent to one-ninth salary, plus a monthly stipend.

During the majority of the review period, the LIS Chair was Andrew Wertheimer, who received promotion and tenure in 2010. He worked to promote the recruitment of Native Hawaiian students, and collaborated with the Hawai'i inuiākea School of Hawaiian Knowledge to establish their first dual Master's degree with LIS. He has been a leader in numerous professional associations to support socially responsible librarianship, archival services and historical LIS research. He has served on ALA Council and the Executive Board of the Hawai'i Library Association as the ALA Chapter Councilor for three terms, been an elected member of the Mānoa Faculty Senate, and received the Vann Professional Service Award for advocating for librarianship in Hawai'i.

The current LIS Chair is Rich Gazan. Appointed in January 2015, he is the first ICS/LIS crossover faculty member to serve as LIS Chair. His background in the information industry, and as Co-I and PI on two NASA Astrobiology Institute grants, is well-suited to creating an environment encouraging interdisciplinary interaction. He has also served as Chair of the Interdisciplinary PhD Program in Communication and Information Sciences and Co-Chair of the LIS Curriculum Committee, where he led initiatives such as revising the oral comprehensive exam and creating the 2015-2020 LIS Strategic Plan.

***V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.***

LIS currently receives administrative support from one full-time LIS Program Coordinator, two full-time tenure track ICS Faculty Specialists, and four full-time ICS staff members: the Department Secretary, Administrative and Fiscal Support Specialist, and two Information Technology

Specialists—their roles and responsibilities are described below. Part-time student help also assist ICS staff with various tasks.

The ICS Department Secretary, Janice Oda-Ng, supports the ICS Chair, manages the ICS office, handles personnel matters, supervises student help, and is our primary liaison with the College of Natural Sciences. The Administrative and Fiscal Support Specialist, Wesley Sugimoto, assists with hiring student help as well as documentation for leaves, travel and purchasing. Assistant Faculty Specialist Gerald Lau collaborates with LIS on recruitment and enrollment, in addition to his many responsibilities as advisor for ICS students. Assistant Faculty Specialist Michael-Brian Ogawa is a graduate of the LIS Program, has served on the LIS Curriculum Committee, and has co-taught several LIS courses, in addition to his ICS responsibilities. IT Specialist Nolan Oshiro oversees all operations related to our IT infrastructure, including computer labs, instructor workstations and faculty computers, as well as network security and performance. He is assisted by Network Specialist Victor Cruz.

The LIS Program Coordinator, Christian DeLay, began in December 2014 as a full-time Administrative, Professional and Technical (APT) staff member. As an alumnus of the LIS Program with ten years of professional experience in reference, e-resources management, systems, and technical services areas, his role goes well beyond administrative support. He helps us fulfill our mission and goals, particularly those involving assessment, recruitment, decision-making and student support. His job responsibilities include:

- Provide support to the Library and Information Science (LIS) Program for all administrative matters, including but not limited to office operations
- Provide assistance to the Information and Computer Sciences (ICS) Department as needed
- Train and support ICS and LIS faculty with grant proposal research, grant writing and myGrant system
- Design data collection instruments, oversee data compilation efforts, and analyze data and draft reports for accreditation and assessment
- Determine compliance with assessment and accreditation requirements, trends, policies and procedures and relay information to faculty and staff
- Coordinate with program chairs, faculty and staff to establish and meet unit and program goals for continuous improvement
- Create and maintain databases and print archives of LIS Program data
- Develop and maintain relationships with internal and external stakeholders
- Advise current and prospective students using professional independent judgment
- Serve as liaison with alumni and professional organizations for development and continuing professional education
- Process hiring of adjunct instructors and faculty
- Coordinate oral examinations, internships and practica
- Coordinate student recruitment, admissions and enrollment
- Schedule courses and program events
- Maintain office presence and serves as the initial public contact for the LIS Program
- Supervise student help

Prior to Christian's arrival, the LIS office was managed from 2010-2014 by APT staff member Cynthia Scheopner, a Philosophy PhD student who helped modernize many of our procedures and now works for the UH Office of Research Compliance.

All APT staff are evaluated according to UH System policies and procedures. Each year, the staff member's direct supervisor completes UH Form 70, APT Employee Performance Evaluation Form (Appendix 5-5), and evaluates staff along performance dimensions such as problem solving and decision making, planning, organizing and implementing tasks or projects, dependability,



communication skills and interpersonal relations. Supervisors may nominate staff for a performance award if their rating is “exceptional” across all evaluation categories.

While we have been extremely fortunate to have such a critical LIS Program Coordinator staff position approved amidst a campus-wide hiring freeze, our staffing levels are still below what they had been at our previous accreditation in 2008. At that time, LIS had part-time student help assisting our full-time Office Assistant, and we were sometimes able to hire additional student help for larger tasks like accreditation. In addition to all of the duties listed above, the LIS Program Coordinator also leads the Placement Committee and offers resume editing and interview practice sessions to students, serves on the Outreach Committee, attends staff training workshops, and provides catch-all support for essentially all faculty and student endeavors.

**Table 5-4 Assessment of Standard V.4, 2009-2014 Graduating Student Surveys, 1-6 scale**

*How would you rate how well the LIS Program provided you with the following...*

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	Avg
4.1) Access to general information about the Program	5.74	5.46	5.62	5.42	5.33	5.40	5.44	5.07	5.10	5.30	5.00	5.35

While access to staff is only one component of access to general information about the Program, student satisfaction on this measure fell off considerably in Fall 2012, just when our staffing levels diminished. In the 2014 calendar year, there were approximately eight months when there were no staff members working in the LIS office. Faculty covered the office as best they could during this time, especially Violet Harada and Andrew Wertheimer, but we feel that diminished staffing is the primary reason behind the downward trend in these survey results. We anticipate a significant rebound when students who have been interacting with our current Program Coordinator take this survey.

### Equal opportunity

As detailed in III.3, the Equal Employment Opportunity and Affirmative Action ([EEO/AA](#)) Office promotes the University’s commitment to diversity. The EEO/AA Office oversees the development and implementation of policies and procedures for the UH System. The office also provides services including:

- advising departments and search committees on recruiting and retaining a diverse workforce
- auditing personnel practices
- preparing annual affirmative action plan reports
- investigating and resolving complaints
- sponsoring educational programs to ensure an environment free from discrimination and harassment

### Faculty governance

Our governance model is collaborative, and wherever possible, decision making begins with the work of standing and ad hoc committees, who craft and present proposals and recommendations for action to the full faculty. While it is true that we established this model out of idealistic notions of shared governance, we have also done so out of necessity. As a small program, we feel we are most effective when governance is somewhat decentralized, so all faculty can contribute.

For each committee, just as with each initiative connected to our Strategic Plan, chairs/leads coordinate work of standing or ad hoc committees that include students and other stakeholders. Leads are responsible for documenting goals and milestones at the beginning of each academic year,



reporting progress to full faculty throughout the year, and assessing progress/outcomes at the end of each year via key metrics and archived documentation. These assessment outcomes are discussed at yearly strategic planning sessions, and used as input for the next charge or iteration of each committee's work.

***Admissions Committee*** (Chair: Andrew Wertheimer)

The Admissions Committee coordinates all aspects of student admissions and new student orientation. Each semester, the work of the Admissions Committee begins upon initial receipt of an inquiry from a prospective student, and ends when all incoming students are successfully assigned to a faculty advisor and enrolled in their courses. The LIS Coordinator fields, responds to and tracks inquiries from prospective students, and works with the Admissions Committee to support the needs of incoming students and transition them successfully into the program.

***Assessment Committee / Working Committee on Accreditation*** (Chair: Rich Gazan)

The Working Committee on Accreditation includes all full-time faculty members, supported by administrative staff and student workers. The Working Committee is established roughly two years prior to each ALA accreditation cycle, and analyzes and distills program data and documentation to create a formal Program Presentation, demonstrating how the LIS Program meets ALA accreditation standards. The Working Committee on Accreditation hibernates after each accreditation cycle is complete; its work continues via the ongoing processes of data gathering, analysis and evaluation of the Assessment Committee.

***Curriculum Committee*** (Chair: Noriko Asato)

The primary charge of the Curriculum Committee is to assess the LIS curriculum for adherence to Student Learning Outcomes (SLOs), and to evolve the SLOs themselves. The Curriculum Committee also researches, recommends and implements changes to the LIS curriculum, and proposes courses and other educational experiences inside and outside of LIS to meet curricular objectives.

***Outreach Committee*** (Chair: Rae-Anne Montague)

The Outreach Committee works closely with the LIS Coordinator to recruit new students, cultivate and maintain relationships with external stakeholders such as alumni and professional organizations, create professional development activities, maintain the LIS social media presence and other communications, and coordinate LIS events.

***Placement Committee*** (Chair: Christian DeLay)

The Placement Committee works with faculty and student organizations to prepare students for LIS careers, such as offering workshops on CV/resume building and interview skills. The Placement Committee also works with employers to ensure positions are publicized via the LIS-JOBS list, actively links students and graduates with temporary and permanent positions, and surveys employers and graduates.

***Research Committee*** (Chair: Luz Quiroga)

The Research Committee is charged with creating and maintaining a thriving research environment for LIS faculty and students. This includes improving access to research tools and facilities, increasing research opportunities for students, and developing research partnerships with ICS and other units across campus.

***V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.***

The Dean of Natural Sciences allocates funds to the seven departments and three programs within the College, as described in Table 5-3. LIS funding is derived from the ICS Department allocation, and even in the challenging economic environment during the review period, ICS has provided sufficient support for us to maintain a high standard of LIS education.

At the time of our previous accreditation, LIS had 8 faculty FTE, including two ICS/LIS crossover faculty counted at one-half FTE each. While three senior faculty members retired, we were able to hire two new junior faculty members to replace them, and the ICS Chair allowed one crossover faculty member to devote 100% of his time to LIS until approval to replace the third faculty member can be secured.

In an environment of scarce resources, a request to the Dean to replace an LIS faculty or staff position can trade against the ability to replace a corresponding ICS position. However, both the past and current ICS Chairs have been consistently strong advocates for LIS faculty and staff positions, and while neither ICS nor LIS is fully staffed, we feel very fortunate to have been able to secure approval for our two new faculty members and one new staff position during the review period.

As mentioned, ICS provides a high level of technical support and instructional resources dedicated to LIS, and they are supplemented by those at the university level detailed in Chapter 6, Physical Resources and Facilities. Support also encompasses our comfortable, updated space on the ground floor of Hamilton Library, which also contributes to the learning environment.

***V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.***

[Salary ranges](#) for UH faculty at all ranks are competitive, and equitably established. Requests for above threshold starting salary are considered at the discretion of the Dean, and have been granted to new LIS faculty. During the review period, faculty salaries university-wide have increased modestly (2-3%) most years, following the 2009-2015 [faculty contract](#). The 2015-2017 faculty contract calls for additional salary increases of 4% per year. Benefits for new faculty include a standard benefits package, moving allowance, start-up funds, and priority access to subsidized faculty housing. While the cost of living in Hawai'i can be breathtaking, salaries are sufficient to attract, support and retain faculty. Our most current faculty search yielded close to 60 applications for a single position, and no LIS faculty member has chosen to leave for a position at another institution since 2001.

According to the 2012 ALISE Statistical Report (the most current available), the median academic year salary for Deans and Directors was \$110,064. Including the salary differential and stipend, the salary of the current LIS Chair exceeds that amount.

[Staff salary schedules](#) are flexible enough to allow those with sufficient education, experience or job responsibilities to receive a higher salary band or step classification, and as mentioned previously, additional financial awards are available for exceptional performance.

***V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.***

LIS faculty and students have a number of avenues by which to apply for institutional funding, which are the same as in comparable academic units. The [University Research Council](#) offers yearly grants to support faculty research (\$1000), student research (\$500) and faculty conference travel (\$2000). Additional funds are available at the discretion of Deans and Department Chairs, for example through above-standard startup packages for new faculty. Faculty are eligible for paid sabbatical leave every seven years, and other forms of leave, in accordance with [Article VI](#) of the 2009-2015 faculty contract. Students can apply for additional research funding through the [Graduate Student Organization](#). Other financial aid is discussed in Section IV.1.

In 2014, the [XLR8UH](#) startup incubator was established by the UH Vice President of Research and Innovation to support startup companies with some relationship to UH, including those involving students, faculty and alumni. Selected teams are eligible for up to \$25K (Phase I, proof of concept) or \$50K (Phase II, commercialization) of funding. XLR8UH is a four-month accelerator program, with two sessions each calendar year, with weekly workshops culminating in a formal, highly competitive showcase day where teams present to a panel of investors, partners, and executives. While no LIS students, faculty or alumni have yet participated, two graduates of the CIS PhD Program were selected for XLR8UH, and in February 2015 they gave a very well-attended talk in Hamilton Library about their experience.

***V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.***

Our culture of planning and evaluation takes place through yearly strategic planning sessions, monthly faculty meetings, regular meetings of program committees, and involves faculty, students, alumni and other stakeholders throughout the LIS community. We measure our progress via measures of student performance on our Student Learning Outcomes, key metrics identified in our Strategic Plan, surveys of graduating students, alumni and employers, course evaluations, advice from the LIS Advisory Board, and countless informal conversations. Our administrative and fiscal policies are born, conducted and evaluated through the same process.

In our [2009-2014 Strategic Plan](#), Strategic Goal 4, Objective C reads: “Enhance the leadership structure and organization of the LIS Program.” We established an Associate LIS Chair role during the review period, and the LIS Chair now has the additional formal role of Associate ICS Department Chair, both of which have enhanced the LIS leadership structure. However, with few faculty, fewer support staff and many core responsibilities, administrative issues sometimes get lower priority in our overall planning process. We have attempted to address this weakness in our 2015-2020 Strategic Plan, by developing and piloting new degree tracks and specializations within the MLISc, to both focus on our unique strengths and to expand our identity as a program. Discussions and policymaking relevant to administration and finance during the review period have primarily involved developing a shared vision for the program’s future, and addressing questions like:

- If ICS becomes an iSchool, what might our role be?
- What types of new faculty and staff are needed to support and extend our mission?
- How can we better articulate our value as an LIS Program within a College of Natural Sciences, to generate increased financial support?

This will allow us to pursue corresponding external funding opportunities, and we will be better positioned to articulate and justify our administrative and financial needs and policies within the Department and College of today, and the potential iSchool of tomorrow.

## **Conclusion**

In 2009, UH Mānoa received roughly 35% of its revenue from appropriations from the Hawai'i State Legislature. By 2013, that percentage had fallen to 28%, and essentially all the difference was made up by tuition increases. Our program, like our campus, is having some of the same conversations that are taking place throughout higher education. What is an appropriate balance between faculty research, teaching and service expectations? To what extent should we broaden our potential student base by exploring online options and partnerships? Where should we devote our resources to ensure that students and future employers find real value in our degree?

We strive to address these and other big questions while being aware of, but not controlled by, the metrics by which we will be evaluated by university administration. By tuition revenue, LIS has the second highest graduate enrollment among seven departments and three programs in the College of Natural Sciences. By extramural funding, LIS faculty would not rank as highly. However, as a result of our planning and assessment processes, and by building and maintaining relationships across diverse parts of the university, we are well positioned to articulate our own metrics and our own unique value to the UH community.

## **Appendices referenced in this chapter**

Appendix 5-1 UH System Organization Chart

Appendix 5-2 UH Mānoa Organization Chart

Appendix 5-3 College of Natural Sciences Organization Chart

Appendix 5-4 Department of Information and Computer Sciences Organization Chart

Appendix 5-5 APT Employee Performance Evaluation Form

## **Links referenced in this chapter**

Department of Information and Computer Sciences

<http://www.ics.hawaii.edu>

UH Mānoa Colleges and Schools

<http://manoa.hawaii.edu/academics/>

Office of Graduate Education

<http://manoa.hawaii.edu/graduate/>

Graduate Council

<http://manoa.hawaii.edu/graduate/content/graduate-council>

President David Lassner

<http://www.hawaii.edu/admin/executives/president.html>

Interim Chancellor Robert Bley-Vroman

<http://www.hawaii.edu/admin/chancellors/manoa.html>

College of Natural Sciences Staff Directory  
<http://www.hawaii.edu/natsci/deansoffice.php>

Tenure and Promotion Criteria  
[https://manoa.hawaii.edu/ovcaa/faculty/tenure\\_promotion\\_contract\\_renewal/](https://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/)

Mānoa Faculty Senate  
<http://www.hawaii.edu/uhmfs>

Mānoa Assessment Committee  
<http://hawaii.edu/uhmfs/committee/standing/mac.html>

Graduate Student Organization  
<http://gso.hawaii.edu/gso2/>

UH Libraries Information Literacy Committee  
<http://www.hawaii.edu/uhlilc/>

Guide for Graduate Chairs  
[https://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu/graduate/files/documents/misc/Guide for Graduate Chairs-AY14-15.pdf](https://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu/graduate/files/documents/misc/Guide%20for%20Graduate%20Chairs-AY14-15.pdf)

Faculty salary ranges  
<http://www.uhpa.org/salary-research/faculty-consolidated-salaries/>

Equal Employment Opportunity and Affirmative Action (EEO/AA) Office  
<http://www.hawaii.edu/offices/eoo/>

2009-2015 Faculty Contract  
<http://www.uhpa.org/contracts/contract-2009-2015/>

Staff salary schedules  
<http://www.hawaii.edu/ohr/employment/compensation/apt-salsch-current>

University Research Council  
<http://manoa.hawaii.edu/urc/>

Article VI of the 2009-2015 faculty contract  
<http://www.uhpa.org/contracts/contract-2009-2015/article-vi-leaves-absence-pay/>

XLR8UH startup incubator  
<http://www.xlr8uh.com>

2009-2014 LIS Strategic Plan  
<http://www.hawaii.edu/lis/wp-content/uploads/2013/02/2009-2014-LIS-Strategic-Plan.pdf>

## **On-site documents referenced in this chapter**

LIS budget and financial information

## Standard VI. Physical Resources and Facilities

### Introduction

In October 2014, we commemorated the tenth anniversary of the 2004 flood, which destroyed the program's facilities on the ground floor of Hamilton Library. Funded by the Federal Emergency Management Agency (FEMA) and the Hawai'i State Legislature, the recovery project restored classrooms, laboratories, open study areas, meeting rooms and social spaces to create a comfortable and effective learning environment. In redesigning the LIS Program facilities, input from students and faculty was key to optimizing space to meet our goals of community, scholarly research, and instructional effectiveness. Making these newly renovated facilities functional and student-centered has been and continues to be an essential part of our program's goals.

***VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.***

During the first year of the review period, we were temporarily housed in the ICS Department on the third floor of the Pacific Ocean Science and Technology (POST) building, and taught courses in any classrooms the university had available. Quarters were tight, and some faculty shared offices during this period, but this had the lasting benefit of strengthening relationships between LIS and ICS faculty and staff, particularly those responsible for outfitting and maintaining our new space. This redesigned space was shaped with a focus on student needs, and the information and instructional technology has been vastly upgraded. We moved back to our renovated Hamilton Library home in 2010, and we share the space with the growing ICS Department and CIS Interdisciplinary PhD Program to create a cross-disciplinary academic community.

The facilities include: three classrooms, including a combined technology classroom/laboratory, ten faculty offices, three administrative offices, an IT lab, a research lab, three storage rooms, a server room, a copier room, a dining area, a student organization room, a CIS PhD student office, and a large meeting/study area with an open cataloging laboratory and two iMacs for student use. A floor plan of the LIS space can be found in Appendix 6-1. Detailed Hamilton Library measurements and specifications are available in Appendix 6-2.

As the following sections will detail, the Program's facilities and physical resources have been sufficient to accomplish our mission, goals and objectives.

***VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.***

During the reconstruction, beginning in Fall 2007, the faculty and architects maintained frequent communication to reflect program needs in the new facility. The architects also helped ensure adherence to ADA standards.

### *Instruction and Research Facilities*

- The lecture classroom (3F) seats 32 at tables, and has an instructor workstation, overhead projector, automatic screen, whiteboards, a computer, a Webcam, a VCR/DVD player, an Elmo document camera and an equipment rack.

- The seminar classroom (3G) has moveable tables with 14 chairs, an instructor workstation, projector, Webcam, screen and whiteboards.
- The technology classroom (2K) has lecture tables/chairs capable of seating 24, and tables and chairs on wheels to seat 20 additional students at computers around the room's perimeter. It includes an instructor workstation, overhead projector, automatic screen, whiteboards, a computer, Webcam, a VCR/DVD player and an equipment rack.
- The research laboratory (2M) has seating for seven participants, a researcher workstation and four computer stations for research subjects, separated by cubicle walls. The lab has been used by researchers in LIS, ICS and the Shidler College of Business to conduct research studies in e-government, usability and neurophysiological IT behavior.
- The IT lab (3K) is equipped with four computers, a printer, and software for web publishing and multimedia creation and management.
- There are also two open offices (2J and 3D) available for use by adjunct and visiting faculty.

### *Commons*

The commons is designed to support instruction, communication, and community. It is an integral part of the program's facility and heavily used by LIS students, faculty, and staff.

- The commons provides an additional study and meeting area for students, faculty and staff, and contributes significantly to the goal of providing a convivial atmosphere and a quality learning environment. It offers four round tables, three large rectangular tables, and 28 chairs. There is a laptop counter with four barstools, and two dedicated tables for iMacs, large enough to allow several students to collaborate around each machine. In addition, there are two informal seating areas, each with a couch, table and one or more chairs.
- Student organizations have a workroom where they can store materials for their programming, outreach, and fundraising efforts.
- The open cataloging laboratory is built with bookshelves holding multiple volumes of Library of Congress and Dewey schedules. Book trucks are available to move volumes to and from classrooms as needed.
- Bookshelves hold reference works and course materials such as textbooks, in-press articles, and special journal issues for individual courses.
- Bulletin boards with news, job announcements, and information about student and professional organizations are located in several places in the study area. A board with photos of new students and program events is nearby.
- Student lockers, which are managed by Hui Dui, are conveniently located in the hallway to the commons.
- The diner includes a kitchen with a sink, cabinets, microwave, refrigerator, coffee maker, and water heater. Thirty-two people can sit at eight round tables. A long table is used to serve drinks and food for events. Snacks and drinks may be purchased from a snack bar, which is maintained by student volunteers from Hui Dui.

### *Administrative offices*

Administrative offices are grouped together, adjacent to the LIS Chair's office for efficient communication. The main LIS administrative office has three desks, tables, 19 filing cabinets, a credenza, several storage cabinets, three telephones, a fax machine, two computers, a large printer, and a photocopier. There are two storage/filing rooms, a copier room and mailroom nearby.

### *CIS PhD Students' Office / CIS Administrative Office*

The LIS Program is part of the CIS Interdisciplinary PhD Program, and hosts an office for CIS PhD students and another for the CIS Coordinator.

- The CIS PhD students' office is in the hallway leading to our commons area. A large table and chairs, a couch, whiteboard, bookcase and a mini-refrigerator are provided.
- The office space for the CIS Coordinator is adjacent to our administrative offices, and is equipped with a multifunction printer/scanner, telephone, desk, chair, file cabinet, and three bookshelves.

***VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.***

A variety of resources and up-to-date information technologies provide strong support for LIS goals and activities. These resources are provided by the program, the ICS Department, Hamilton Library, and other units at the University level. This combination enables diverse activities such as instruction via different modalities, independent and cooperative research, and faculty and student community service projects.

With the exception of computers purchased by faculty on grants, computer equipment and software are purchased with the assistance and advice of the ICS Information Technology Specialist, staff and student help, who also provide technical support in response to requests from faculty, instructors and students.

### **Facilities and Resources at the Program Level**

#### *Computing facilities and resources*

Most of our classes are held in HL 2K (the technology classroom), HL 3F (the large lecture classroom) and HL 3G (the small seminar room). All the instructional computers currently run Windows 7 and standard software, which is monitored, maintained, updated and secured by ICS staff. Wired Internet access is provided by a local area network, though most students connect through the UHM wireless network. Two iMacs in the common area are also available for student use. The doors to the common area and technology classroom are code-locked for security. Students have access to the facilities during the Hamilton Library hours, which are generally from 8am-10pm (Friday close at 6pm) weekdays, Saturday 9am-5pm, and Sunday 12pm-10pm.

In 2014, faculty were given the option to upgrade their individual computers and equipment from ICS Department funds, and several did so. Others prefer to manage their own computing environment through grant-funded and/or personal purchases, but each LIS faculty member has sufficient computing resources. The two computers used by staff in the LIS office were upgraded in late 2014.



### *Online resources*

Online resources for the LIS Program are specifically tailored to meet our instructional needs, and are a result of special arrangements between instructors, vendors, software developers, publishers, and information service providers.

Students have access to OCLC's Connexion cataloging software and Library of Congress ClassWeb, the electronic version of the Library of Congress Classification schedules, and RDA Toolkit. Students in courses that cover design and creation of systems used in libraries and archives have access to commercial, open source or free software. Those products include specialized systems for creation of databases (e.g. MS Access), multimedia content management systems (e.g. Drupal, Greenstone, ContentDM, StreetPrint), integrated library systems (e.g. Ex Libris Voyager, Destiny, Mandarin, Koha), and website authoring and publishing (e.g. Adobe Dreamweaver, Photoshop).

In addition to online databases available from UH, our students also have access to Hawai'i State Public Library System (HSPLS) online resources, several of which are unavailable via UH. Several professional resources such as Bowker's Books in Print and Ulrich's Serials Directory are available via HSPLS, and students are encouraged to acquire free Hawai'i state library cards to gain access to these and information resources and professional-level tools.

Several commercial databases are available to students for a limited time during the semester for the following courses: LIS 663 Database Searching, LIS 667 Advanced Database Searching, LIS 671 Digital Librarianship, and LIS 675 Database Content Evaluation. These are requested by the instructor of the above courses to demonstrate to students unique content and software features not available through UH or HSPLS. Additionally, special arrangements are sometimes made for students to access services such as 360 from Serials Solutions, or *MetaFind* to demonstrate novel technologies beyond those normally available.

Some additional databases are available only for the instructor for review purposes, such as the cited references-enhanced Scopus database and service, the 1945-2008 edition of Web of Science system, the Journal Performance Indicator (JPI) database, a superset of Journal Citation Reports, and the complete Digital Archive of the Emerald collection of LIS and business journals.

We also have special arrangements with the largest online database aggregators (Dialog, ProQuest, EBSCO, The Gale Group [now Cengage], OCLC, and Ovid) to make some of their products available to students. Resource discovery services (Ex Libris Primo at UH and ProQuest 360 Search at HSPLS), are also available to help students find the most promising databases. In total, over 400 subscription-based databases are available for faculty and students in any of the LIS courses. The complete list of databases available at UH and HSPLS are linked below:

- [UH resources](#)
- [HSPLS resources](#)

We have recently arranged with Springshare to provide students and faculty free access to the LibGuides service. We are currently discussing ways to integrate LibGuide service into course assignments, and are working with Hamilton Library to provide persistent access to student- and faculty-created LibGuides.

### ***Facilities and Resources at the Department Level***

At the Department level, LIS students and faculty have access to continuously upgraded ICS computing facilities and information technologies in two computer labs on the third floor of the Pacific Ocean Science and Technology (POST) building. Collectively, the two labs (POST 318 and 319)

have approximately 75 PC workstations that are maintained by ICS staff. LIS students can access software, their profile and personal network drive from either Hamilton or POST.

The ICS department also funds a Teaching Assistant who provides in-class Halawai (Adobe Connect) support for neighbor island students, as well as asynchronous support for Laulima courseware and other instructional support. Halawai and Laulima are administered by Information Technology Services (see VI.3.3) for the University of Hawai'i system.

### *Facilities and Resources at the University Level*

At the campus level, LIS benefits from facilities and services provided by Information Technology Services (ITS) and the Office of Faculty Development and Academic Support (OFDAS). Additionally, [Desktop Network Services](#) (DNS) serves the staff of the University of Hawai'i at Mānoa Library by maintaining the Library's networks, networking equipment, servers and all desktop computing systems, creating and maintaining the Library's Web pages, digital collections and repositories.

### *Information Technology Services (ITS)*

In February 2014, the new [Information Technology Center](#) opened on the Mānoa campus, a stone's throw from Hamilton Library. The 74,000 square foot, six-story IT Center houses enterprise information and communications technology systems and services that support modern teaching, administration and research for all ten UH campuses and students throughout the state of Hawai'i. The building features disaster-hardened, 8,000-square-foot data center for enterprise servers, storage and communications, high-quality space for faculty to develop digital content, meeting and training rooms with teleconferencing capabilities, modern workspaces for ITS staff, and an emergency situation room to support UH disaster response.

Reporting to the President of the UH System, [ITS](#) provides faculty and students general purpose computing facilities, administrative information systems, voice, data, and video telecommunications networks and services, distance learning technology operations and support, and campus computing laboratories. ITS also provides a variety of related services and support such as eCAFÉ, the official University of Hawai'i course and faculty evaluation system.

ITS provides central leadership and guidance in two main areas:

- The user services and web support area includes a system-wide [help desk](#), [site licenses](#), and web development support, in addition to running campus [computer labs](#). LIS faculty, students and staff have access to the ITS computer facilities in the Computer Learning Instruction Center (CLIC) labs in Sinclair Library and Hamilton Library.
- The distance learning and instructional technology area includes coordination of the University's distance learning activities, instructional technology support, faculty development, and training. Services offered include the Sakai-based Laulima collaborative learning system, an open source courseware solution equivalent to WebCT or Blackboard. The UH System is one of the leading partners in Sakai and other open source educational initiatives.

Technology to support telecommunication-assisted instruction includes [Halawai](#) (Adobe Connect), a web conferencing tool licensed by ITS for the University of Hawai'i System. It enables users to share a computer screen, applications, files, as well as broadcast live audio, video and chat. Halawai is used to hold administrative meetings, small group collaborations, and as an enhancement to face-to-face and/or web-based teaching.

ITS also runs the [TALENT](#) program (Teaching and Learning with Electronic Networked Technology), providing faculty with instructional sessions on systems like Halawai, Lailima, iTunesU and StudyMate.

The Digital Media Center (DMC) assists faculty and staff in areas such as multimedia presentations, instructional or departmental website development, computer-based instruction, audio/video digitizing and editing, and graphics support. The DMC is equipped with the software and hardware to meet most of the faculty and staff multimedia needs for online course development, website development, CD-ROM/DVD production, scanning, graphics, and audio/video editing.

Through the new IT Center, students and faculty have access to a new computing cluster implemented in April 2015. The resource consists of 184 total nodes based on the Cray CS300. The total number of processors for the system is 3,600 and the total memory is just over 22.7 TB. The resulting processing power is over 380 teraflops raw performance and 69 teraflops of LINPAC benchmark performance. An additional 500 TB NetApp storage system is also associated for more permanent data storage.

The [Language Analysis and Experimentation Labs](#), a research and teaching facility dedicated to human language and the cognitive mechanisms responsible for it, are a facility for the College of Languages, Linguistics, and Literature, supporting research on the articulation, acoustics, and perception of speech, the production and recognition of words, and the processing of sentences and discourse. Tools are available in the labs for use by students, faculty, and visiting researchers interested in all areas of language; these tools include audio and video recording hardware, acoustic analysis software, articulatory measurement devices, eye-tracking equipment, large language corpora, tools for building computational models of linguistic and cognitive behavior, and experiment design and analysis software.

#### *Office of Faculty Development and Academic Support (OFDAS)*

OFDAS reports to the UH Vice Chancellor for Academic Affairs. It has three programs aimed at faculty support:

- The [Center for Teaching Excellence](#) (CTE) focuses on creating successful teaching and learning environments. Areas of support include teaching assessment services (small group instructional diagnosis; paper and pencil assessment; classroom observation; classroom observation/digital video) and teaching enhancement seminars (training and orientation for teaching assistants, publications, faculty research showcases).
- The [Faculty Mentoring Program](#) (FMP) focuses on professional development related to successful renewal, promotion, and tenure for UH Mānoa faculty. Their facilities and resources include an extensive tenure dossier library and a series of events where UH faculty members share their experiences on distance education and the use of teaching technologies.
- The [Center for Instructional Support](#) (CIS) supports instruction through technology and technology-related resources. The Center is organized into three primary divisions—Multimedia, Graphic Media Design, and Campus Central Repair—and has a full-time staff of eight professionals. Services include consultation, media equipment loan services, media equipment repair, graphics services, booking CIS media rooms, video and audio duplication, multimedia production, and media conversion. Three CIS media rooms are equipped with the latest technologies, including a data projection system, VCR, DVD players, and PC computers.

## *University library collections*

The University of Hawai'i at Mānoa Libraries are resources both for the Mānoa campus and for all other UH campuses. The collections contain over 3 million volumes and 2 million microform units, nearly 5,000 computer files, approximately 6,000 linear feet of manuscripts and archives, 64,000 audiovisual items, 15,700 maps and aerial photographs, and approximately 25,000 current serial/journal titles received in paper and/or electronic format.

The library manages its operations using the Ex Libris Voyager integrated library system. In 2013, the library purchased HP ProLiant DL980 Servers and HP ProLiant DL360 Servers, HP P2000 G3 MSA Array Systems, and HP Care Pack Support Plus 24 to replace the aging Oracle Sun platforms, supporting its Ex Libris library management system. In addition, the library added Primo, a “web-scale” discovery system for multi-database searching.

Collections are primarily housed in three buildings on campus (Hamilton Library, Sinclair Library, Jefferson Hall). Hamilton Library, with a total of 304,265 square feet of space, houses the research collections in the humanities, social sciences, science, technology; a depository for US Government documents; the area focus collections for Asia, Hawai'i, and the Pacific; archives, manuscripts, and other special collections. The 95,000 square foot Sinclair Library is home to the music collection, the course reserve reading service, the Wong Audiovisual Center, and older, bound journals. Most recently, Sinclair Library established a Student Success Center that meets the needs of students by offering chat services, online reference and tutorials, tutor networks, sessions on learning skills, and study groups. Both Hamilton and Sinclair contain a student computer lab and provide reference and other services.

Among the 115 North American university research library members of the Association of Research Libraries in fiscal year 2012–2013, the UH Mānoa Library is ranked 78<sup>th</sup> in strength based on factors such as collection size, current serial subscriptions, staffing, and budget. Other libraries on the UH Mānoa campus (and in nearby Mānoa valley and Kakaako) include:

- [The College of Education Curriculum Resource Center](#)
- [John A. Burns School of Medicine Health Sciences Library](#)
- [Industrial Relations Center](#)
- [Institute for Astronomy](#)
- [Pacific Regional Planetary Data Center](#)
- [Richardson School of Law](#)
- [The Second Language Studies \(SLS\)/Linguistics Reading Room](#)
- [Sinclair Library](#)
- [Travel Industry Management Sunset Reference Center](#)

While LIS students and faculty work closely with most UH librarians, one liaison librarian is directly responsible for LIS materials in Hamilton Library. She works with students and faculty to select materials related to LIS, and connects students and faculty with the range of services and resources offered by the UHM Library. More information can be found in the [LibGuide](#) created for the LIS program.

The Library has prioritized the licensing of digital content, and now provides most indexing and abstracting services via the Web. Standard library indexes, such as *Library and Information Science Abstracts* (LISA), *Library, Information Science & Technology Abstracts* (LISTA), and *E-LIS* (E-prints in Library and Information Science), are flanked by other indexes that are of interest to LIS educators and students, including *ABI/INFORM*, the *ACM Digital Library*, *ArchiveGrid*, the *Emerald Fulltext Library*, *Journal Citation Reports*, *NoveList*, and the ISI citation indexes in *Web of Science*. [Over 200 current LIS periodicals](#) are available digitally, and access to e-books through aggregators such as ebrary and EBSCO has greatly increased the immediate availability of LIS resources to students on

the neighbor islands. LIS faculty also assign e-books through services such as Safari Computer Books Wong Audiovisual Center.

The Library also maintains a strong collection of professional books, scholarly monographs, professional magazines, and journals in print form related to LIS, almost 7,000 linear feet, including more than 100 current periodical subscriptions. The Library's efficient intra-system loan program enables neighbor island students to enjoy the benefits of the physical collection by providing desktop delivery of scanned journal articles from their print counterparts, and delivery via mail or courier of print monographs.

A robust interlibrary loan program provides access to books and journal articles not held by the UHM Libraries. As a member of numerous consortia, the Library is able to offer speedy delivery of digital content directly to the desktops of students and faculty, and print materials are routinely obtained from those member libraries with expedited service.

The LIS Program's founding Dean and University Librarian, Ralph Shaw, built a strong retrospective LIS collection when the School was first established, and UH librarians have worked hard to keep the collection current. The collection survived the 2004 flood since it was located on the third floor of Hamilton Library. A late 2007 roof leak at Hamilton damaged the neighboring Asia collection, but only a handful of LIS titles were lost, all of which have been replaced. The LIS collection has since been moved to the Science & Technology area of Hamilton Library as part of a library renovation.

### *Distributed Learning*

LIS has access to several online collaboration and learning environments, which support distributed learning as well as traditional face-to-face instruction. A course management system, [Laulima](#), is the UH implementation of Sakai, an open source CMS which replaced WebCT in August 2008. Laulima supports online teaching functions such as managing course rosters, content, scheduling, bulletin boards, discussion, quizzes and grading.

Halawai (Adobe Connect) replaced the Hawai'i Interactive Television System (HITS) to deliver courses to remote sites in the state. The telecommunication instructional program enables instructors to deliver instruction in real time while conducting class on the UH Mānoa campus. Unlike HITS, Halawai allows remote site students to view materials on the instructor's computer screen and participate in class without going to the closest UH facility on a neighbor islands. The recorded sessions can be viewed later for student convenience. As mentioned, a Teaching Assistant provided by the ICS Department operates Halawai during class sessions, enabling instructors to concentrate on teaching without worrying about potential technical difficulties. In an average semester, the program offers two to three courses through Halawai in addition to asynchronous online offerings.

### *Multimedia Resources and Media Production Facilities*

In addition to computer-based facilities, other multimedia resources are available at the Instructional Resources Center in Kuykendall Hall and the Wong Audiovisual Center in Sinclair Library. The Wong Audiovisual Center has films, videocassettes, videodiscs, compact discs, audio cassettes, phonodiscs, filmstrips, and kits, among others. A comprehensive collection of audiovisual materials on Hawai'i and the Pacific Islands is in the process of being created. The Center for Instructional Support provides color printing of transparencies, slides, and other instructional media for faculty.

The LIS Program has virtual spaces in [iTunesU](#) and the UH institutional repository, [ScholarSpace](#), for video and audio related to coursework or guest presentations.

### *Accommodation for Independent Studies*

Group study rooms in Hamilton Library are available for use by students, faculty, and staff on a first-come, first-served basis. The rooms are available from building opening until one hour before closing. The group study rooms in the main part of the library are rooms 202 and 204. There are three study rooms on the second floor of the Hamilton Addition: Rooms A251, A252, and A253.

Two Presentation Practice Rooms for UH Mānoa students to use are located in the Science and Technology area of the first floor of Hamilton Library Addition. Each room is equipped with a Windows computer, Microsoft Office, an LCD projector, projection screen, white board, and a work table with chairs.

The Student Success Center (Rooms 110 and 201) in Sinclair Library also offers a group study room space equipped with computers and media support. There is also a media classroom in Sinclair that faculty may book for classes (Room 3).

***VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.***

### *University Libraries Facilities and Services*

The Library has a staff of 70 full-time equivalent (FTE) library faculty and other professional staff, 89 FTE support staff, and 44 FTE student assistants. Through their instructional activities, the library faculty supports the core and graduation requirements for the Mānoa General Education program and other campus requirements for student information literacy. The library faculty are invited lecturers in over 200 undergraduate and graduate classes each year. They also teach courses in the LIS Program, as well as in several other departments and programs.

UH librarians serve varied roles in the LIS Program. Each semester, at least two or three library faculty teach as adjuncts in their area of specialization and conduct guest lectures. They also employ students in paraprofessional positions, and offer paid and unpaid internships. The University Librarian is a member of the LIS Program's Advisory Board, and has participated in LIS Program strategic planning and other events.

[Hours of library service](#) vary by buildings and specific services, and are posted on the library website.

### *Other Campus Support Facilities and Services*

At the University level, the KOKUA Program provides services to students with various disabilities. They include scribe services, academic adjustments (e.g. foreign language substitution), intra-campus van transportation, furniture placement, classroom relocation, American Sign Language interpretation, real time captioning services, assistive technology, bookstore services, library assistance, campus advocacy, physical assistance, and mobility assistance.

Exam accommodations may include extended time, distraction reduced space, assistive technology (Jaws, Kurzweil, CCTV, etc.), live reading, scribe services, alternate media (Braille, e-text, enlarged copy, etc.), computer use (word processing), and answer sheet completion (Scantron).



***VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.***

Facilities are primarily evaluated through Graduating Student and Alumni Surveys and course evaluations. Graduating student surveys and course evaluations are conducted each semester.

Respondents to the Graduating Student Survey (Appendix 2-4) were satisfied with the classroom facilities and equipment, proximity, and availability of library and computing resources. All of the average ratings were between 5.07 and 5.29 on a scale of 1 to 6. In the 2013 Alumni Survey (Appendix 2-5), 76 respondents rated the overall quality of the LIS Program 4.68/6 on the statement: Integration of technology and new media into courses.

A core goal of the 2015-2020 LIS Strategic Plan is to provide a quality learning and research environment for students and faculty, stated as: Redesign LIS space to better reflect student needs and program values. For example, as a result of student input, we have created a charging station in the common area, installed a new laptop counter, and are in the process of redesigning our space to make it more welcoming, and better reflect a Hawaiian sense of place.

The LIS faculty also discusses issues related to physical facilities and resources at our monthly faculty meetings and annual strategic planning retreats. Students participate in the planning process, both directly and via surveys, to express their level of satisfaction with the LIS facilities. LIS faculty are also part of the ICS Infrastructure Committee, and are involved in department-wide decisions about software, hardware and lab facilities to support student learning.

## **Conclusion**

Although the 2004 Hamilton Library flood was a traumatic event in the life of the LIS Program and the university as a whole, we worked very hard with students, alumni and our colleagues in the library and the ICS Department to visualize a functional, comfortable, forward-looking learning environment that would be flexible enough to adapt to technological and pedagogical changes. Our physical facilities help to nurture a collaborative learning community, and because of Hawai'i's unique geography, we also extend a virtual space to a handful of learners on neighbor islands who connect through Halawai and other learning technologies.

## **Appendices referenced in this chapter**

Appendix 6-1 LIS Floor Plan

Appendix 6-2 Hamilton Library Building Area and Measurements

## **Links referenced in this chapter**

Electronic Resources available through UH Libraries

<http://micro189.lib3.hawaii.edu/ezproxy/>

Electronic Resources available through the Hawai'i State Public Library System

<http://librarieshawaii.org/serials/databases.html>

Desktop Network Services

<http://library.manoa.hawaii.edu/departments/dns/dns.html>

Information Technology Center  
<http://www.hawaii.edu/technology/itcenter/>

Information Technology Services  
<http://www.hawaii.edu/its/about.html>

Halawai (Adobe Connect)  
<http://www.hawaii.edu/halawai>

Teaching and Learning with Electronic Networked Technology (TALENT)  
<https://www.hawaii.edu/talent/>

Language Analysis and Experimentation Labs  
<https://sites.google.com/a/hawaii.edu/laelabsedit/>

Center for Teaching Excellence (CTE)  
<http://www.cte.hawaii.edu>

Faculty Mentoring Program (FMP)  
<http://www.fmp.hawaii.edu>

Center for Instructional Support (CIS)  
<http://www.cis.hawaii.edu>

The College of Education Curriculum Resource Center (CRC)  
<http://library.manoa.hawaii.edu/research/otherlibraries.php#CRC>

John A. Burns School of Medicine Health Sciences Library  
<http://hslib.jabsom.hawaii.edu/>

Industrial Relations Center  
<http://www.manoa.hawaii.edu/irc/>

Institute for Astronomy Library  
<http://www.ifa.hawaii.edu/library/>

Pacific Regional Planetary Data Center  
<http://www.higp.hawaii.edu/prpdc/>

William S. Richardson School of Law Library  
<https://www.law.hawaii.edu/library>

The Second Language Studies (SLS)/Linguistics Reading Room  
<http://www.hawaii.edu/sls/research/libraries/>

Sinclair Library  
<http://guides.library.manoa.hawaii.edu/sinclairlibrary>

Sunset Reference Center, School of Travel Industry Management  
<http://www.tim.hawaii.edu/src>

LIS Program LibGuide  
[http://guides.library.manoa.hawaii.edu/sb.php?subject\\_id=24283](http://guides.library.manoa.hawaii.edu/sb.php?subject_id=24283)



LIS Periodicals available through UH Libraries  
<http://sfxhosted.exlibrisgroup.com/uhmanoa/az/>

Laulima course management system  
<http://laulima.hawaii.edu>

iTunesU  
<http://www.hawaii.edu/itunesu/>

ScholarSpace, the UH institutional repository  
<http://scholarspace.manoa.hawaii.edu/>

Library hours  
<http://library.manoa.hawaii.edu/about/hours.html>

## Synthesis and Future Directions

Gathering and articulating evidence to demonstrate how we meet each element of the ALA accreditation standards can be both exhilarating and sobering. We embrace the chance to demonstrate our unique value to students, the university, the state of Hawai'i and the information professions, and also to reveal our weaknesses and missteps. The review period has been a challenging time, with few resources available to support experimentation and growth, whether from university sources or faculty grants. Data is required to justify resource requests, but available data tends to describe the value of what we have always done, as opposed to what we might like to try. We are committed to assessment, but we feel strongly that no program can be reduced to data and standards. What informs and drives our future directions is a synthesis of data and dreams.

We humbly acknowledge and celebrate the things we do well. This self-study process has revealed some core strengths aligned with each standard:

- **Mission, Goals and Objectives.** Our planning, activities and student learning outcomes harmonize with those of the college and university, yet allow us to make unique contributions to their broader missions. They result from a process of planning and reflective assessment, and our assessment processes and instruments have been used as models by other units across campus.
- **Curriculum.** Our curriculum is aligned with our SLOs and strategic plan, is responsive to student input, and reflects the core competencies of librarianship. Our curriculum encourages exploration across campus units, and results in graduates who have strong interpersonal and team skills, strong ethical practices, and experience with multicultural communities and collections. Our relationships with the local LIS community result in a wide range of internship and practicum opportunities for our students, and our School Library Media specialization has consistently been ranked in the Top 10 by US News.
- **Faculty.** Our faculty bring a unique blend of research interests, teaching styles, subject expertise and professional experience. They contribute to their research and professional communities through publications, presentations and peer review, and their work has national and international impact. Our adjunct faculty provide unique expertise, particularly with local communities and collections, and they receive high course evaluation ratings from students, as do the full-time faculty.
- **Students.** Our students are extremely diverse, and uncommonly engaged in student and professional organizations—87.2% participate. They present at professional conferences, and participate in program planning and committee work. Employers report that the LIS graduates they hire display strong problem solving abilities, use information technology effectively, and function well on teams.
- **Administration and Financial Support.** Our unique administrative location allows us to make a unique contribution within the ICS Department and the College of Natural Sciences. LIS faculty are well represented on departmental and university-wide committees. Our staffing and funding have remained relatively stable throughout the review period, despite a hiring freeze and other financial challenges. Our staff are few, but excellent.
- **Physical Resources and Facilities.** Our newly rebuilt facilities on the ground floor of Hamilton Library are outstanding, and our students and faculty have ready access to the collections in Hamilton and other university libraries. As a program within the ICS Department, we can provide students and faculty with a high level of technological

infrastructure and support, and the university offers additional resources for instructional and research support at multiple levels.

The accreditation process has also revealed some areas where we need to improve:

- **Enrollment.** Our enrollment fell from 101 students in 2012, to 66 the following year. We have had fewer applications for admission, and have had several students withdraw to join fully online LIS programs. We seek to increase the number of Native Hawaiian students and others from underrepresented groups, but we also enroll far fewer international and US mainland students than in prior years, and restoring this balance is also a priority. We have established an Outreach Committee to improve our recruiting and outreach efforts, and we must decide as a faculty the extent to which we can, or wish to, expand our online offerings. We set a goal of 100 enrolled students in our 2015-2020 Strategic Plan, and we have already rebounded significantly: at this writing, we expect to begin Fall 2015 with 84 enrolled students.
- **Native Hawaiian and indigenous librarianship.** With the exception of a few elective courses taught by adjunct faculty, our students are forced to go outside LIS to take courses related to Native Hawaiian and indigenous librarianship. None of the current full-time faculty has expertise in these areas, so we seek to hire a faculty member who can help us develop a strong identity in Native Hawaiian and indigenous librarianship, and help us better integrate these concepts and issues throughout our curriculum, especially in the core. We have included these specializations in the position descriptions of our two most recent faculty searches, and will do so again once approval to advertise for our open faculty line is secured.
- **Integration of technology into the curriculum.** Our assessment instruments consistently identify the integration of technology into the curriculum as an area in which we need to improve. While some LIS students can take ICS courses in their areas of interest, others cannot due to prerequisite requirements. Creating a pathway to technology competency is something we have continuously tried to address as a program, from our basic computer skills checklist at application to the requirement to take an advanced technology course, but integrating technology into the curriculum is very much a moving target. We are piloting an Informatics specialization that will serve as a gateway between LIS and ICS. It is aligned with early discussions about the creation of an iSchool, where three departments are envisioned: ICS, LIS and Informatics. We also seek to hire new faculty who combine tech skills with their areas of LIS expertise.
- **External funding.** Very few faculty members have secured external funding that would create research assistantships and related opportunities for our students. To address this, one of the key activities in our 2015-2020 Strategic Plan is that all faculty members submit at least one proposal as PI or Co-I every two years. Also, the job description of the new LIS Coordinator includes a faculty grant support function, assisting with proposal research, creation and documentation via the myGrant/Kuali and NSF Fastlane systems.

Our 2015-2020 Strategic Plan is the roadmap to our future directions, and the synthesis of our many modes of reflective assessment. In creating it, we considered but did not limit ourselves to our existing strengths, or to past metrics such as funding and enrollment trends from prior years. We thought about the LIS Program we would like to create, and created a plan that allows us to explore those facets that best fit our community and mission.

We know we will not achieve everything in our plan, and we have built in evidence and key metrics that will allow us to assess our progress and reallocate resources as needed. An abridged version of our 2015-2020 Strategic Plan, focusing on areas of change, is presented in Table S-1.

**Table S-1 Selected 2015-2020 Strategic Plan elements**

ACTIVITY	EVIDENCE / KEY METRICS
Revise archival courses and pilot an Archives specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> <li>· One additional archival studies course offered</li> <li>· Students can complete specialization within 2 years</li> <li>· Goal: 10 students in specialization by 2020</li> </ul>
Create and pilot an Informatics specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> <li>· Two new informatics courses offered</li> <li>· Students can complete specialization within 2 years</li> <li>· Goal: 10 students in specialization by 2020</li> </ul>
Create and pilot a Hawaiian/Indigenous Librarianship specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> <li>· One additional Hawaiian/indigenous course offered</li> <li>· Students can complete specialization within 2 years</li> <li>· Goal: 10 students in specialization by 2020</li> </ul> Dual degree with Hawai'i inuiakea School of Hawaiian Knowledge documents and reports
Create and pilot an Asian Studies Librarianship specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> <li>· One new Asian Studies Librarianship course offered</li> <li>· Students can complete specialization within 2 years</li> <li>· Goal: 10 students in specialization by 2020</li> </ul>
Establish a research and learning lab	Space and technology plan, budget, course syllabi showing lab integration with curriculum <ul style="list-style-type: none"> <li>· 20 research and teaching events in lab per year</li> </ul>
Modularize core curriculum	Modularized syllabi, alternative core course structure <ul style="list-style-type: none"> <li>· One merged/modular core course option offered as pilot</li> </ul>
Create a research center to expand Asia-Pacific scholarly partnerships	Grant proposals, visiting scholars

While working through these and all the elements of our strategic plan will be an adventure, we know we will also need to recognize and adapt to opportunities we don't anticipate. This will be the core of our unique contribution to the LIS community in the years ahead, and how we realize our vision:

***Our 'ohana will be compassionate leaders in a world where information connects, supports and respects diverse populations.***