

**Report of the University of Hawaii at Mānoa Faculty Senate  
Task Force on the UH Mānoa Library  
April 2007-April 2008**

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## *Executive Summary*

In April 2007, the University of Hawai`i at Mānoa Faculty Senate charged a task force of faculty to 1) Describe the current state of the UH Mānoa Library (Hamilton and Sinclair Libraries) in the context of its mission statement, the 2002-2010 UH Mānoa Strategic Plan, and the scholarly communication environment, 2) Survey the UH Mānoa faculty, students, and staff regarding how the Library supports their research and education, 3) Examine barriers to the Library meeting its mission, 4) Recommend funding mechanisms, and 5) Recommend organizational structures to support the Library in meeting its mission.<sup>1</sup>

The Task Force began working in May 2007, gathering information about the current state of the Library and collecting budget numbers from the Mānoa administration and the library administration. A survey was sent to campus stakeholders in October 2007. The Task Force would like to acknowledge the help of the UH Mānoa Library administration, particularly Paula Mochida, Interim University Librarian, John Awakuni, UH Mānoa Library Fiscal Officer, and Alan Grosenheider, Assistant to the University Librarian, who provided data and contextual information about the Library. In creating the survey that went out to all University of Hawai`i personal e-mail accounts, Mochida and Grosenheider provided valuable feedback in developing the survey questions. The results of the survey, as presented in this report, were shared with the Library administration and helped to inform the development of the strategic plan recently drafted by the Library staff. Some of the stories of “great service” provided by the Library are attached at the end of this report.

### Recommendations from the Task Force Report:

1. Funding
  - a. Bring the UH Mānoa Library funding up to the average of our peer institutions or to the average of the Association of Research Libraries (ARL) library funding.
  - b. Build in an inflation increase to the Library budget to accommodate the 5-12% annual increases in the costs of journal subscriptions.
2. Personnel
  - a. Recruit and hire for the two vacant Assistant/Associate University Librarian positions (M positions).
  - b. Recruit and hire for vacant Librarian and support staff positions.
3. Explore shared funding with private universities in Hawai`i, whose faculty and students rely on UH Mānoa Library collections.
4. Facilities
  - a. Repairs and maintenance for Hamilton and Sinclair Libraries should be a high priority to the campus, to preserve the valuable collections of materials and to support an optimal educational experience to UH Mānoa students.
  - b. Costs for utilities are currently drawing funds from the collections and staffing; the Library should be a priority for implementing sustainability efforts.
5. Manage the library resources to anticipate and respond to the changing university and the changing needs of scholarship by recognizing a need for predicament management (rather than crisis management).

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<sup>1</sup>Charge to Task Force on the UH Manoa Library, April 2007  
<[http://www.hawaii.edu/uhmfs/library\\_taskforce/charge.pdf](http://www.hawaii.edu/uhmfs/library_taskforce/charge.pdf)>.

## *Current State of the University of Hawai`i at Mānoa Library*

The University of Hawai`i at Mānoa Library mission statement in the Library's Strategic Plan 2008-2015 is:

The University of Hawai`i at Mānoa Library acquires, organizes, preserves, and provides access to information resources vital to the learning, teaching and research mission of the University.

The UH Mānoa Library was established in 1908 in one room of a house of the College of Agricultural and Mechanical Arts of Hawai`i<sup>2</sup>. The library is now a member of the Association of Research Libraries, a membership of the largest research libraries in North America. The UH Mānoa Library currently employs a faculty of 58 Librarians (B-faculty, 48 in tenure track positions) and a support staff of 103 civil service and APT employees.

### Partnerships and Consortia

The University of Hawai`i at Mānoa is the host campus for Hawai`i Voyager, the library catalog shared by all 10 UH campuses. The library provides the systems support and staff to maintain and upgrade the library management system (LMS), which consists of a Web-accessible public catalog, circulation, acquisitions, and cataloging modules. The library also manages annual fee payments for the LMS.

In licensing electronic resources, UH Mānoa Library collaborates with UH System campuses and the State of Hawai`i Public Library System for consortial pricing on general interest databases, e.g. ScienceDirect, EbscoHost, ebrary electronic books. The library also works very closely with the Health Sciences Library at the School of Medicine in order not to duplicate purchases. Also all resources licensed by the Health Sciences Library are licensed for all of the UH Mānoa campus.

The UH Mānoa Library is a member of the Greater Western Library Alliance (GWLA), a consortium of 31 research libraries that provides some leverage in negotiating licensing terms and costs for libraries. The library has access to many electronic resources through the consortial deals negotiated by GWLA. The library also participates in GWLA's interlibrary loan partnerships and online chat reference agreement. There is an annual membership fee to be a member of GWLA.

As member library of OCLC (Online Computer Library Center) the UH Mānoa Library shares cataloging records with libraries across North America. WorldCat is the public view of this collaboration. There is a membership fee for libraries to be a part of this effort.

### 2006-2007 Fiscal Crisis

In January 2007 the UH Mānoa Library faced a \$1 million budget deficit for fiscal year 2006-2007. The Mānoa Chancellor's Office provided the library with \$500,000 to maintain access to online journals and databases. However, the approval plan that would routinely deliver

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<sup>2</sup> Morris, Nancy. History of Libraries, University of Hawaii at Manoa.  
<[http://library.manoa.hawaii.edu/about/library\\_history.html](http://library.manoa.hawaii.edu/about/library_history.html)> [Accessed 2008 April 10].

approximately 6000 scholarly print books from Blackwell's (a book vendor) between January through June 2007 was immediately stopped, providing a savings of \$400,000 for the remainder of the fiscal year. Funds provided to librarian collection selectors to purchase books needed by faculty to pursue their research and instruction plans were reduced to save \$250,000. Hiring for vacant positions was delayed. Two presentations were made to the campus to apprise faculty and students about the decisions made regarding acquisitions for the library collections in January 2007. The slides to these presentations may be viewed at <[http://www.hawaii.edu/uhmfs/library\\_taskforce/Library\\_Forum-revSJ9.pdf](http://www.hawaii.edu/uhmfs/library_taskforce/Library_Forum-revSJ9.pdf)>. For the fiscal year 2007-2008 plans were made to cut the total subscription obligations to the largest publisher of Science, Technology, and Medicine (STM) journals, Elsevier (ScienceDirect). Negotiations with Elsevier are still ongoing. The anticipated journal cuts have been forestalled by a one time contribution of \$300,000 from the Office of the Vice-Chancellor for Research and Graduate Education. The library administration and JABSOM Health Sciences Library worked closely with the Vice-Chancellor's office.

Comparison of Research Library Expenditures—is UH Mānoa Library Unusual?

A comparison of total library expenditures between UH Mānoa Library, its peer institutions, and the ARL Libraries in Figure 1 shows that the UH Mānoa Library has expended significantly less money, reflecting budget allocations that are less than the average of our peer institutions and of the ARL institutions over the last decade. The peer institutions used in this comparison are all members of ARL and are listed in the peer group for UH Mānoa by the UH Institutional Research Office at <<http://www.hawaii.edu/iro/pbcg>>, these include: University of California Davis, Colorado State University, Louisiana State University, University of Missouri, University of Utah, University of Virginia, University of Georgia, Iowa State University, University of North Carolina, and the University of Tennessee.

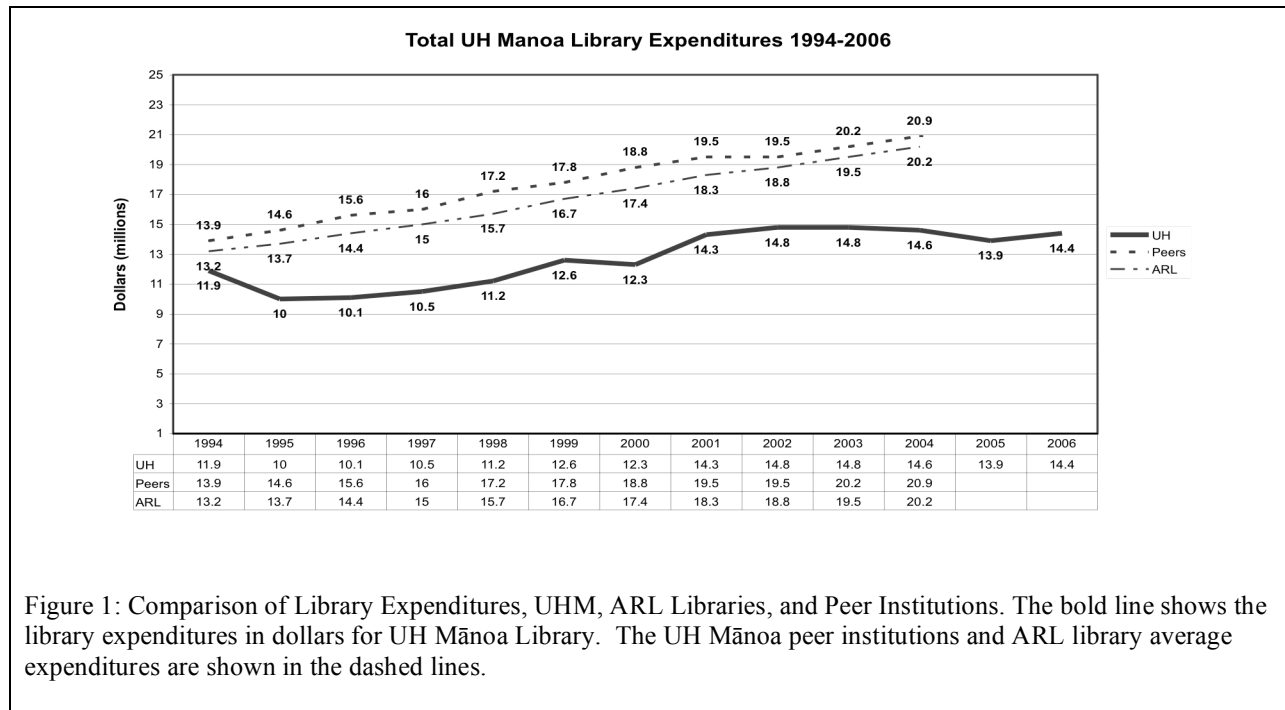


Figure 1: Comparison of Library Expenditures, UHM, ARL Libraries, and Peer Institutions. The bold line shows the library expenditures in dollars for UH Mānoa Library. The UH Mānoa peer institutions and ARL library average expenditures are shown in the dashed lines.

## *Mānoa Strategic Plan Research Benchmark for the Library*

In the Mānoa Strategic Plan *Defining Our Destiny 2002-2010*<sup>3</sup> one of the three research benchmarks relates to the UH Mānoa Library:

Our library ranking according to the Association for Research Libraries improves from 68th to 40th (our former ranking) out of 113 U.S. and Canadian libraries.

The UH Mānoa Library is now 81 out of 113 libraries in the Association of Research Libraries (ARL) Institutional Rankings, indicating a drop in the number of items added to the collections in a physical or digital format, as well as a drop in the number of staff.<sup>4</sup> In the 2006 ARL statistics, UH Mānoa Library is ranked (out of a total of 113 ARL libraries):

- 54th in the number of volumes held, reflecting the earlier strong support for building the collections;
- 65th in the number of volumes added, an annual calculation
- 76th in current serials, number of journal title subscriptions, an annual calculation
- 80th in total library expenditures, a reflection of funds allocated to the library
- 79th in total professional and support staff, number of FTE working in the library, excluding student workers.

### Scholarly Publishing Environment

The increases in costs world wide for scholarly journals, particularly in Science, Technology and Medical (STM) publishing has been well documented<sup>5</sup>. In Figure 2, one can see that expenditures for serials have increased by over 300% over the last decade as compared to the Consumer Price Index (CPI) increase of 86%.

In Figure 3, the serial expenditure increases are graphed with the serials unit cost percent increase, the percent increase in the number of serial titles acquired, and the cost data for monograph purchases. Monograph unit costs are below the CPI and serial unit costs are more than double the CPI. Expenditures for STM journals have increased significantly over the last decade but serials in all disciplines are routinely charging 5-10% increases in subscription prices to libraries.

### Changes in Scholarly Communication and Research Needs

The scholarly publishing environment is rapidly moving to Web-based delivery to the desktop. To address the needs of researchers and students for desktop delivery, academic libraries are

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<sup>3</sup> <[http://www.uhm.hawaii.edu/vision/defining\\_our\\_destiny/research/](http://www.uhm.hawaii.edu/vision/defining_our_destiny/research/)>

<sup>4</sup> Until the publication of the 2006 ARL Statistics, the ARL ranking was based on five of the data sets collected by ARL: 1) volumes held, 2) total volumes added, 3) number of current serial subscriptions, 4) total library expenditures, and 5) total professional plus support staff. The new ARL ranking is based simply on library expenditures. This change was made to change the impact of the number of items owned by a library to that of funding as reflected in expenditures as libraries are moving from owned physical objects to access to digital objects. There is however a high correlation between the new ARL ranking and the previously calculated ARL index.

<sup>5</sup> Serial Wars. Library Journal, April 15, 2007. <<http://www.libraryjournal.com/article/CA6431958.html>>

increasing expenditures for Web content. ARL libraries are spending an average of nearly 41% of their collection budgets on electronic subscriptions and one-time expenditures (for example, purchasing back files of journals). Some of these costs are for replacing items held in print with access to the same content on the Web.

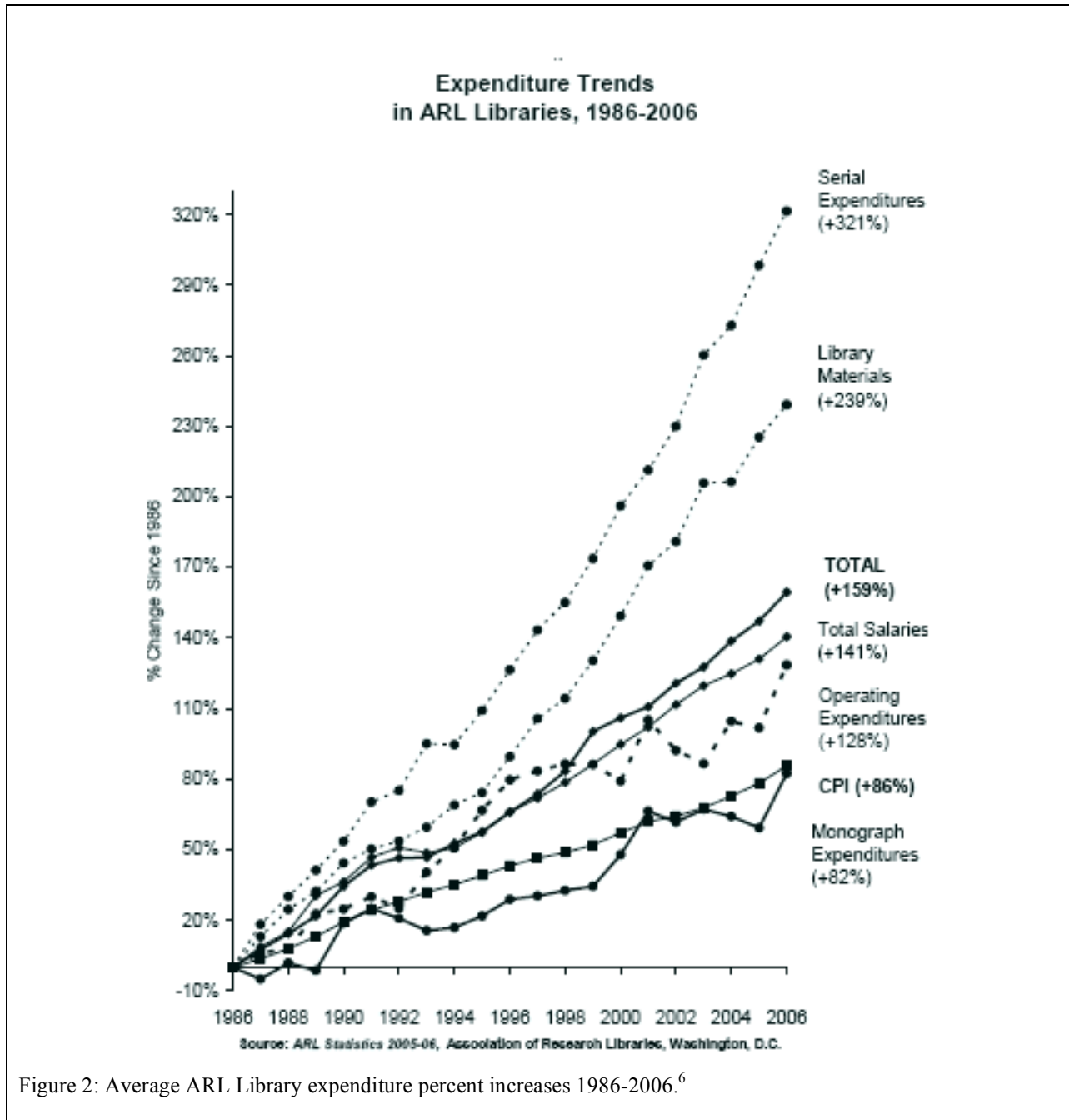


Figure 2: Average ARL Library expenditure percent increases 1986-2006.<sup>6</sup>

<sup>6</sup> ARL Statistics. 2006. <<http://www.arl.org/bm~doc/arlstats06.pdf>>

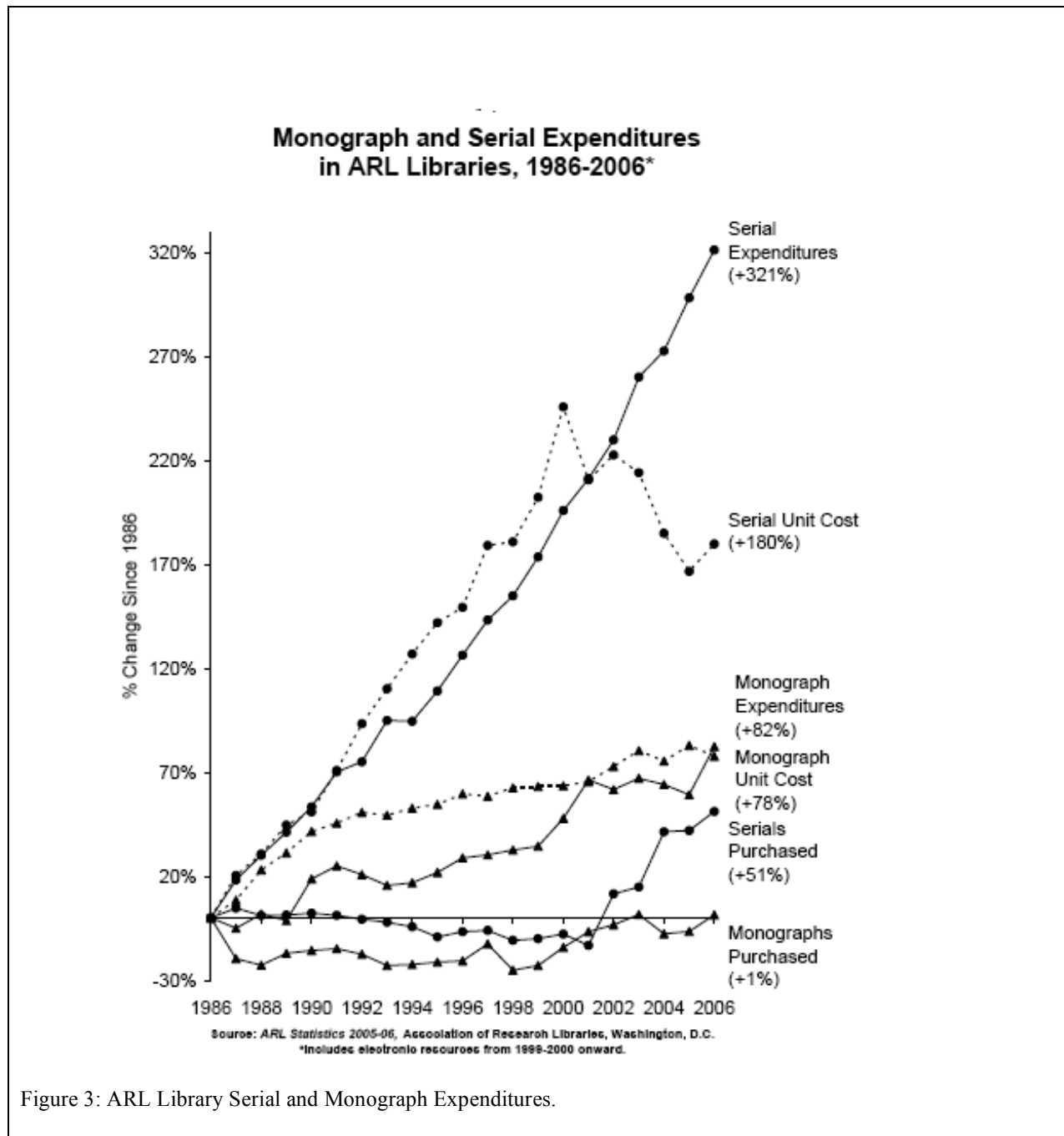
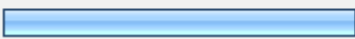



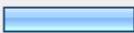


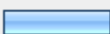


Figure 3: ARL Library Serial and Monograph Expenditures.

The need for rapid communication between scholars has caused a shift from monograph centered research and publication to journal articles as the preferred communication format. This has been true in science for several decades and is now becoming evident in social sciences and humanities. The change in expenditures from monographs to more serials has increased the vulnerability of library budgets to inflationary pricing. As can be seen in Figure 3, serial expenditures over all ARL libraries have increased 321% from 1986 to 2006 and the number of serial titles purchased has increased by 51%.

## Survey of the University of Hawai'i at Mānoa and System Communities

In the fall of 2007 a survey was constructed and faculty, staff and students within “earshot” of the UH System email lists were contacted to complete an opinion survey on the Mānoa Library (Hamilton and Sinclair libraries). The responses came easily and all of the 1780 people who took the survey finished it.

1. With which UH System campus do you most associate yourself?			
		Response Percent	Response Count
UH Manoa		85.4%	1516
Another non-Manoa UH campus		14.6%	260
<i>answered question</i>			<b>1776</b>
<i>skipped question</i>			<b>4</b>

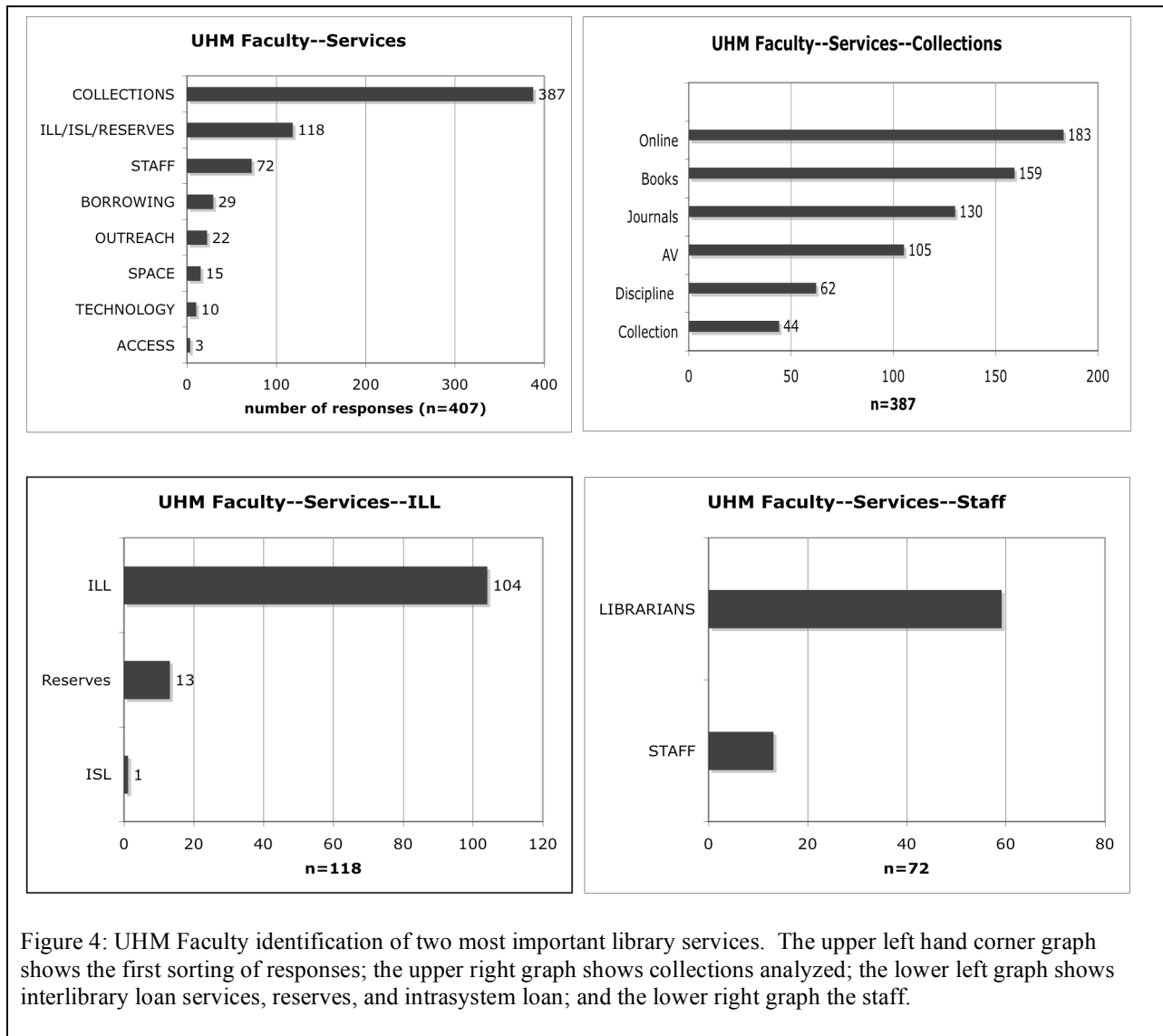
2. What is your status in the UH system?			
		Response Percent	Response Count
Undergraduate student		34.7%	616
Graduate student		25.0%	444
Staff		8.7%	154
Faculty		28.3%	503
Emeritus		0.7%	13
Other		2.6%	46
<i>answered question</i>			<b>1776</b>
<i>skipped question</i>			<b>4</b>

As expected, most responses came from the Mānoa campus, but it was surprising how many undergraduates took the time to fill out the survey. Their thoughts, and the thoughts of the other classes of respondents follow. In this report, because of the number of responses the survey received, we focused our efforts in analyzing the qualitative data gathered to that received from UH Mānoa respondents only.

**Survey: Two Most Important Services Provided by the UH Mānoa Library**

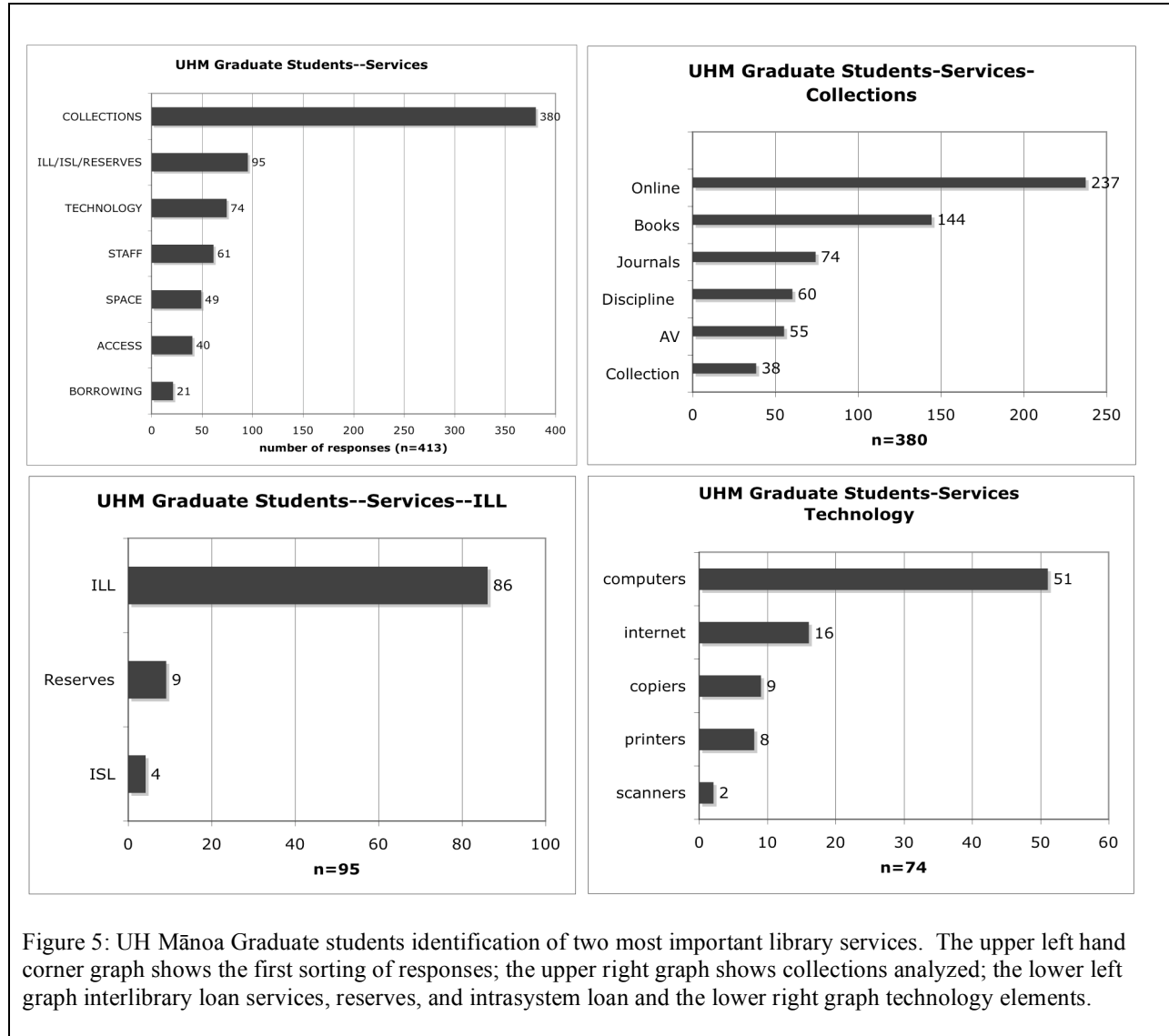
The question asked respondents to identify the two most important services provided by the UH Mānoa Library; answers were in the form of text comments. The comments were read and then sorted under category headings derived from the comments; comments were parsed so that one comment might be sorted under more than one category. The following graphs show UH Mānoa faculty (Figure 4), graduate student (Figure 5), and undergraduate student (Figure 6) responses, with further analyses performed on the top categories based on number of responses.

Services—UH Mānoa Faculty Responses<sup>7</sup>



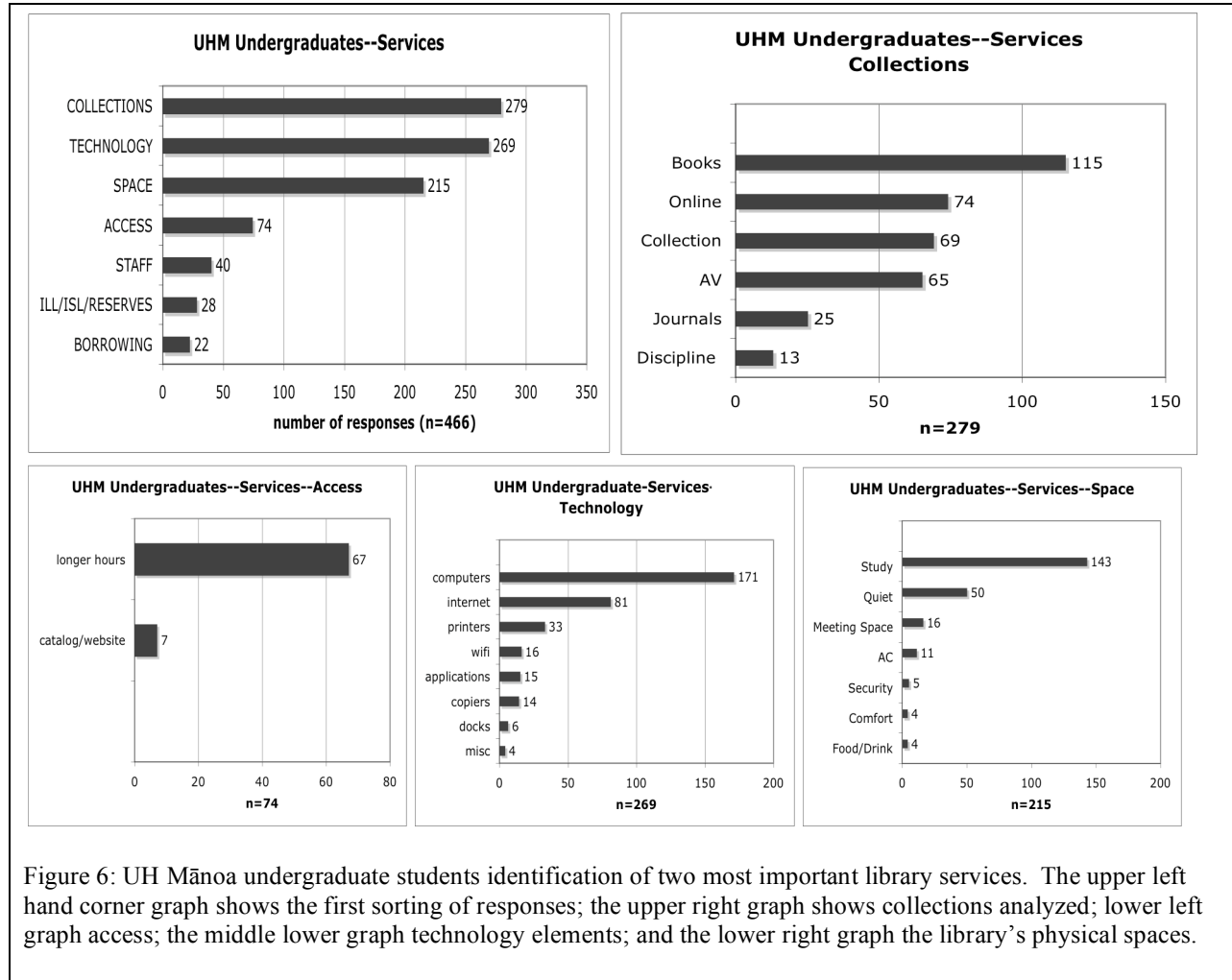
<sup>7</sup> Words used by UH Manoa faculty to describe the services that were categorized as **Collections** included *electronic journals, online journals, books, AV materials, DVDs, Music, CDs*, as well as mention of specific disciplines, resources, or collections.

Services—UH Mānoa Graduate Student Responses<sup>8</sup>



<sup>8</sup> Words used by graduate students to describe the services that were categorized as **Collections** included *online journals, journals, books, AV, DVDs, Music*; words used with reference to **Technology** included *computer labs, computers with software, internet access*.

## Services—UH Mānoa Undergraduate Student Responses<sup>9</sup>



### Services of the UH Mānoa Library Summary

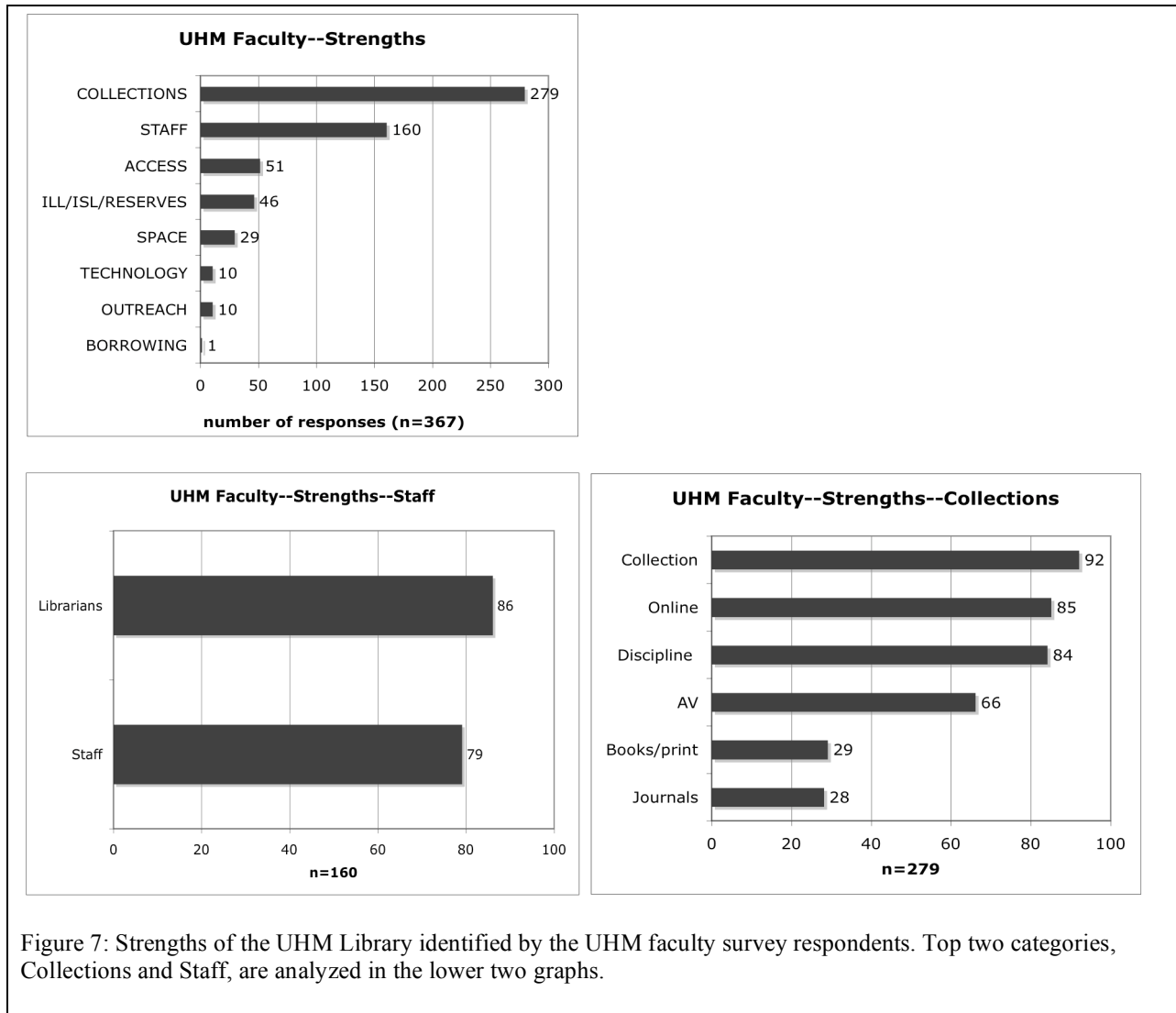
It is clear from these graphs that faculty, graduate students, and undergraduate students seek different services from the library. All groups depend on the library to provide access to research materials, and those more involved in research, faculty and graduate students, depend more heavily on online access to research materials from their desktops. The need on the part of undergraduates for library space that offers a quiet, safe place and extended open hours is quite different from the services sought by faculty and graduate students.

<sup>9</sup> Words used by undergraduate students to describe the services categorized as **Collections** included *books, online, electronic resources, references, resources*; under **Access**, *open 24 hours, longer hours, longer weekend hours, online catalog, search engine*; under **Technology**, *availability of computers, internet access, printers, wireless, MS Office applications, photocopiers, scanners and color copiers*; under **Space**, *group study, quiet place, cool temperature, comfortable, availability of coffee at Sinclair*.

**Survey: Strengths, Weaknesses, Opportunities, and Threats, a SWOT**

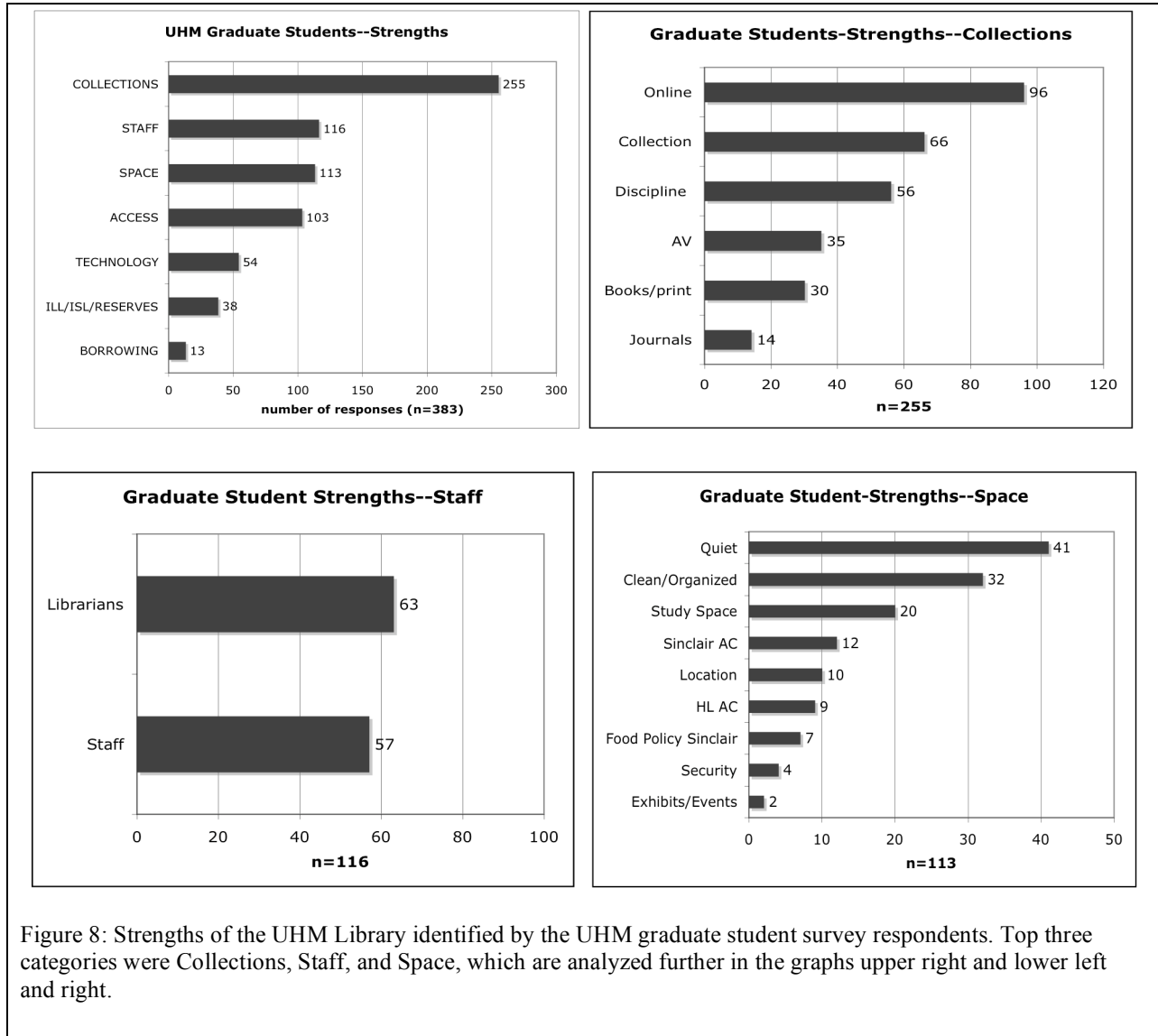
The SWOT survey questions asked respondents to identify one or two Strengths, Weaknesses, Opportunities, and Threats of or to Hamilton or Sinclair Libraries. The Task Force chose an open, qualitative approach to avoid predefining the responses.

Strengths of the UH Mānoa Library—UH Mānoa Faculty Responses<sup>10</sup>



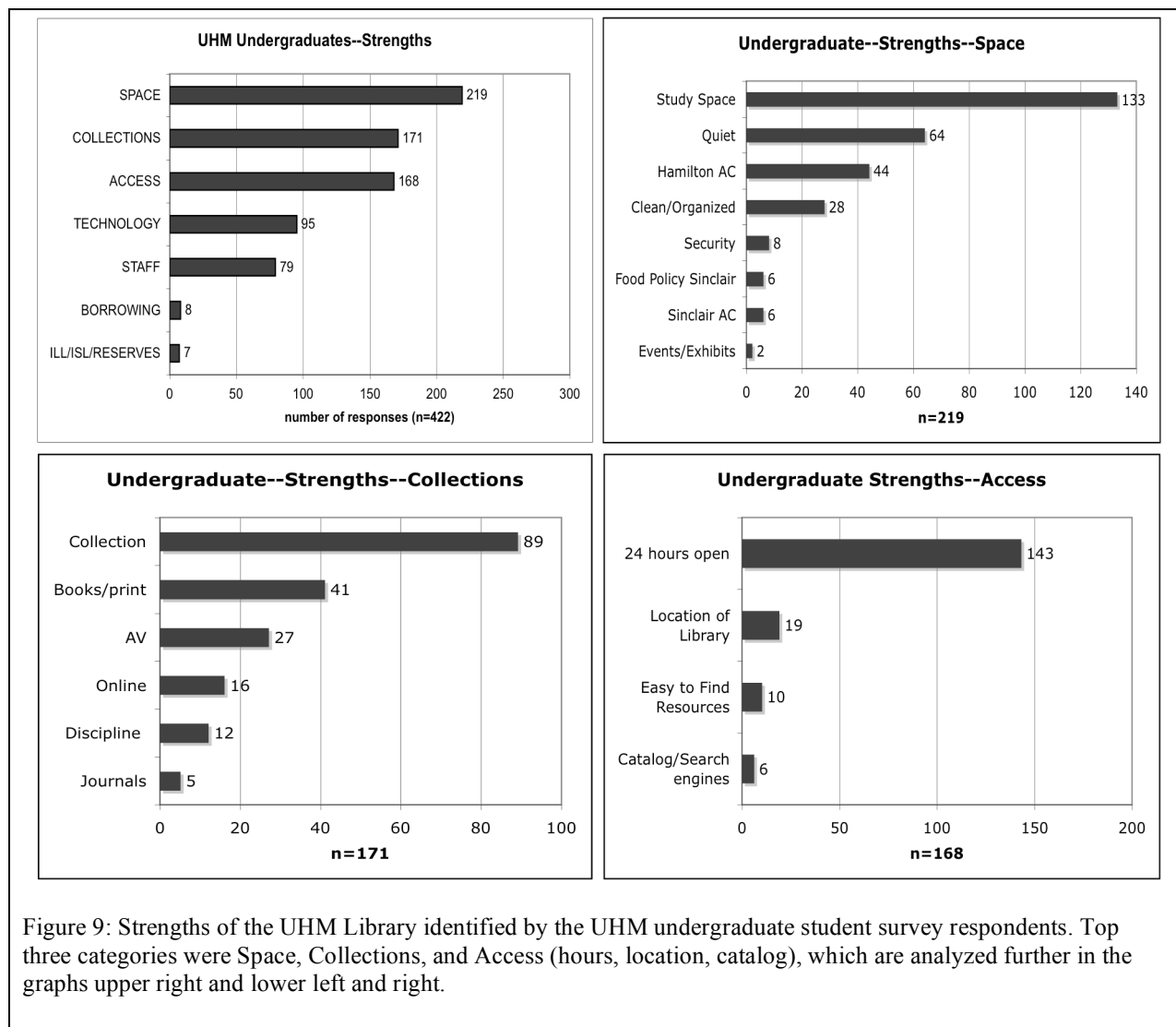
<sup>10</sup> The words used by UHM faculty respondents to describe library strengths categorized as **Collections** included *strong collections, good online access to journals, good Asia, Hawaiian, Pacific collections* (other disciplines were also noted) *good AV collection, many books, good print collection, good journal collection*; words used with reference to **Staff** included *instruction, reference, staff helps a lot*, and specific librarians were named.

Strengths of the UH Mānoa Library—UH Mānoa Graduate Student Responses<sup>11</sup>



<sup>11</sup> Words used by UHM graduate students to describe the library strengths that were categorized as **Collections** included *online resources, collections, resources*; specific disciplines named were *AV and video collections, books, print collection, microfilm, and journal collection*; with reference to **Staff**, words included *reference help, workshops, instruction, staff, customer service*, and specific librarians were named; with reference to **Space** words included *quiet, clean, well-organized, comfortable, group study space, Sinclair not cold, location, Hamilton cool temperature*.

## Strengths of the UH Mānoa Library—UH Mānoa Undergraduate Student Responses<sup>12</sup>



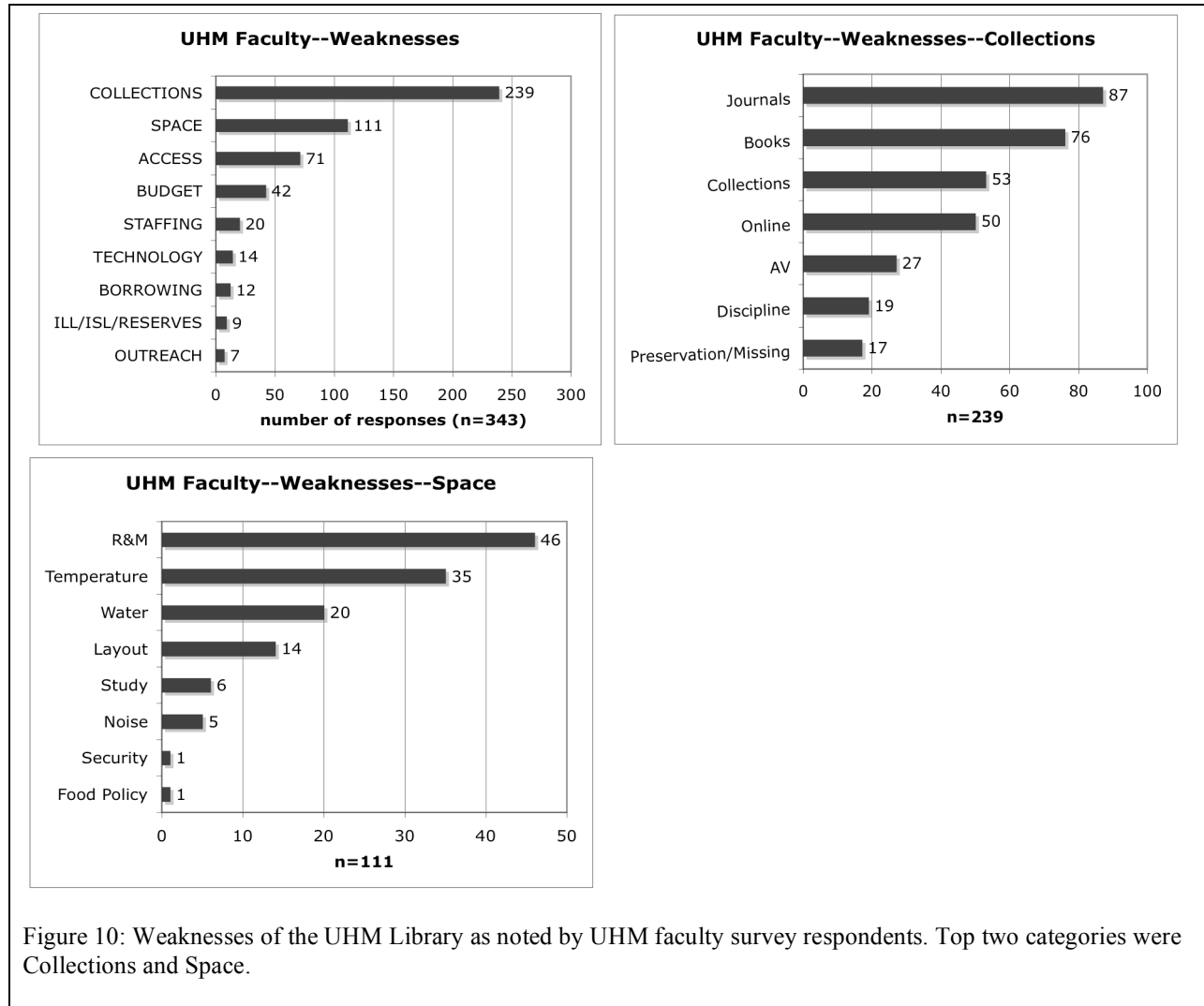
### Strengths of the UH Mānoa Library Summary

For UHM faculty and graduate students the collections, particularly online access, and the library staff, librarians and support staff, were noted more frequently as strengths of the library. The undergraduate survey respondents listed the library space as the greatest strength, particularly study space. The undergraduate and graduate students' appreciation of the availability of quiet study spaces and group study spaces was evident. The undergraduate students overall saw the

<sup>12</sup> Words used by undergraduate students that were categorized as **Space**, included *study space, group study, quiet, Hamilton airconditioning, clean, organized, security, designated food area at Sinclair, comfortable temperature at Sinclair*; **Collections**, *resources, collections, books, print resources, AV, DVDs, discipline specific collections, online journals, magazines, newspapers*; **Access**, *extended hours, location, easy to find books, catalog, search engines*.

collections as a strength but did not place as great an emphasis on online resources as did the faculty and graduate students. The extended hours of the library in which Hamilton and Sinclair are open 24 hours during the week were viewed as a great strength of the library.

Weaknesses of the UH Mānoa Library—UH Mānoa Faculty Responses<sup>13</sup>



<sup>13</sup> Words used by faculty to describe weaknesses of the UHM Library that were categorized under **Collections**, included, *loss of electronic journal access, journal cancellations, lack of needed journals, cuts to book purchases, need more resources* (in specific disciplines), *not enough new DVDs, need for reformatting videos, books in Sinclair in poor condition, lost books not replaced*; **Space**, *buildings need repairs, maintenance, Hamilton too cold, Sinclair too hot, roof leaks, flooding*.

Weaknesses of the UH Mānoa Library—UH Mānoa Graduate Student Responses<sup>14</sup>

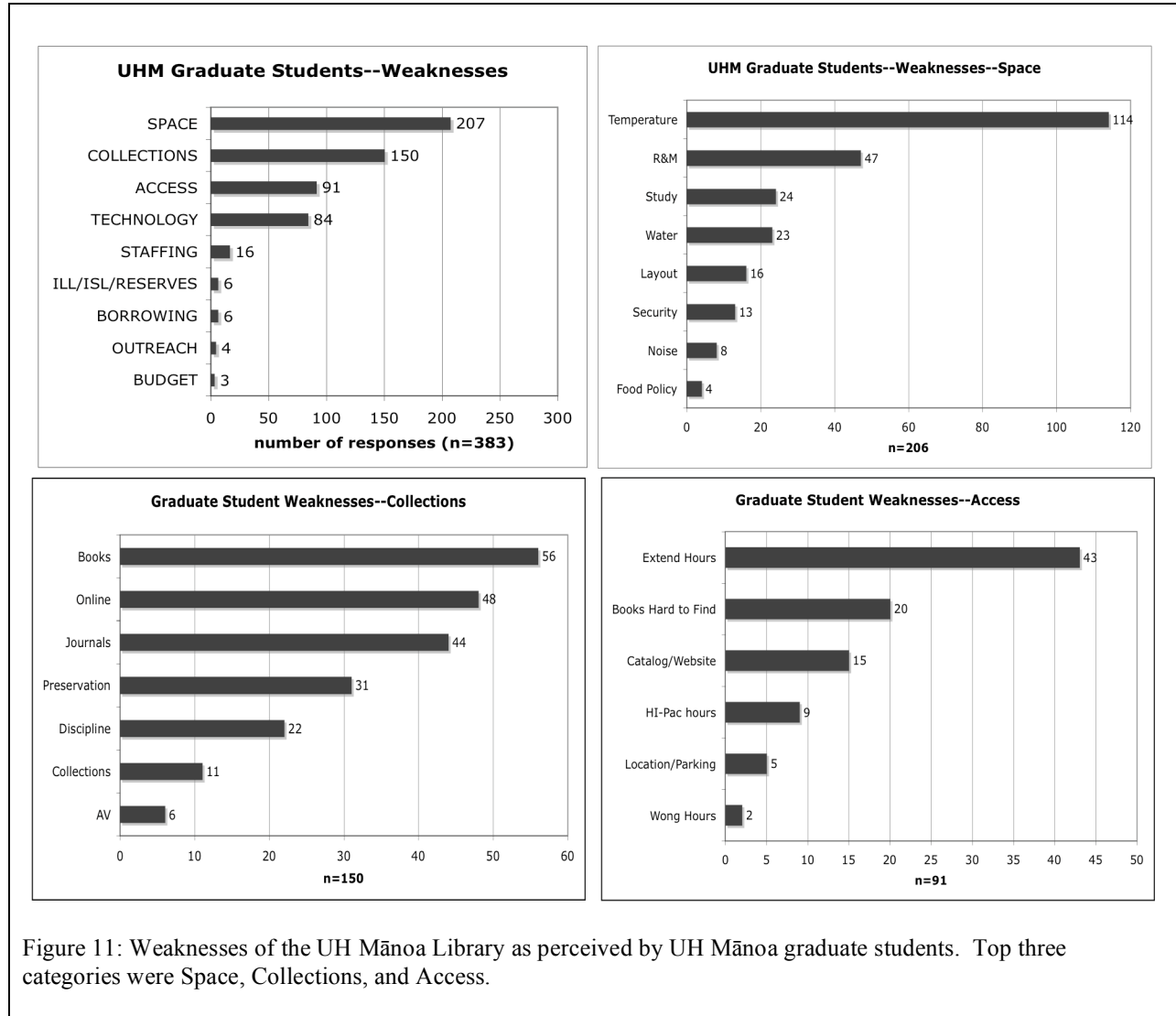
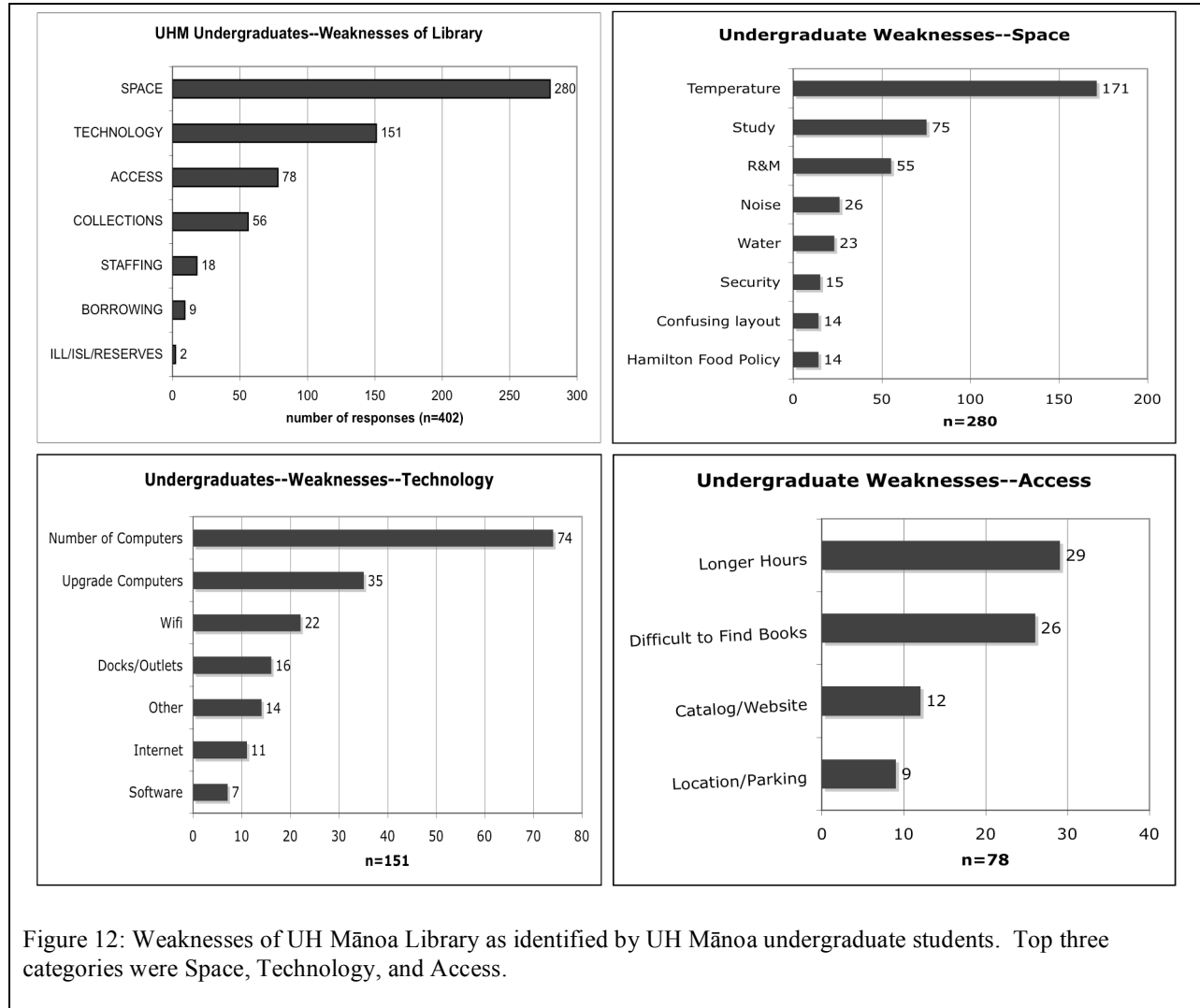


Figure 11: Weaknesses of the UH Mānoa Library as perceived by UH Mānoa graduate students. Top three categories were Space, Collections, and Access.

<sup>14</sup> Words used by UH Manoa graduate students to describe weaknesses of the library, categorized as **Space**, included *Hamilton Library too cold, Sinclair too hot, need for repairs and maintenance, better study space furniture, more group study rooms, roof leaks, floods, need more security*; **Collections**, *not enough books purchased, cuts to online resources, not enough online resources, not enough journals, missing books, materials in poor condition in Sinclair, cuts to collection, not enough DVDs*; **Access**, *want longer hours for Hamilton, sometimes books hard to find, catalog hard to use, Website confusing*.

## Weaknesses of the UH Mānoa Library—UH Mānoa Undergraduate Student Responses<sup>15</sup>



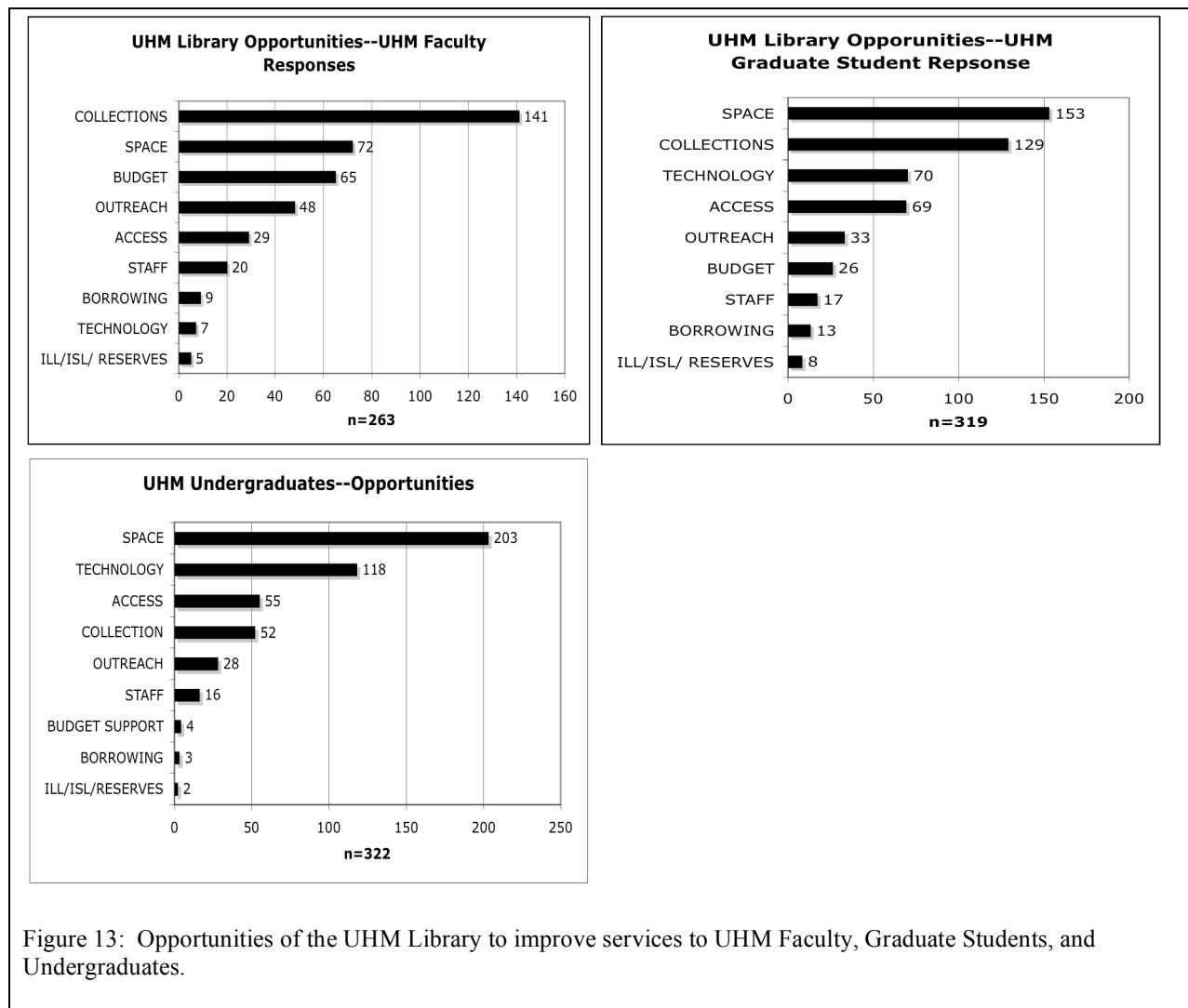
### Weaknesses of the UH Mānoa Library Summary

Faculty and graduate students voiced concern about the collections, lack of journals and books, cancellation of journals, and threats to collections because of leaks or lack of air quality control (Sinclair Library). Graduate students and undergraduate students focused on the cold temperatures of Hamilton, while faculty remarked more frequently about the need for repairs and maintenance to the library buildings. Graduate students and undergraduate students saw the limited hours of the library as a weakness. Undergraduate students saw the number and quality

<sup>15</sup> Words used to describe the weaknesses of UH Mānoa Library identified by UH Mānoa undergraduate students categorized under **Space**, included *Hamilton too cold, Sinclair too hot, need more study space, need more group study room, buildings need repair, renovate Sinclair, roof leaks, need more security, layout of Hamilton confusing, need more signs, need places in Hamilton for food, need lounge*; **Technology**, *need more computers, need newer, better, faster computers, more wi-fi access, better printers, copiers, lower copying fees*; **Access**, *need longer hours, longer weekend hours, Websites confusing, location too far from dorms, parking difficult*.

of the computers available in the library as a weakness; and to a lesser extent, indicating less reliance on the library's computers, the graduate students also saw the technology offered by the library as a weakness.

Opportunities for the UH Mānoa Library—UH Mānoa Responses



When asked to consider opportunities for improvement, faculty focused on increasing access to collections and on preservation. Opportunities were seen for improving the physical space by fixing roof leaks, preventing future flood damage, and increasing the budget. Graduate students and undergraduate students saw opportunities in making the physical space more comfortable (temperature and furniture), adding greater flexibility in study space (group and private study spaces), improving technology, and increasing hours. All three groups saw opportunities for greater marketing, more instructional workshops, and public lectures and exhibits.

Wording used to describe opportunities mirrored the comments in the section requesting survey takers to describe weaknesses of the library.

Threats to UH Mānoa Library—UH Mānoa Responses

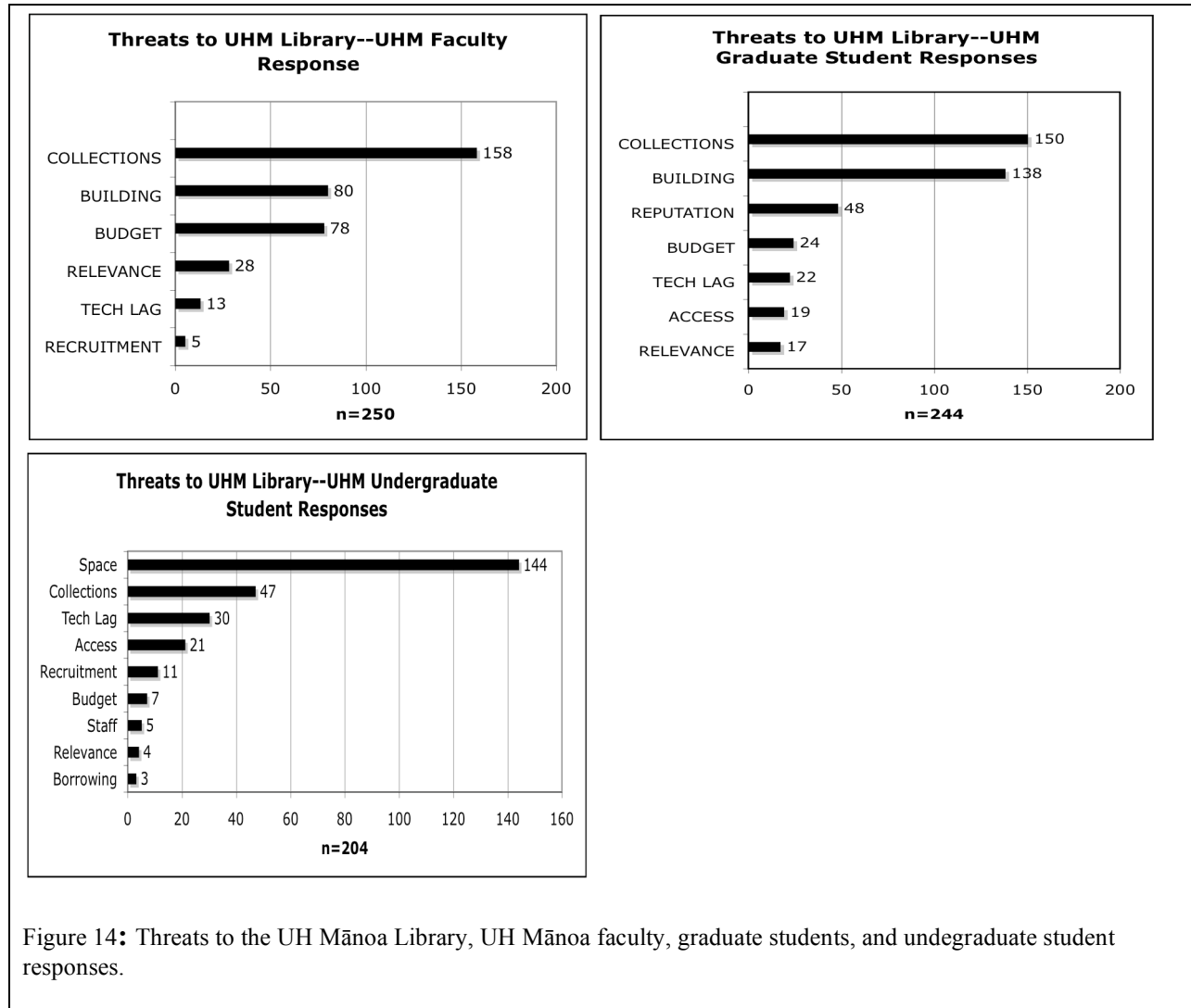


Figure 14: Threats to the UH Mānoa Library, UH Mānoa faculty, graduate students, and undergraduate student responses.

When asked to consider threats to the library, respondents identified journal cancellations, lack of funding for book purchases, outdated computers, and the need for repairs and maintenance for Sinclair and Hamilton. The occurrence of the 2004 flood and the continuing problem with roof leaks were noted by all three groups. Graduate students saw the lessening quality of the collections as a threat to the reputation of their departments or to the university. The cold temperatures of Hamilton were seen by many undergraduates as a threat.

## Task Force Recommendations

The UH Mānoa Library, like all university libraries embedded in their scholarly communities, requires a level of funding that is similar to its peer institutions and the average funding of other ARL libraries. The library operates in a scholarly landscape in which journals and books are not interchangeable, making it difficult to shop for less expensive products. For the university to maintain its competitive edge in research, recruitment, and retention, the university library must be equal to that of the institution's competition.

The 2007 report of the visiting Western Association of Schools and Colleges Accreditation (WASC) team<sup>16</sup> noted that the:

"Adequacy of financial resources is a serious matter especially with regard to campus facilities, library support, program assessment, and student support (including graduate students) and upcoming campus renewal," and also recommends that the "Chancellor ensures that Mānoa's planning is fully comprehensive, incorporating library, graduate student, and research issues the other essential matters now covered by the Institutional Proposal."

To ensure that the UH Mānoa Library can meet the needs of the students, faculty, and all of the other stakeholders we have the following recommendations:

### 1. Funding

- a. *Benchmarking.* There are two funding benchmarks that can be easily used to determine the minimum funding level for the UH Mānoa Library, 1) the average of the funding available to the libraries of the UH Mānoa peer institutions, 2) the average of the funding reported by the ARL libraries.
- b. *Built in Inflation Increase.* Many university libraries receive built in inflation increases to their budgets to accommodate the 5-12% annual increases in the costs of journal subscriptions. Of the library's 2006-2007 budget for print and electronic resources, 77% or \$5 million is subject to annual price increases. A leading journal vendor, Ebsco, provided the following data showing increases of 7.63% to 9.67% over all journal subscriptions of ARL libraries<sup>17</sup>

Library Type	% of Total Titles	% of Total Expenditure	2003		2004		2005		2006		2007		% Increase 03-07
			Avg. Title Price	%	Avg. Title Price	% Increase	Avg. Title Price	% Increase	Avg. Title Price	% Increase	Avg. Title Price	% Increase	
<b>ARL</b>													
US Titles	63.5%	41.2%	\$310.47		\$334.78	7.83%	\$358.05	6.95%	\$383.17	7.02%	\$412.17	7.57%	32.76%
Non-US Titles	36.5%	51.8%	\$715.45		\$794.53	11.05%	\$870.21	9.53%	\$939.96	8.02%	\$1,022.83	8.82%	42.96%
Total Titles	100.0%	93.0%	\$458.43		\$502.76	9.67%	\$545.00	8.40%	\$586.60	7.63%	\$635.28	8.30%	38.58%

### 2. Personnel

- a. Recruit and hire for the two vacant Assistant/Associate University Librarian position (M positions).
- b. Recruit and hire for vacant librarian and support staff positions.

<sup>16</sup> Special Report of October 29-30 2007 WASC Visit.

<sup>17</sup> Five year journal price increase history (2003-2007) <[http://www2.ebsco.com/en-us/Documents/customer/overview\\_07.pdf](http://www2.ebsco.com/en-us/Documents/customer/overview_07.pdf)> [Accessed 2008 April 21].

3. Shared Funding
  - a. Explore shared funding with private universities in Hawai'i, whose faculty and students currently rely on UH Mānoa Library collections, print and electronic.
4. Facilities
  - a. *Repairs and maintenance.* Hamilton and Sinclair Libraries repairs and maintenance should be a high priority to the campus, to preserve the valuable collections of materials and to support an optimal educational experience to UH Mānoa students.
  - b. *Utility costs.* Expenditures for rising utility costs draw funds from the collections; the library should be a priority for implementing sustainable energy strategies.
5. Predicament management
  - a. Manage the library resources to anticipate and respond to the changing university and the changing needs of scholarship by recognizing a need to manage the ongoing scholarly communications predicament, rather than reacting to particular crises.

The Task Force asked survey respondents to share stories of great service they had received at the UH Mānoa Library. In the following appendix, we have included some of those stories.

## Appendix

### *Selected Positive Comments about the Library from the UHM Faculty Senate Task Force Survey*

- Every time I have to do research the library provides me a great service. It's not a single incident that I look for when I use the library, it's the benefit of being able to actually engage in productive research that makes me feel like I'm improving my academic quality. If you're looking for a great story, then look to the publications and efforts of the students and faculty. That is where the true signs of a good library show up.
- I am always impressed by the patience and friendliness of the first floor information desk. When I first came to UH Mānoa, one of the Hamilton librarians helped me to do research for my research paper and was so patient. She helped me for as long as I stayed there and did not rush me, even though it took a long time. I was very grateful for her help and really appreciated the fact that she did it all with a smile. I am sure I asked many "dumb" questions that she had probably heard a million times before, but she answered them all very nicely. I have had similar experiences with others at the information desk. I think they are doing a great job.
- I am working on a huge research project and the librarian assisted me with initial resources, printed the references, and let me know where to go to find more. Invaluable!
- I can find virtually anything I want A-V-wise at Wong audio-visual center . . .this never ceases to amaze me . . .I could spend a day and half in there and not get bored
- I did my dissertation in the Hawaiian collection, and could not have done anything close to the level of research without such a great collection.
- I had a wonderful tour of the library in orientation which showed me where all the great resources are
- I have gone from my BEd through my PhD at UHM. The librarians have always been a tremendous help - knowledgeable, friendly, helpful, organized and have changed with the every growing demands of technology (EXTREMELY important!)
- I have sent students to the UHM libraries several times to make use of databases and collections when they had what I considered to be "upper division" or specialized topics that might not be supported at our 2-year college library.
- I have written several review papers that relied heavily on the library's resources. My citation rating is in the top 1% of all engineers, and this citation rating reflects the value of these review papers.

- I really appreciate the faculty lecture series held in the library to share the work that faculty are working on, hear what other people are doing, and bringing people from diverse fields together in conversation
- I really enjoyed the orientation course that one of the research librarians did during the graduate student orientation day. It got me really interested in using the library.
- I teach Pacific studies and Hawaiian Monarchy at a public school and have relied on UH's extensive video collection for rare documentaries many times.
- I think one of the best services the library offers is its inter-library loan. I've used the system often and I'm always pleasantly surprised at how quickly my requests are filled. I think UHM does better in this respect than many mainland institutions (with nearer lending libraries).
- I was a plant pathologist in American Samoa from 1998-2007. An Agricultural Development in the American Pacific (ADAP) program, directed to Ms. Eileen Herring, Science and Technology, was a lifeline for us. Without it, we were seriously hindered in our reference searches.
- I was doing a presentation on Mexican indigenous films. I couldn't find any resources on my own so I e-mailed the sinclair reference desk which quickly connected me with the right person. Within a few hours I had a list of films I could reference to. Weeks later I gave my presentation confident that I had found the right resources.