

University of Hawaii Library and Information Science Program

ALA Accreditation

Program Presentation

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3. Earlier Strategic Plans for the LIS Program
4. Assessment Folder for LIS Core Courses
5. Paper Copies of Course Evaluations
6. Mentoring Guide Chapter of the Guidelines for Graduate Chairs
7. Samples of Student Practicum Portfolios
8. Document: “Report on Preconditions for School Library Media Specialists”
9. Summary of HITS Interview Comments
10. Faculty Publications
11. Sample Adjunct Faculty Curriculum Vitae
12. Handbook for New Faculty
13. Recruitment Brochure and Sample Letter to Department Chairs
14. ALA-SC Fundraising Calendar
15. Copies of *Basement Blotter*
16. 2008 LIS Program and ICS Department Reviews
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CHAPTER 0: INTRODUCTION

0.1 Basic Information

Name of the Unit:	Library and Information Science Program
Chief Administrator of the Unit:	Andrew Wertheimer, Program Chair
Parent Institution:	University of Hawaii
Chief Executive Officer:	David McClain, President, University of Hawaii Virginia Hinshaw, Chancellor, University of Hawaii at Manoa
Chief Academic Officer:	Peter Quigley, Interim Vice Chancellor for Academic Affairs
Unit Reports to:	Martha Crosby, Chair, Department of Information and Computer Sciences
Parent Institution Accredited by:	Western Association of Schools and Colleges
Program Seeking Accreditation:	Master of Library and Information Science

0.2 A Brief History of the Library and Information Science Program

The University of Hawaii Library and Information Science (LIS) Program was founded in 1965, just six years after statehood, as the Graduate School of Library Studies (GSLs), to prepare professionals for work in libraries and information centers in a variety of institutional settings.

In June 1987, the school responded to the rapidly changing world of libraries and information technologies and the role of information in society by officially changing its name to the School of Library and Information Studies (SLIS). The name of the degree became Master of Library and Information Studies.

The LIS faculty has continually worked to develop a vision for the future of library and information science education at the University, one that keeps pace with state needs, societal evolution, and technological progress. Early in 1994, the LIS faculty created a document that outlined our goals for restructuring the School, and forwarded it to University of Hawaii (UH) administration. In November 1995, the UH President charged a Task Force to articulate several restructuring alternatives. The most attractive and exciting option to the LIS faculty was a merger with the Department of Information and Computer Sciences (ICS), which became official in Fall 1997. At that time, we changed our name to the current Library and Information Science Program.

The LIS Program provides a quality education that allows our graduates to deliver professional services in local, national, and international arenas. We are aware of the opportunities and responsibilities inherent in our Pacific setting, and the special cultural amalgam of Hawaii. The idea of “many voices, one dream” is central to who we are.

Our Master’s degree program was first accredited by the American Library Association in 1967, and was re-accredited in 1974, 1980, 1986, 1994, and 2000.

0.3 Institutional Environment

The LIS Program is part of the Department of Information and Computer Sciences (ICS), which in turn is part of the College of Natural Sciences (CNS). These units form the direct context for the operation of the LIS Program within the University of Hawaii System. Appendices 0-A through 0-E provide an overview of the organizational hierarchy of the UH System, the only public system of higher education in the state, and the leading academic institution for economic growth and diversification. The UH System, composed of ten campuses and dozens of educational, training and research centers across the Hawaiian islands, is undergoing a reorganization in 2008.

The University of Hawaii at Manoa is designated by the Carnegie Foundation for the Advancement of Teaching as a “Research University / Very High Research” (RU/VH) institution. It is also one of thirteen land-grant, sea-grant, and space-grant institutions, with acknowledged excellence in many research and teaching areas, including astronomy, tropical agriculture, and ocean and earth sciences. The UH System is accredited by the Western Association of Schools and Colleges (WASC), and more than 45 programs of study, including the LIS Program, are also accredited by the appropriate professional bodies and associations in their disciplinary areas.

The UH System offers vocational programs, certificate programs and in-service programs, as well as bachelor, master, and doctoral degrees. Beyond stimulating the local economy with job opportunities, research projects and a skilled workforce, the UH System embraces its connections with the Asia/Pacific region, which permeate research and education activities throughout the System.

The College of Natural Sciences is a unit at UH Manoa that serves as a primary resource for advanced, applied, and fundamental scientific and mathematical research and education. Units within the College include biology, botany, chemistry, information and computer sciences, mathematics, microbiology, physics, and zoology. The College of Natural Sciences, as part of the Colleges of Arts and Sciences, is also undergoing a reorganization process.

The ICS Department has a 40-year history of excellence and innovation in information and computer science and technology. It has undergraduate, graduate, and doctoral students enrolled in six degree programs (BA, BS, MS in Information and Computer Sciences, MLISc in Library and Information Science, PhD in Computer Science, and an interdisciplinary PhD in Communication and Information Sciences co-sponsored by the faculties of ICS, LIS, Communication, and Information Technology Management). The ICS Department has more than 650 undergraduate major and graduate students in information, library, and/or computer sciences, and 27 full-time faculty members (11 professors, 6 associate professors and 10 assistant professors as of April 2008).

0.4 Highlights of the LIS Program since the 1999 ALA Accreditation

The LIS Program’s mission, goals and objectives are clearly defined and disseminated, and provide the basis for our strategic plan. In turn, regular and systematic evaluation of our strategic plan forms the framework for all Program activities. Through regular assessment and revision goals,

objectives, and activities are updated, and new priorities are set. The highlights of the LIS Program since the last accreditation are clustered into the following topical groups: Curriculum, Faculty, Students, and Physical Facilities. More detailed information on these topics is provided in the respective chapters. In addition, minutes of Faculty and Curriculum and Professional Development Committee meetings are available on site.

Curriculum

- 1) The curriculum, grounded in the eight Core Competencies as defined by ALA, was enhanced by the creation and implementation of a ninth Competency: Social, Historical, and Cultural Context. This includes the 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, social and cultural issues, including the interplay between library and information science and the culture of Hawaii, the Pacific region and Asia.
- 2) Course objectives have been aligned to the LIS Curriculum Objectives, and are included in the revised and standardized syllabi for regular courses.
- 3) A fifth required core course, LIS 615 Collection Management, was added to the existing core (LIS 601 Introduction to Reference and Information Services, LIS 605 Basic Cataloging and Classification, LIS 610 The Information Environment, and LIS 650 Management of Libraries and Information Centers or LIS 684 Administration of School Library Media Centers).
- 4) Students are now required to take at least two courses from a menu of ten Information and Communication Technology (ICT) courses. Four of these courses are cross-over courses with the ICS Department, and may be counted for credit toward master's degrees in both Computer Science and Library and Information Science.
- 5) To help our graduates compete successfully for jobs in the 21st century workplace, eight new courses (primarily in the area of information technology) were added to the curriculum: five LIS courses and three new ICS cross-over courses. Five courses were deleted, and their content was merged into existing and new courses, as appropriate.
- 6) The School Library Media Specialization of the LIS Program was designated among the top ten in the nation in the *U.S. News & World Report* ranking of "America's Best Graduate Schools" in 2008.

Faculty

- 1) The LIS Program maintained both its quality and its commitment to diversity in faculty by hiring two male and two female assistant professors, one of Asian and one of South American heritage. To accommodate the increase in students since the last accreditation, we secured approval for a replacement position, a new hire, and two new cross-over positions.

The two 'cross-over' faculty members teach both in the Computer Science and the LIS programs, and strengthen the fusion between the two component programs of the ICS Department.

- 2) Faculty members are active in professional associations and in consulting at the state, national, and international levels. Their expertise has been acknowledged through several awards for teaching, research, and service, listed in the Faculty chapter of our Program Presentation, and in the detailed resumes of the faculty members.
- 3) Dr. Violet Harada was the principal investigator of a \$6 million NSF grant for Rural Systemic Initiatives to improve education in rural, impoverished regions of Hawaii. She was also the principal coordinator of a multi-year professional development project to design integrated learning experiences for K-12 students.
- 4) The per capita publication productivity of the faculty is ranked third in the latest study among the 56 ALA accredited library and information science programs. Dr. Peter Jacso retained his number two rank by publication productivity out of the 800 full-time faculty members evaluated in the same study, based on the Citation Indexes of Thomson-ISI.

Students

- 1) The advising process has been significantly strengthened and standardized by introducing a new, comprehensive documentation system for student advising, which allows students and advisors to more easily co-construct coherent programs of study.
- 2) Since 2000, the number of LIS students has ranged from 87 to 136. The student body remains diverse, with a large proportion of students with Hawaiian and Asian-Pacific cultural heritage.
- 3) Students are attracted to the LIS Program by the quality and spirit of the Program and the diverse modalities in which classes are offered (on site, online, hybrid, and through the Hawaiian Interactive Television System [HITS]). We have increased the number of HITS slots by 50% since the last accreditation.
- 4) Student participation in professional organizations is thriving. The American Library Association (ALA) student chapter of the LIS Program won the best student chapter award of ALA in 2006. Other student chapters include American Society for Information Science and Technology (ASIS&T), Special Libraries Association (SLA), and a variety of Hawaii groups and Hawaii-Pacific chapters of national societies, such as the Association of Hawaii Archivists (AHA), the Hawaii Association of School Librarians (HASL), Special Libraries Association Hawaiian-Pacific Chapter (SLA-HPC), the Hawaii Library Association (HLA), and the Hawaii-Pacific Chapter of the Medical Library Association (HPC-MLA). Hui Dui is an all-student organization, whose work enlivens student culture. The Society of American Archivists and the revived Beta Phi Mu chapter round out the options for current students and alumni to engage in social-professional activities.

- 5) In August 2007, the LIS Program Website was completely redesigned. It was created and is maintained entirely by students of the LIS Program. The student run Web Team provides a unique opportunity for students to hone their skills in developing and maintaining Web applications. At the same time, their efforts result in better access to information about the LIS Program.

Physical Facilities

- 1) Planning is underway to complete the reconstruction of the Hamilton Library basement, which has been the home of the LIS Program. Our Hamilton classrooms and offices were completely destroyed in the 2004 flash flood. We are scheduled to reoccupy the newly renovated space in November 2009, which will have state-of-the-art technology and an expanded student workspace.
- 2) LIS faculty received more than \$130,000 in special grants to reconstruct their print and digital collections and acquire hardware and software following the flood.

0.5 Creation of the LIS Program Presentation for Accreditation

The LIS Program, through its standing committees and consultations with the LIS Advisory Board, maintains a continuous process of evaluation. The accreditation review is a natural part of this evaluation activity.

Preparation of the Program Presentation involved all the full time LIS faculty members, the ICS Department Chair, and student representatives. Two student assistants gathered and compiled materials, participated in every COA meeting, and helped in the editing process. In addition, we requested that the ICS Department's IT Specialist, Administrative and Fiscal Support Specialist, Assistant Faculty Specialist, Secretary, and Office Assistant (former title: Clerk Typist) set aside time for activities related to the accreditation. The LIS Advisory Board had debriefing sessions during the spring and fall meetings to provide feedback.

A working group of the COA Task Force (Appendix 0-F) was created in Spring 2007. Planning began at that time, and in Fall 2007 faculty members began drafting chapters to address each ALA standard, as well as bookend chapters for the Program Presentation. Drafts of each chapter were circulated to the entire faculty and reviewed—page by page—during COA meetings and portions of regular faculty meetings. The Associate Chair of the LIS Program managed the entire process, and a senior faculty member coordinated the creation of the Accreditation Presentation.

We have created print and digital editions of this Program Presentation, both of which are supported by on site documentation and a digital document repository (available at <http://www.hawaii.edu/lis/coa2008>).

After the acceptance of the Plan for Accreditation Program Presentation by the External Review Panel Chair, a detailed and continuously updated schedule was developed to create the draft of the

LIS Program Presentation. The most current version of the schedule presents the milestone events of creating the presentation for accreditation.

Table 0.1 Chronology of accreditation-related activities

The timeline includes only the plenary meetings, not the working groups' meetings

Sept. 21	2007	COA Discussion on Standard II: Curriculum (1 st draft)
Oct. 12	2007	COA Discussion on Standard III: Faculty (1 st draft) and the revised final Plan for Accreditation Program Presentation (PAPP)
Oct. 19	2007	LIS Advisory Board meeting, reporting on COA Report presentation
Oct. 22	2007	Submission of PAPP to COA
Nov. 16	2007	COA Discussion on Standard V: Admin & Financial Support (1 st draft)
Nov. 30	2007	COA Discussion on various accreditation matters
Jan. 18	2008	COA Discussion on Standard VI: Physical Resources and Facilities (1 st draft)
Feb. 1	2008	COA Discussion on Standard II: Curriculum (2 nd draft)
Feb. 8	2008	LIS faculty meeting + COA Discussion on Standard III: Faculty (2 nd draft) & Standard VI: Physical Resources & Facilities (2 nd draft)
Feb. 15	2008	COA Discussion on Standard V: Admin & Financial Support (2 nd draft) and on Standard IV: Students (1 st draft)
Feb. 18	2008	LIS Strategic Planning Forum with reps of constituency
March 7	2008	LIS faculty meeting + COA Discussion on Standard IV: Students (2 nd draft)
March 14	2008	COA Discussion on Standard I: Mission, Goals and Objectives (1 st draft)
March 16	2008	All-day meeting for finalization of 2008-2012 LIS Strategic Plan
April 4	2008	LIS faculty meeting + COA Discussion of Mission, Goals and Objectives (2 nd draft)
April 11	2008	COA Discussion on the introduction and Future Vision chapters (1 st draft)
April 18	2008	LIS Advisory Board meeting (progress report on DRAFT Program Presentation)
April 25	2008	COA Discussion on Standard I: Mission, Goals and Objectives (3 rd draft), starts at 2:00!
May 2	2008	COA Discussion on Intro and Future Vision chapters + Faculty meeting
May 12	2008	Copy editing of complete text of DRAFT Program Presentation for ALA, completing Appendices, defining content and structure of open access website and CD-ROM edition
May 16	2008	COA "Final" Discussion on DRAFT Program Presentation starts at 12:00
June 18	2008	Sending DRAFT Program Presentation (for June 23 deadline) to Office of Accreditation Director and ERP Chair for feedback; posting draft on open web, distributing on CD-ROM
Aug. 18	2008	COA Discussion of feedback from OA Director/ERP Chair to the Draft Program Presentation
Aug. 25	2008	Finalization of Program Presentation based on feedback above
Aug. 29	2008	LIS Advisory Board meeting to share Final Program Presentation
Sept. 4	2008	COA Discussion on final version of Program Presentation
Sept. 8	2008	Sending copy of final Program Presentation to each ERP member and 15 copies in print and CD-ROM to the OA Director, posting on open web
Oct. 17	2008	Final preparations for visit by External Review Panel (ERP)
Oct. 20-21	2008	Site visit
Nov. 10	2008	Receipt of draft report from ERP Chair
Nov. 14	2008	Work on correction report if needed
Nov. 17	2008	Submit correction report if needed to ERP Chair and OA Director
Nov. 24	2008	Receipt of final ERP Report
Dec. 2	2008	Optional response to final ERP Report to ERP Chair and OA director
Jan. 23-28	2009	Attendance of Midwinter meeting of COA (Wertheimer)

CHAPTER 1: MISSION, GOALS AND OBJECTIVES

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CHAPTER 1: MISSION, GOALS AND OBJECTIVES

1.0 Overview

The LIS Program conducts its education, research, and service activities on the basis of its mission, strategic goals, and objectives. These are aligned with and support those of the University of Hawaii System, the UH Manoa campus, and the College of Natural Sciences in general and the Department of Information and Computer Sciences in particular.

1.0.1 Missions of the University of Hawaii System and its Units

On the occasion of entering the University's second century, the leaders of the UH System assessed, revised, and updated the mission, vision, and core commitments of the University for 2002-2010 (Appendix 1-A is available on CD and on the LIS COA 2008 website). These are predicated on Native Hawaiian values and envision the ten-campus institution as an integrated system.

Figure 1.1 UH System Mission, Vision, and Core Commitments

VISION GROUNDED IN NATIVE HAWAIIAN VALUES

Ancient Hawai'i was organized in ahupua'a—land sections extending from mountain summits through fertile valleys to the outer edge of the reef and into the deep sea. The ahupua'a sustained the people, and the people revered and cared for the sacred source of their resources.

The University of Hawai'i embraces the Native Hawaiian ethic of sharing, collaboration, and conservation. It is the basis of our vision.

Working together for the betterment of all the diverse ethnic populations now a part of Hawai'i, the University of Hawai'i system will help ensure the survival and prosperity of Hawai'i's people and these beautiful islands for generations to come.

A FORWARD-LOOKING SYSTEM MISSION

As the state's only public higher educational institution, the University of Hawai'i system creates, preserves, and transmits knowledge in a multicultural setting. Its purposes are to—

- Provide all qualified people in Hawai'i with equal opportunity for high quality education and training.
- Provide varied entry points and comprehensive offerings that let students move within the system to meet individual educational and professional goals.
- 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.

COMMITMENTS AND CORE VALUES

The University of Hawai'i system is bound together by:

- Aloha
- Collaboration and respect
- Academic freedom and intellectual rigor
- Institutional integrity and service
- Access, affordability, and excellence
- Active learning and discovery
- Diversity, fairness, and equity
- Leveraged technology
- Hawaiian and Asian-Pacific advantage
- Innovation and empowerment
- Accountability and fiscal integrity
- Mālama 'āina sustainability

The updated mission, vision, and core commitments were enhanced by a companion document, which assigned performance measures to strategic outcomes (Appendix 1-B is available on CD and on the LIS COA 2008 website). These goals can be summarized as follows:

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

Every academic department, research unit, and campus office was tasked to review the UH Strategic Plan and propose its own plan for implementation. The flagship Manoa campus of the UH System followed this initiative by issuing its plan with the subtitle: Defining Our Destiny. The Manoa campus summarizes its mission, and integrates its vision, as follows:

...to foster leadership, excellence, and innovation, to make the institution a more vibrant, engaged, and connected place to study, work, and interact, and to realize its vision:

- Manoa is a premier research institution whose scholars are leaders in their disciplines and whose students are prepared for leadership roles in society.
- Manoa strives for excellence in teaching, research, and public service.
- Manoa is an innovative institution, comfortable with change.
- Manoa celebrates its diversity and uniqueness as a Hawaiian place of learning.
- We build on our strengths including our unparalleled natural environment and tradition of outstanding Asia-Pacific scholarship.

Each unit in the College of Natural Sciences (CNS) implements the strategic plan of the UH Manoa campus. The College of Natural Sciences sums up its mission statement as follows:

The faculty and administration of the College recognize that the scientific world and the world at large are constantly evolving. Students graduating today will be required to make decisions as members of local, national, and international communities that will impact the environment and the quality of life of all sentient beings who inhabit it. Cognizant of the importance of these decisions, a recent reorganization of the life sciences has resulted in a dynamic program which is responsive to the ever-changing information needs of both those who major in the biological sciences and those who major in other disciplines at the University.

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, Hawaii, the United States, and the world. We are a multidisciplinary community dedicated to world-class research and education in information science. Our graduates become pace setters in their respective career choices. Through strategic alliances with academia and industry, we foster positive, innovative change in society. We 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.

1.0.2 Strategic Plans at the UH System, Campus, College and Department Levels

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. The former President of UH summed up the planning imperatives in a public message:

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 Hawaii generations are critically dependent on the education, training, research, and service provided by the University of Hawaii System.
- Positioning and branding the unique and special strengths of the University of Hawaii system and successfully communicating these strengths are essential to the vision of a University of Hawaii system that is respected in Hawaii and recognized for unique excellence throughout the world.
- Access to public higher education is critical to the future economic health of Hawaii, and public financial support is essential to keeping access affordable.

During the last academic year, members of the University community and the general public participated in discussions that reaffirmed the UH System Strategic Plan, 2002-2010. The LIS Program Chair and Associate Chair as well as the ICS Department Chair and Department Associate Chair joined these sessions. The product of these discussions was the previously mentioned companion brochure to the strategic plan, Strategic Outcomes and Planning Measures 2008-2015, available as Appendix 1-B on CD and on the LIS COA 2008 website.

Since 2001, the Manoa campus has been similarly engaged in a series of campus wide conversations about our future. A Listening Project was initiated in 2001 which included meetings, forums, questionnaires, bulletin boards, and an interactive website for enhancing communications throughout the campus and community. LIS faculty and students participated on a voluntary basis. Representatives from key governance groups were then appointed to a steering committee and three working groups. While LIS faculty members were not part of the groups, we were kept abreast of the work being done. The final plan was endorsed by the Manoa Faculty Senate in 2002 (refer to Appendix 1-C that is available on CD and on the LIS COA 2008 website). Core commitments include:

- Research
- Educational effectiveness
- Social justice
- Place
- Economic development
- Culture, society and the arts
- Technology

To implement the UH Manoa strategic plan, several changes have occurred in top-level leadership positions at the University of Hawaii. Most recently, Dr. Virginia Hinshaw was appointed Chancellor in 2007, and she has moved swiftly to reorganize the Colleges of Arts and Sciences. She immediately initiated a discussion on what type of organizational structure would best support the goal of academic excellence. Our Department actively participated by submitting comments and proposals.

In spring 2008, the Chancellor announced that she would seek a new Dean of the Colleges of Arts and Sciences with administrators under the new Dean serving as associate or divisional deans. The proposed new structure would consolidate the four current colleges in the Arts and Sciences (Natural Sciences; Social Sciences; Arts and Humanities; and Languages, Linguistics, and Literature) as well as the School of Pacific and Asian Studies (SPAS) in a larger but more cohesive single college. She felt that a single dean would provide “a unified vision, voice, and direction” on campus. To move forward on this initiative, Chancellor Hinshaw has appointed two groups:

- An advisory group is assisting her with identification of the relevant professional and personal qualities required in the new Dean. In addition, this group will recommend best practices for moving from multiple colleges to a single college model.
- The second group is comprised of the current deans of Arts and Sciences and SPAS as well as several faculty members. Their charge is to work on college reorganization models that reflect different strengths and weaknesses.

Work is still in progress on the reorganization as we prepare this presentation. While no member of the LIS faculty serves directly in either group, the Department’s Associate Chair, Dr. David Chin, is a member of both groups. Department Chair, Dr. Martha Crosby, is a member of the second group. In addition, our current Interim Dean chairs the second committee and keeps all chairs of his college apprized of the work being conducted by the deans’ group. Chancellor Hinshaw herself maintains a webpage to communicate with all constituents.

During this transition period, Dr. Alan Teramura has been appointed as Interim Dean of the College of Natural Sciences, following the retirement of Dean Charles Hayes in 2007. Interim Dean Teramura is presently working with department and program chairs, faculty, and staff to review current achievements, identify and resolve issues and problems, and determine future priorities for the College of Natural Sciences that will position the college/division to advance the strategic goals of a research university. At the present time, the College of Natural Sciences does not have a composite strategic plan; however, the Interim Dean has requested that all departments submit their respective plans.

At the department level, the Department of Information and Computer Sciences realizes that achieving its mission requires long-term planning and the involvement of major stakeholders. Toward this end, ICS revisits its goals at annual departmental review sessions, organizes task forces and committees to work on achieving targeted actions, and shares progress and invites contributions from all faculty at monthly departmental meetings. Although the Department does not develop formal strategic planning documents, major targets in the last several years have been increasing the number of faculty and staff as well as increasing the number of computer science majors. For more information on the Department's efforts, refer to the ICS Self-Study Review 2008 that is available on site.

As a dual celebration of the 40th anniversary of the ICS Department and the 10th anniversary of the ICS/LIS merger, the ICS Department held its first alumni conference and luncheon in March 2008. Attendees included current faculty, students, and ICS/LIS alumni spanning the Department's 40-year history. David McClain, President of the University of Hawaii System, delivered the keynote address. As part of this event to involve alumni as critical stakeholders in the future of ICS, the Department also mounted a poster session showcasing the research, service, and teaching initiatives of ICS and LIS faculty and students.

1.03 The Mission and Strategic Plan of the LIS Program

The LIS Program's mission is:

...to educate individuals for careers as librarians and information specialists and to undertake instruction, research, and service programs that meet current and emerging library, information, and technology needs. The Program supports the Department's and University's missions by developing leadership in a diverse local, national, and international population with an emphasis on Hawaii and the Asia-Pacific region.

The vision and mission statements, long-term goals, and objectives at the UH System, Manoa campus, College of Natural Sciences, and ICS Department levels provided the context for those of the LIS Program. The LIS Program has carefully studied the plans at these various levels and identified the following as critical targets in its own strategic plans:

- Deliver a modern, flexible, diverse, and multicultural curriculum supported by excellent teachers, classrooms, and information technology.
- Increase faculty involvement in advising and mentoring students.
- Recruit, reward, and support outstanding faculty, staff, and students committed to research and graduate education.
- Assess the research productivity of all faculty and programs on a regular basis.
- Maintain the highest standards of integrity and conduct.
- Expand leadership in international affairs, emphasizing Hawaii, Asia, and the Pacific.
- Educate a highly skilled, flexible, world-class labor force.
- Partner with the Department of Education to improve the overall effectiveness of public education in Hawaii.

- Effectively employ the most up-to-date information and communication technology to enhance instructional activities, on campus and globally.

A more detailed alignment of the LIS Strategic Plan, 2007-2011, with the UH System and UH Manoa Strategic Plans is available in Appendix 1-G. The LIS strategic 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 2006 edition of *Accreditation Process Policies & Procedures*. Together, these various 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.

1.1 Strategic Planning for Quality Educational Outcomes

Standard 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.*

1.1.1 Elements of the LIS Program Strategic Plan

The LIS Program's goals and objectives are defined, pursued, assessed, and refined through an ongoing, cyclic process of planning, implementation, and assessment to ensure the "effective utilization of resources to achieve appropriate educational objectives and student learning outcomes." The LIS Strategic Plan is the essential document for the realization of our vision, strategic goals and objectives. The samples of the yearly strategic plans show the content, layout, and interconnections of the goals, objectives, activities, timelines, and implementers (earlier strategic plans for the LIS Program are available on site). The plans cover a five-year period in a moving window. For example, as we began to create this Program Presentation, the strategic plan currently in effect covered 2007-2011 (Appendix 1-E). It is being replaced by the 2008-2012 Strategic Plan as we progress (Appendix 1-F).

Typically, the Strategic Plan of the Program has five major goals, each with several strategic objectives and activities. Each of the activities has a deadline, assigned faculty member(s) or committee(s), and expected evidences. While most goals persist, special conditions or opportunities sometimes necessitate the formulation of a new goal, such as the flood recovery goal that was added in 2005. Upon successful completion of the major objectives of that goal, remaining activities were subsumed into the iterative activities of other goals.

1.1.2 Participatory Approach to Strategic Planning

The LIS Program embraces a broad-based, participatory approach to planning, implementation, assessment and revision. We are committed to ensuring that students, faculty, staff, employers,

practitioners, and the professional community-at-large can participate in, and benefit from, the education of new LIS professionals and the in-service education of practitioners.

Integral to our iterative planning process are regular faculty and committee meetings; an annual strategic planning retreat; and consultation with members of the LIS Advisory Board, representatives of the LIS Alumni Group, and professional associations. Students are involved in all aspects of planning and assessment through their representatives' active participation in faculty meetings and Curriculum and Professional Development Committee work. Minutes of Faculty and Curriculum and Professional Development Committee meetings are available on site.

Students provide valuable feedback every semester through course evaluations. The 89% response rate to course evaluation questionnaires in the past four years yields important structured data to assess the quality of teaching (summarized in Appendix 2-F). Similarly, exit surveys of graduating students provide regular and comprehensive feedback at the end of every semester. These are especially valuable, since students have gained a broad perspective from their coursework, internships, practicum experiences, and committee service, and are surveyed at the moment of graduation, when they have a natural inclination to look back and assess their experience.

1.1.3 Iterative Phases in the Strategic Planning Process

Although the faculty conduct strategic planning activities during the fall and spring semesters, implementation, assessment, and revision activities thread through and connect the nodes in the web of our research, teaching, and service activities throughout the year. 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 in the spring. Minutes of Faculty and Curriculum and Professional Development Committee meetings are available on site. Representatives of the student body are invited to participate in and contribute to the assessment and revision of the strategic plan.

The LIS Strategic Plan is also presented for feedback to the LIS Advisory Board. Its members represent the broad constituency of the LIS Program, from school media centers and archives, to public, college, and special libraries, including several military libraries. The current list of LIS Advisory Board members can be found in Appendix 1-H.

1.2 LIS Program Goals and Objectives Reflecting the Tenets of LIS

Standard I.2 Program objectives are stated in terms of student learning outcomes and reflect
1.2.1 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;
1.2.2 the philosophy, principles, and ethics of the field;

1.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

1.2.4 the value of teaching and service to the advancement of the field;

1.2.5 the importance of research to the advancement of the field's knowledge base;

1.2.6 the importance of contributions of library and information studies to other fields of knowledge;

1.2.7 the importance of contributions of other fields of knowledge to library and information studies;

1.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

1.2.9 the role of library and information services in a rapidly changing technological society;

1.2.10 the needs of the constituencies that a program seeks to serve.

1.2.1 Broad Program Goals: Curriculum, Research and Service

To achieve our mission, the LIS Program has three broad Program Goals related to Curriculum, Research, and Service, with specific objectives under each. These broad Program goals directly address the issues identified by ALA standards I.2.1 through I.2.10, and are discussed in detail in the Curriculum, Faculty, and Student chapters. The broad Program goals are complemented by specific goals, objectives, and activities related to the administrative, financial, and physical environment that support the implementation of the three Program Goals. The other three broad Program Goals are presented in the chapters on Administration and Physical Resources, respectively.

The Program Goals are summarized below, followed by a section that presents the variety of assessment measures we use to gauge our effectiveness. They are also publicly available at the LIS Program Mission and Goals website (<http://www.hawaii.edu/lis/program.php?page=mission>). We revisit these Program Goals at our annual strategic planning retreats to ensure that they continue to accurately reflect our professional beliefs. We identify more specific strategic and tactical goals and objectives in our multi-year Strategic Plan based on these Program Goals.

a. Curriculum

Acquire the knowledge, skills, and values that are fundamental to professional competence and career-long professional growth in the library and information services field. The Program seeks to implement its primary goal through the Master of Library and Information Science Program. Its specific objectives for student achievement are to:

1. Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;

4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization, and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

b. Research

Expand the knowledge base of the profession through research. To attain this, the Program has established these objectives:

1. Faculty engage in and publish their research in a range of scholarly and professional publications;
2. Faculty disseminate their research through local, national, and international conferences and proceedings and through other professional forums;
3. Faculty achieve recognition for the quality of their research through receipt of awards, scholarly acknowledgment, and grants;
4. Faculty participate in collaborative, multidisciplinary research efforts with colleagues at the local, national, and international levels;
5. Faculty incorporate their research findings in the courses they teach;
6. Students and faculty engage in research that responds to community information needs;
7. Students engage in research through courses and independent study;
8. Students present and receive recognition for their research.

c. Service

Share Program resources by extending services, within Hawaii and beyond. This service component embraces the following objectives:

1. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the Program's areas of expertise;
2. Faculty participate in service activities and assume leadership roles at the local, national, and international levels;

3. Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs;
4. Faculty and students collaborate with the K-12 educational community to promote information literacy in a range of projects and programs;
5. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations;
6. Students volunteer their services to community, professional, university and state organizations and agencies.

1.2.2 Core Competencies Addressed by the LIS Program

The heart of the curriculum is the set of eight Core Competencies developed in 2005 by the American Library Association (Appendix 2-G). The Core Competencies are a set of skills and knowledge that form the basic preparation for a new information professional. Most importantly, they describe the general knowledge that a librarian and other information professionals should have upon graduation from an accredited library and information science program. The LIS Program decided to formalize the integral role of the Core Competencies in the curriculum, and to add a ninth Competency that we believe is essential to our historic mission and speaks to our unique strengths. The Core Competencies are reinforced in coursework, advising, and the oral comprehensive examination. The Competencies are presented below:

1. **Professional Ethics:** codes and principles of ethical practice governing the field.
2. **Resource Building:** creation, evaluation, selection of collections of information; storing, preserving and conserving information.
3. **Knowledge Organization:** standards to control and create information structures, principles involved in the organization and representation of knowledge and information structures.
4. **Technological Knowledge:** current information and communication technologies as they affect information centers, concepts and processes related to assessing and evaluating impact and efficacy of technology-based products and services, use of Information and Communication Technology (ICT) and tools.
5. **Knowledge Dissemination--Service:** concepts, principles and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, and diversity in user needs.
6. **Knowledge Accumulation--Education and Lifelong Learning:** principles and techniques dealing with consultation and guidance to users; application of basic learning theories, instructional methods, and achievement measures to learning situations; importance of continuing education.
7. **Knowledge Inquiry--Research:** research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas.
8. **Institution Management:** principles of planning, management, and evaluation of information centers; awareness of types of library and information professions; institutional change; oral and written communication skills; concepts for developing partnerships and collaborations; diversity of stakeholders; outreach and advocacy to specific audiences.

9. **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 Hawaii, the Pacific region, and Asia.

Through faculty advising, we emphasize to students the importance of forming a broad foundation of knowledge and skills—a "core" that will prepare them for careers as information professionals. The Core Competencies have been mapped to each of the courses offered by the LIS Program in Appendix 2-G.

1.3 Evaluation of the LIS Program's Goals and Objectives for Curriculum, Research and Service

***Standard 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.*

One of the critical components in the strategic planning process is the assessment of the achievements by students, faculty, and staff in implementing the goals and objectives of the LIS Program. An overview of our evaluation process is provided here; Chapters 2 through 6 of this Program Presentation provide more details about the specific instruments used to measure these achievements.

1.3.1 Evaluation of Curriculum and Instruction

The Curriculum Objectives are measured by:

- Student, alumni, and employer surveys
- Course evaluations
- Assessment of student papers, projects, exams, and other assignments
- Internship and practicum evaluations
- Oral comprehensive examinations

1.3.2 Evaluation of Research

The research objectives are measured by:

- Academic/professional publishing activities
- Grants, awards, and other forms of recognition for research
- Faculty curriculum vitae
- Faculty peer evaluation
- Student and alumni surveys

- Student research in courses, theses, and selected LIS 699 directed research projects
- Publications by students

1.3.3 Evaluation of Service

The service objectives and outcomes are measured by:

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

1.4 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.

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CHAPTER 2: CURRICULUM

2.0 Overview

The Library and Information Science Program prepares students for diverse career opportunities as information professionals in a dynamic global environment. The Program strives to develop graduates for positions of leadership where they might contribute professionally to the information society.

Students must successfully complete 42 credits of graduate level work to earn a Master of Library and Information Science (MLISc) degree. A maximum of nine of the 42 credits may be taken from other programs with the approval of the LIS faculty advisor. Students have five years to complete their degree work. The University's Graduate Division may approve extensions for up to two additional years for special circumstances.

Based on feedback from alumni and students as well as faculty recommendations, the LIS Program expanded the required core from four to five courses by adding LIS 615, Collection Management, in Fall 2007. The required core courses provide an introduction to both foundational and current knowledge in the field of library and information science. They include the following:

- | | |
|--|---|
| <ul style="list-style-type: none"> • LIS 601 Introduction to Reference and Information Services (required for all) | <p>Philosophy, principles, and practice of reference services in libraries and information centers.</p> |
| <ul style="list-style-type: none"> • LIS 605 Basic Cataloging and Classification (required for all) | <p>Cataloging and classification, including AACR2, Library of Congress Subject Headings, Library of Congress Classification and Dewey Decimal Classification systems, and use of OCLC.</p> |
| <ul style="list-style-type: none"> • LIS 610 The Information Environment [previously titled Introduction to Library and Information Science] (required for all) | <p>Roles of libraries, their social utility in information societies; history and future of libraries in a changing technological world; philosophy and ethics of the information profession.</p> |
| <ul style="list-style-type: none"> • LIS 615 Collection Management (required for all) | <p>Principles and issues of collection management and care, criteria and tools for selecting and deselecting materials, and relationships with publishers and producers.</p> |
| <ul style="list-style-type: none"> • LIS 650 Management of Libraries and Information Centers (required for | <p>Basic theories and principles of administration for effective management of</p> |

general track)

public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, and direction of programs and services.

- LIS 684 Administration of School Library Media Centers (required for school library specialization) Philosophy and objectives of today's school libraries, strategic planning, management of human resources, fiscal and facility responsibilities, and instructional and advocacy roles.

Current descriptions and syllabi for core and other courses are available on the LIS website (<http://www.hawaii.edu/lis/courses.php?page=descriptions>).

Also effective in Fall 2007, students are required to take at least two of the following courses to strengthen their proficiency in Information and Communication Technology (ICT). Again, this has been the result of alumni, student, and employer feedback as well as faculty recommendations.

- LIS 647 Systems Analysis for Information Management Focus on creating digital libraries. Overview of systems analysis, its techniques, benefits, and limitations with a focus on applications for libraries and information agencies.
- LIS 663 Basic Database Searching Use of subscription-based online databases for interactive retrieval of bibliographic, full-text and directory information, the development of search strategies using controlled subject vocabularies and free text searching with Boolean, positional, and proximity operators.
- LIS 670 Introduction to Information Science and Technology Theory, practice, and problems relating to information storage, retrieval, and dissemination. Includes introduction to user studies, computer hardware, computer network technology and security, web-portal design and implementation, and issues attendant to information provision technology.
- LIS 671 Digital Librarianship Essential types of digital resources and the software tools for finding high quality and relevant information efficiently from digital journal archives and reference databases.

- LIS 672 Technology for Libraries and Information Centers

Theories, concepts, methods, and practices relating to the application of information technology to support the administration and use of information resources.
- LIS 678 Personalized Information Delivery: Information Filtering

Components of personalized information systems, information filtering systems with emphasis on modeling and representation of documents, queries, user information preferences, and user-system interaction.
- ICS 616 Information Architecture

User-centered design of websites; survey of Information Architecture (IA) systems including organization, navigation, labeling, and searching; experience in methodologies for creating IA, tools for IA, web standards and usability tests.
- ICS 624 Advanced Data Management

Information retrieval and object-relational tools and methods for the management of distributed multimedia database systems.
- ICS 691 (Special Topics) Social Computing

Examples of social computing, e.g., blogs, social bookmarking, classification and other recommendation systems; comparisons with traditional professional equivalents; evaluation of how the two perspectives inform one another.
- ICS 691 (Special Topics) Digital Video Analysis and Creation

Analysis of how digital video influences the information communicated through the medium. Sample topics: effects of sequencing, narrative structure and juxtaposition of multimedia elements on information perception; creation and perpetuation of popular culture images via digital video; implications for people's interactions with information systems and services.

The four ICS courses listed above are considered *cross-over* courses with the Information and Computer Sciences Department, which means that the courses may be counted for credit toward both the MLISc and MS degrees for students in the LIS and ICS programs.

2.1 Impact of Planning Process on Curriculum Development

Standard 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.*

The LIS Program's curriculum goal includes the following objectives. Both the goal and the objectives are identified in the LIS Mission and Goals. More details are available at the LIS website (<http://www.hawaii.edu/lis/program.php?page=mission>). Students must:

1. Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization, and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

2.1.1 Planning Process

At the annual spring retreat, faculty members and students review and update the Program's goals and objectives and identify major activities for the upcoming academic year as well as projects extending beyond the year. The Curriculum and Professional Development Committee is charged with the coordination of curriculum-related activities that are documented in the LIS Strategic Plan. The committee usually consists of three faculty members and at least one student. It meets several times a semester to conduct its work. In 2007, the committee established a virtual workspace in disCourse, which is software for online collaboration developed and maintained by the ICS Department Laboratory for Interactive Learning Technologies (LILT) using Open Source software

(available at <http://discourse.ics.hawaii.edu>). Having this workspace has allowed members to conduct discussions asynchronously, and to edit as well as archive minutes and various curriculum related documents.

The LIS Strategic Plan serves as the committee's guide in coordinating its work (e.g, refer to the LIS Program Strategic Plan for 2007-2011, Goal 1, Objectives A-G). The LIS Program Strategic Plans for 2006-2010, 2007-2011, and 2008-2012 appear in Appendices 1D-1F, while earlier versions are available on site. Since 2000, the major curriculum activities have been the following:

- Maintaining a continuous review and implementation process for systematic curriculum renewal and enhancement.
- Expanding and strengthening course options in technological knowledge.
- Integrating appropriate information technologies and technological knowledge into courses.
- Assessing the school library media specialization in light of emerging standards in the profession.
- Integrating appropriate research methodologies in courses.
- Assessing the oral comprehensive examination (the culminating experience for non-thesis candidates).

To ensure that the review process includes feedback from various constituents, the committee working with the LIS Chair solicits feedback from students through the Graduating Student Surveys administered at the end of the fall and spring semesters. The Program also surveys our alumni. This usually occurs every five years, but the flood in 2004 necessitated that we postpone the survey from 2005 to 2006. The LIS Advisory Board, which meets twice during an academic year, provides valuable input from an employer's perspective. In addition, the Program surveys employers, who have hired and supervised students graduating from our Program in the last five years. The latest survey was conducted in 2007. Survey results for the Graduating Students, Alumni, and Employer Surveys are included in Appendices 2-A, 2-B, and 2-C.

Focusing on the goals and objectives in the annual strategic plans, the committee has systematically worked with faculty to achieve the following improvements and enhancements to the curriculum. These actions are described more fully in different sections of this chapter, and documented in the appendices. In addition, committee minutes are available on site.

- 2000 to 2007: the faculty discussed ways to improve the overall coherence of the LIS curriculum. In 2007, the faculty identified nine Competencies as a defining framework for the LIS curriculum.
- 2000 to 2007: based on its curriculum review, the Program added five new LIS courses and deleted five courses. In addition, the faculty supported the addition of four ICS courses (three of them new courses) identified as *cross-over* classes for LIS students.
- 2000 to present: the faculty member coordinating the school library media specialization has worked with the Hawaii Teacher Standards Board, the Hawaii Department of Education, and the UHM College of Education to modify LIS course requirements.
- 2004 to 2007: Based on student and alumni survey responses, the faculty discussed the implications of expanding the core requirements and infusing an ICT requirement. This

discussion resulted in the establishment of a fifth course requirement, LIS 615 (Collection Management) as well as an ICT requirement for two technology-related courses.

- 2006: the faculty agreed to include in their syllabi the research methodologies introduced in the various courses.
- 2006 to the present: the faculty agreed to begin work on strategies for assessing student learning in their various courses and using this data to drive course improvements. They approved a multi-year plan for phasing in the assessment across the curriculum.
- 2007: the faculty approved the addition of LIS Curriculum Objectives and the newly established Core Competencies to the oral comprehensive scenarios that comprise the culminating examination for non-thesis students.

2.1.2 Curriculum Alignment with LIS Curriculum Objectives

One of the committee's ongoing tasks has been to ensure that courses are aligned with the LIS Program's Curriculum Objectives. Table 2.1 provides the current alignment. Appendix 2-D contains a complete listing of courses by numbers and titles.

Table 2.1 Alignment of LIS Courses with LIS Program's Curriculum Objectives

LIS Program Goals	Required Courses	Elective Courses
1. Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology	601, 610, 615, 650	611, 612, 619, 620, 652, 661, 662, 665, 670, 677, 681, 682, 683, 685, 688, 689, 690, 694, 696, 701
2. Demonstrate an understanding of the development, organization, and communication of knowledge	601, 610, 615	611, 612, 647, 672, 681, 682, 685, 688, 689, 694, 701
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments	601, 605, 610, 615, 650, 684	612, 620, 647, 652, 661, 662, 663, 665, 670, 671, 672, 677, 680, 681, 682, 683, 685, 686, 688, 689, 690, 694, 696, 701
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science	610, 615	612, 647, 677, 685, 689, 694
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources	601, 610, 615	611, 652, 663, 670, 671, 677, 685, 686, 688, 689, 694, 701
6. Demonstrate theoretical understanding of, and basic competencies in, storage, retrieval, dissemination, utilization, and evaluation of information	601, 610, 615	647, 661, 662, 663, 665, 670, 671, 672, 677, 681, 682, 683, 685, 686, 689, 694, 696

7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers	650, 684	619, 652, 661, 662, 665, 672, 683, 696, 701
8. Demonstrate basic competencies required for instructional program development in particular information environments	650, 684	612, 652, 680, 683, 685, 686, 689, 690, 696, 701
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available	601, 650, 684	619, 620, 647, 652, 661, 662, 665, 677, 685, 686, 689, 694
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users	601, 605, 610, 650, 684	612, 619, 647, 652, 661, 662, 665, 670, 672, 677, 680, 681, 682, 683, 685, 686, 689, 690, 696, 701
11. Demonstrate basic competencies in the latest specialized information technologies	601, 605	620, 647, 652, 663, 670, 671, 672, 677, 694
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies	610, 650, 684	612, 647, 652, 663, 671, 672, 685, 686, 689, 694, 696

2.1.3 Curriculum Enhancements

Under the leadership of the Curriculum and Professional Development Committee, faculty members examine existing courses to identify necessary additions, deletions, and modifications to the curriculum. They determine action based upon the following criteria: the course's continuing contribution to a coherent curriculum, its responsiveness to emerging trends in library and information science, patterns in course enrollment, and recommendations from stakeholder groups. All changes undergo a rigorous, tiered review and approval process that involves the Curriculum and Professional Development Committees of the ICS Department, the College of Natural Sciences, the Colleges of Arts and Sciences, and the UH Manoa Graduate Division.

While the need for traditional skills has remained constant, demands for the application of digital and multimedia technologies, the resulting evolution of user needs, and the increasingly complex issues of access to libraries and library resources in the digital information age have prompted the Program to create the following examples of course offerings that position our graduates to compete successfully in the 21st century workplace:

- LIS 602 Introduction to Multimedia Technology and Resources

Introduces the latest specialized technologies for providing, managing, and designing information services for libraries.
- LIS 611 Intellectual Freedom

Surveys the core philosophical principles of intellectual freedom with special application to librarianship and information services and resources.
- LIS 671 Digital Librarianship

Introduces essential types of digital resources and the software tools for finding high quality and relevant information efficiently from digital journal archives, book collections, and reference databases.
- LIS 675 Database Content Evaluation

Surveys principles and methods of using criteria in evaluating databases used by librarians and information professionals, such as database coverage, source base, currency, accuracy, and quality of information.
- LIS 678 Personalized Information Delivery: Information Filtering

Introduces components of personalized information systems, information filtering systems with emphasis on modeling and representation of documents, queries, user information preferences, and user-system interaction.
- LIS 693 (Special Topics) Copyright and Librarianship

Examines issues in copyright and intellectual property pertaining to libraries from the perspective of both theory and practice, from past to digital information age.
- LIS 693 (Special Topics) Serials and Electronic Resources Librarianship

Introduces challenges and issues of serials and electronic resources librarianship, including budgeting, licensing, acquisitions, and management of resources.
- ICS 616 Information Architecture

Presents user-centered design of websites; survey of Information Architecture (IA) systems including organization, navigation, labeling, and searching; experience in

- | | |
|--|---|
| | methodologies for creating IA, tools for IA, web standards, and usability tests. |
| <ul style="list-style-type: none"> • ICS 691 (Special Topics) Social Computing | Surveys examples of social computing such as blogs, social bookmarking, classification and recommendation systems, and comparisons with traditional professional equivalents. |
| <ul style="list-style-type: none"> • ICS 691 (Special Topics) Digital Video Analysis and Creation | Focuses on how digital video influences the information communicated through it. Topics include how sequencing, narrative structure, and juxtaposition of multimedia elements influence information perception; how popular culture images are created and perpetuated via digital video; and implications for people's interactions with information systems and services. |

The ICS courses listed above are *cross-over courses* designed and taught by LIS faculty members, who also teach ICS courses. At present, two faculty members, Dr. Luz M. Quiroga and Dr. Rich Gazan, teach in both programs.

The Program has deleted five courses for reasons including: low enrollment, outdated content, and content more appropriately incorporated into other existing courses. These classes include: LIS 642 (Media Technology Resources), LIS 668 (The Information Industry), LIS 673 (Information and Records Management), LIS 676 (Expert Systems for Library and Information Environment), and LIS 679 (Library Systems Operation and Interpretation). Two other courses have been recommended for deletion in Spring 2009: LIS 664 (Abstracting and Indexing) and LIS 715 (Seminar in International Policy and Planning). In addition, we have modified most of the remaining courses since the last accreditation review. These changes included updates to course titles and descriptions to reflect the changes made in the focus and content of the courses.

The LIS Curriculum Objectives identify the skills and dispositions that are essential for today's information professionals. Faculty members strongly believe that LIS graduates must be proactive in their endeavors based on clear values, firm principles, and a solid knowledge base. Toward this end, the Program offers two strands of preparation: the general track and the school library media specialization.

a. General track

General track refers to the overall program of study for students pursuing careers in one of the following *areas of emphasis*: academic librarianship, Pacific and Asian resources, library automation and information technology, archival studies, public librarianship, and special librarianship. All students in the general track must take the 15 credits of required core classes as well as two ICT-

related courses from a recommended list. Beyond this, they have various options that they discuss with their faculty advisors. These options are found on the LIS website (available at <http://www.hawaii.edu/lis/program.php?page=areasemph>).

b. School library media specialization

School library media specialization is a program of study that leads to licensure as a school librarian in the Hawaii Department of Education. Besides the 15 credits of required core classes and the two ICT-related courses, these students must also complete six credits in courses that focus on teaching information literacy (LIS 686) and a practicum experience (LIS 696). In addition, they have structured options in children and youth services. More detailed information can be found on the LIS website (available at <http://www.hawaii.edu/lis/program.php?page=areasemph>).

2.1.4 Pedagogy

All faculty members employ pedagogical approaches designed to immerse students in the analysis, synthesis, and evaluation of course themes and issues, and the application of theory and skills to relevant and rigorous tasks. Lectures and exams are part of the course work; however, the prevailing learning environment is constructivist in nature, with an emphasis on reflective engagement through discussions and problem-focused tasks as well as hands-on assignments that require application of knowledge to real-world projects. Table 2.2 includes samples of course activities and assignments reflecting such strategies as problem-solving, critical analysis, cooperative learning, projects, reflective practice, and peer critiquing. More detailed information is available in the individual course syllabi available at <http://www.hawaii.edu/lis/courses.php?page=descriptions>.

Table 2.2 Examples of Pedagogical Strategies in LIS Courses

LIS 601 Introduction to Reference and Information Services: students worked in triads to develop, compare, and contrast search strategies appropriate for print indexes, subscription databases, and web search engines.
LIS 610 The Information Environment: students conducted research as a class concerning the impact on school librarians of Act 51, a Hawaii legislative bill that gave more fiscal autonomy and governance to the school level. In response, the class cooperatively developed publicity materials, which they offered to the Hawaii Association of School Librarians.
LIS 611 Intellectual Freedom and LIS 615 Collection Management: students explored media studies, copyright, and wider dimensions of intellectual freedom as part of democratic discourse.
LIS 647 Systems Analysis for Information Management: students worked in groups with mentors and clients from nonprofit agencies, libraries, and university departments to develop a range of recommendations for data management and working prototypes, as

<p>well as other projects that could be the basis for grant proposals and implementation of refined production systems. Assessment was based on feedback from each project member, mentor, and instructor.</p>
<p>LIS 650 Management of Libraries and Information Centers: given a current LIS management problem, students undertook a self-guided 'rapid prototype' project as a class, where they applied LIS management theories to the problems of organizing themselves, coordinating work, and crafting realistic deliverables including funding proposals, and service architecture and evaluation plans.</p>
<p>LIS 665 Teaching Information Technology Literacy: students worked collaboratively using instructional design principles to create and teach a session to university students. In addition, they designed appropriate assessment instruments to evaluate student learning and write a research report based on their data.</p>
<p>LIS 675 Database Content Evaluation: students analyzed the coverage of five LIS journals in the LISTA, LISA, Academic Search Premier, and Web of Science databases and argued for and against the UH renewing its subscription to the LISA database.</p>
<p>LIS 686 Information Literacy and Learning Resources: students drafted and revised their instructional units and lessons and also served as "critical friends" providing specific recommendations for improvements and clarification on work in progress for assigned partners in the class.</p>
<p>LIS 690 Internships and LIS 696 Practicum: students maintained electronic journals in which they analyzed their on site observations and critiqued their participation in a range of professional duties.</p>

2.1.5 Assessing for Learning

The LIS Program is implementing an outcome-based approach to learning that focuses on clearly stated performance expectations for major course assignments as well as criteria by which performances are assessed (refer to the earlier LIS Program Strategic Plan for 2007-2011, Goal 3, Objective A, which is available in Appendix 1-E). Because this is a new area of emphasis for most of the LIS faculty, we are working incrementally starting with the required core courses. In the 2007-08 academic year, faculty teaching the core courses met several times to share their progress in assessment. Folders for the core offerings, which are available on site, contain a sampling of assignments, criteria to assess performance, examples of student work, and instructors' evaluative comments on the work. We will eventually embed this outcome-based assessment emphasis into all LIS courses. Refer to Appendix 2-E for the multi-year plan to incorporate assessment for student learning.

2.1.6 Student, Alumni, and Employer Assessments of the Program

As mentioned earlier, the Program values stakeholder feedback on the effectiveness of the curriculum. Students have given consistently high course ratings to almost all of the LIS offerings based on the following criteria: clearly stated course objectives, challenging course content, relevant resources and assignments, teaching strategies that promote active participation, instructor's knowledge of content, fairness of grading, relevance of skills and techniques learned, and overall satisfaction with course content and delivery. Appendix 2-F summarizes course evaluations from Fall 2004 to Fall 2007. In addition, paper copies of most student evaluations are available on site.

High average ratings on the Graduating Student and Alumni Surveys provide further evidence of the Program's effectiveness. On a scale of 1 to 6, student ratings in the following areas were: applying professional standards of service (5.45 and 5.29), applying ethical guidelines of the profession (5.39 and 5.27), and ability to provide reference services (5.04 and 5.08). Similarly, in Employer Surveys, LIS graduates from the last five years were rated highly on a number of general skills and competencies required on the job. On a scale of 1 to 5, the average ratings were greater than 4.5 on the following: ability to handle and adapt to change (4.62), display of problem solving ability (4.52), effective use of new information technologies (4.58), demonstration of effective oral and written communication skills (4.57), demonstration of high ethical standards (4.64), demonstration of initiative (4.50), ability to work in teams (4.52), ability to learn new skills quickly (4.52), ability to provide customer-oriented services (4.63), and ability to work well in multicultural settings (4.69). Appendices 2-A, 2-B, and 2-C include summaries of these surveys.

The same survey data indicated that students and alumni felt least prepared in the following areas: (1) contributing to internal (in-house) database design (3.14 and 3.01), (2) developing staff training sessions (3.80 and 3.59), and (3) designing and maintaining an institutional website (3.90 and 3.88). Results from the employer survey also indicated that graduates on the job might need more support to keep current regarding new developments in the field (4.38) and to pursue professional development opportunities (4.33). The Program has responded to these findings by implementing the following:

- Incorporated course assignments that focused on designing and implementing staff training sessions in LIS 665 (Teaching Information Technology Literacy) and LIS 696 (Practicum in Librarianship).
- Integrated the creation of webpages in different courses, e.g., LIS 602 (Introduction to Multimedia Technology and Resources), LIS 610 (The Information Environment), and LIS 670 (Introduction to Information Science and Technology).
- Stepped up recruitment efforts for the LIS Web Team that designs and maintains the LIS website. The team has developed a series of HTML and web design workshops for new LIS students that have also attracted staff, faculty, and students from the wider Manoa campus.
- Supported the creation of new ICT courses in Information Architecture (ICS 616), Social Computing (ICS 691—Special Topics), and Digital Video Analysis and Creation (ICS 691—Special Topics).

- Worked more closely with major employers and library organizations to identify professional development and in-service needs and how best to meet them. This effort is being conducted through the LIS Advisory Board.

2.2 Framework for the Curriculum

Standard 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 covers diverse themes, topics, and concepts identified in Curriculum Standard II.2. It is comprised of 43 established courses plus additional offerings on special topics that address emerging issues, such as geographic information systems and digital copyright. LIS 693 and LIS 694 are umbrella course numbers that accommodate these timely and critical topics. Most of them have been scheduled in the summers, when it is possible to invite guest instructors from other institutions. A 693 or 694 course is usually offered twice before the faculty determines whether it should be established officially as a new course. Selection is based on whether the course fills a gap in the curriculum, as well as the course evaluations from students. The following 693 and 694 courses have become part of the LIS curriculum: LIS 602 (Introduction to Multimedia Technology and Resources), LIS 611 (Intellectual Freedom), and LIS 671 (Digital Librarianship). Other special topics courses offered in the past six years include the following:

- 2008: Cartography and Community Mapping for Libraries, Classics of Children's Literature, Serials and Electronic Resources Librarianship, and Visual Information Science.
- 2007: Assessment: From Learning Outcomes to Program Improvement, Business Information Sources and Services, Health Sciences Librarianship, and Reader's Advisory for Adult Popular Fiction.
- 2006: Film Collections in Libraries, and Library Architecture and Planning.
- 2005: No new topics were introduced; 693 and 694 courses offered in this year were repeats from previous years.
- 2004: Information, Technology and Society: Philosophical Dimensions and Knowledge Management.
- 2003: Cartographic and Geographic Sources, Enhancing Library Advocacy through Technology, and Literacy Issues in Libraries.

All faculty members use the same general format for their syllabi. This allows for ready identification of both the general LIS Curriculum Objectives and the specific learning objectives addressed in each course. To ensure that the Program offers a balanced and rich curriculum for our students, faculty members have long felt a need to develop a conceptual framework that would guide us in an ongoing assessment of the curriculum's breadth and depth. After much deliberation and discussion, we adopted the American Library Association's draft of curriculum Core Competencies as a comprehensive framework in 2007. Along with the eight Competencies

identified by ALA, we elected to add a ninth Competency that focused on the social, historical, and cultural context of libraries, the print culture, and information science and technology. The nine Competencies are:

1. **Professional Ethics:** codes and principles of ethical practice governing the field.
2. **Resource Building:** creation, evaluation, selection of collections of information; storing, preserving and conserving information.
3. **Knowledge Organization:** standards to control and create information structures, principles involved in the organization and representation of knowledge and information structures.
4. **Technological Knowledge:** current information and communication technologies as they affect information centers, concepts and processes related to assessing and evaluating impact and efficacy of technology-based products and services, use of Information and Communication Technology (ICT) and tools.
5. **Knowledge Dissemination--Service:** concepts, principles and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, and diversity in user needs.
6. **Knowledge Accumulation--Education and Lifelong Learning:** principles and techniques dealing with consultation and guidance to users; application of basic learning theories, instructional methods, and achievement measures to learning situations; importance of continuing education.
7. **Knowledge Inquiry--Research:** research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas.
8. **Institution Management:** principles of planning, management, and evaluation of information centers; awareness of types of library and information professions; institutional change; oral and written communication skills; concepts for developing partnerships and collaborations; diversity of stakeholders; outreach and advocacy to specific audiences.
9. **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 Hawaii, the Pacific region, and Asia.

The Core Competencies are reinforced in coursework, advising, and the oral comprehensive examination. Appendix 2-G maps the LIS courses to the Core Competencies. The mapping process itself was an iterative one; faculty engaged in several rounds of deliberation about the primary emphases in their respective courses. The faculty reached consensus that “P” (primary) designations should be assigned only if the Competencies were actually assessed in major course assignments. Both regular and adjunct faculty participated in the mapping process. We have begun to use this matrix in the review process to determine the strengths of the LIS curriculum and to identify the areas for possible improvement. We also use it in advising sessions, to ensure that students develop a broad and solid foundation of knowledge and skills.

2.3 Description of the Curriculum

Standard II.3 *The curriculum*

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

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

II.3.3 *integrates the theory, application, and use of technology;*

II.3.4 *responds to the needs of a diverse society including the needs of underserved groups;*

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

II.3.6 *provides direction for future development of the field;*

II.3.7 *promotes commitment to continuous professional growth.*

Earlier sections of this chapter described the Program's work in systematically reviewing and strengthening the LIS curriculum. While formal coursework constitutes the backbone of the graduate experience, the Program emphasizes the importance of extracurricular activities including participation in professional organizations and a wide array of workshops, brown bag lectures, and service opportunities. The elements of Standard II.3 are also emphasized in the oral comprehensive examination that non-thesis students complete as part of the exit requirement. This segment provides snapshots of how the various courses and other activity options promote a diverse and rounded learning experience for LIS graduate students.

2.3.1 Fostering Development of Library and Information Professionals Who Will Assume an Assertive Role in Providing Services

LIS courses stress the importance of professional obligation to serve our local, national, and international communities. The ethical and philosophical underpinnings of these obligations are introduced in one of the core courses, LIS 610 The Information Environment, where students discuss the Library Bill of Rights and the ALA Code of Ethics, as well as ethical codes from specialized library and information science professions. Examples of other courses that provide opportunities for studying or participating in professional service include:

- LIS 611 Intellectual Freedom: students study the *ALA's Intellectual Freedom Manual* and use scenarios to model assertive responses against censorship.
- LIS 647 Systems Analysis for Information Management, LIS 672 Technology for Libraries and Information Centers, and ICS 616 Information Architecture: students work with mentors/clients to examine a special service and offer recommendations to create or improve a system or service, e.g., website, digital library, library system, or a Web 2.0 library based service. Students conduct site visits to examine data management practices and use of technology. This is done within the framework of community informatics.
- LIS 650 Management of Libraries and Information Centers: students discuss how professional standards and ethics relate to library leadership, issues of gender, race and equity; the impact of unions and professional associations on the workplace; and advocacy

in the context of current events. The students analyze leadership styles and evaluate case studies to determine the quality of service to users and non-users.

- LIS 665 Teaching Information Technology Literacy: students meet instruction librarians at UH to learn about their motivations for teaching and speak with leaders in the ALA Instruction Section about the importance of instruction in academic libraries and the necessity of advocacy on campus.
- LIS 675 Content Evaluation of Databases: students evaluate specific features of three library and information science databases, contrast them with the claims of the content providers, and learn how to challenge unrealistic claims when negotiating the licensing of a database.
- LIS 681 Materials and Resources for Children: students research various book awards and establish a committee that mimics the Caldecott Award Selection Committee. They apply award criteria to select a Super Caldecott Award winner.
- LIS 683 Services in Libraries: students conduct site visits to different public libraries where they attend three programs and critique them. They also write a proposal for an outreach program.

2.3.2 Emphasizing an Evolving Body of Knowledge that Reflects the Findings of Basic and Applied Research from Relevant Fields

The Program emphasizes the dynamic nature of our field and the importance of being informed about research that grounds and influences professional trends. Examples include:

- LIS 612 History of Books and Libraries: students gain exposure to case study methodology and theoretical perspectives from sociology, history, anthropology, and psychology. They write essays on the application of genocide research to the destruction of libraries (“libricide”).
- LIS 615 Collection Management: students focus on research from media studies and other social sciences to contextualize the publishing environment.
- LIS 672 Technology for Libraries and Information Centers: students discuss research in the areas of information seeking behaviors and knowledge representation, e.g., the development of digital libraries and social tagging versus ontologies.
- LIS 677 Human Dimension in Information Systems: students read research on human use of information systems from a variety of disciplines including education, psychology, cognitive science, business, anthropology, linguistics, computer science, as well as library and information science. They design and conduct research and write a paper based on the studies cited in a literature review as well as naturally occurring user data obtained using methodologies deemed acceptable in human studies.

- LIS 686 Information Literacy and Learning Resources: students research current learning theories that influence 21st century pedagogy and apply them in designing units of study for K-12 school library media centers.

2.3.3 Integrating the Theory, Application, and Use of Technology

To varying degrees, this standard is addressed in all courses. Individual course syllabi include more details. Examples include:

- LIS 601 Introduction to Reference and Information Services: students develop online search strategy skills for information problem solving using subscription-based and open access web resources. They subscribe to and monitor several professional online discussion lists and study the future of reference and virtual reference services. They are encouraged to post their assignments on the web and many are available as model assignments in the LIS 601 Online Generational Curriculum (available at <http://www2.hawaii.edu/~nahl/studentwork.html>).
- LIS 647 Systems Analysis for Information Management: the course focuses on creating digital libraries. Students examine theories in information technology dealing with the organization of information and user modeling, and engage in community-based projects. For example, in recommending steps to create a digital collection for the Mission Houses Museum, international students also adjusted the recommendations for their home libraries in Vietnam and Tibet.
- LIS 652 Introduction to Archival Management: students explore the intersection of technology and archives with an emphasis on digital archives and exhibits, online finding aids, archiving e-mail, and digital information on ethical and preservation issues.
- LIS 671 Digital Librarianship: students create bibliographies for their term projects that are deep-linked to passages from digital books, conference papers, and journal articles using OpenURL or DOI-based linking. They add novel clues for selecting the possibly most useful items from a result list, such as the number of OCLC member libraries who hold the book or the citedness of a journal paper in Web of Science and Google Scholar.
- LIS 672 Technology for Libraries and Information Centers: the culminating project requires students to participate in the planning, development, and management or evaluation of information systems and services. The projects address traditional and emerging technologies including integrated library systems, open source library applications, evaluation of library websites, Web 2.0, and social networking services. For example, by request of the Hawaii State Public Library System, students researched and recommended settings for bookmobiles with wireless access.

2.3.4 Responding to the Needs of a Rapidly Changing Technological and Global Society

We previously described the addition of new courses focusing on various aspects of user needs and the preparation of librarians in the digital information age. We list these courses again:

- LIS 602 Introduction to Multimedia Technology and Resources
- LIS 671 Digital Librarianship
- LIS 675 Database Content Evaluation
- LIS 678 Personalized Information Delivery—Information Filtering
- ICS 616 Information Architecture
- ICS 691 Special Topics—Social Computing
- ICS 691 Special Topics—Digital Video Analysis and Creation

Other courses in the LIS curriculum also concentrate on issues related to the implications of a rapidly changing technological and global landscape. Examples include:

- LIS 601 Introduction to Reference and Information Services: the course content is continually updated, enabling students to utilize the most current resources and information technologies and research strategies, and providing them access to the best practices for serving the information needs of their communities.
- LIS 671 Digital Librarianship: students examine metasearch engines and the professor's own polysearch engines that demonstrate simple and quick resource discovery of nearly all the databases in the Hawaii Public Library System, as well as the open access segments of the digital collections of numerous scholarly publishers and digital preprint servers and reprint repositories.

2.3.5 Responding to the Needs of a Rapidly Changing Multicultural, Multiethnic, Multilingual Society Including the Needs of Underserved Groups

The Program offers five courses in support of the University's strategic emphasis on the cultures of the Asia-Pacific and Hawaii-Pacific regions:

- LIS 687 Hawaiian Studies Information Resources: surveys reference and research materials in Hawaiian studies, including historical and contemporary works in the arts, humanities, and social and natural sciences.
- LIS 688 Pacific Islands Information Resources: introduces reference tools and bibliographic sources with a focus on Melanesia, Micronesia, and Polynesia. Resources include an examination of online catalogs, databases, and websites.
- LIS 689 Asian American Resources for Children and Youth: introduces Asian-American resources for young people, including an overview of the socio-historical roots of these ethnic groups. The course involves evaluation of resources and the examination of curricular and programmatic uses of multiethnic resources.

- LIS 701 Seminar in International Librarianship: provides an overview of international and comparative librarianship and the influence of literacy and social, cultural, and political factors on research, publications, professional organizations, and international agencies.
- LIS 705 Asian Research Materials and Methods: introduces reference tools and research methods dealing with sources on Asia in Western and Asian languages. The course includes a survey of publishing systems and archival repositories.

This critical focus is incorporated into other courses, including:

- LIS 612 History of Books and Libraries: in one section of the course, students conducted original research on the history of libraries in Hawaii after examining research from print culture history and from Hawaiian Studies and American Studies. One of the student papers was published in a journal.
- LIS 665 Teaching Information Technology Literacy: students design and conduct instruction within a multicultural, multiethnic, and multilingual environment, and choose readings that discuss cultural teaching strategies.
- LIS 682 Materials and Resources for Young Adults: students research the library literature for book and media awards relating to various ethnic groups.
- LIS 690 Library Internship Program and LIS 696 Practicum: students have opportunities to work in a range of multicultural library and information environments.

The Dual Master's Degree Programs with Asian Studies and Pacific Island Studies also afford students the opportunity to expand their graduate studies in these areas. More information on these degrees appears later in this chapter.

2.3.6 Providing Direction for Future Development of the Field

The future of the field depends on information professionals who are fully prepared to take advantage of the results of research, and to conduct research themselves. While the Program offers a course in research methods (LIS 695), faculty members feel that an essential component of all LIS graduate work is building an awareness of the methods, techniques, and tenets of research. Toward this end, the curriculum fosters the critical reading and evaluation of published research and the application of various research methods in a range of course assignments. Individual course syllabi provide more details. Examples include the following:

- LIS 610 The Information Environment, LIS 652 Introduction to Archival Management, and LIS 653 Seminar in Archival Studies: students write critiques of published articles, sometimes using peer review forms from *Library Quarterly* and other research journals.
- LIS 663 Basic Database Searching: students run the same 35 simple queries (defined by the professor) in three implementations of the same ERIC data file (CSA, Academic Search

Premier, OCLC FirstSearch) to discover how the search programs handle routine functions, such as differences in U.S. and British English spelling, stop-words, reserved words, hyphenated terms, adjacent words, automatic pluralization and singularization of words, and how grossly different result sets can be produced from syntactically identical queries.

- LIS 665 Teaching Information Technology Literacy: students research the literature to develop and implement an assessment plan that evaluates student learning for a session they have designed and taught. They utilize quantitative and qualitative methods to gather and analyze their data.

Students may also register for Directed Reading and Research (LIS 699) that provides opportunities for further study in areas extending beyond traditional coursework. To embark on these individualized studies, a student must seek approval from a faculty member, who agrees to mentor the student throughout the semester. The student must prepare a brief proposal with specific goals and activities as well as a means by which the final product will be assessed. In recent semesters, students have focused on topics such as Native Hawaiian perspectives on intellectual freedom and intellectual property, and translations of research articles on librarianship from English to Japanese and Hawaiian, and from Korean to English. Appendix 3-X includes a sample list of LIS 699 Directed Research topics.

Finally, MLISc degree students may opt for Plan A, which requires a thesis. If they select the thesis option, they must also register for LIS 695 Seminar in Research in Librarianship (or a similar course offered by another department) and LIS 700 Thesis Research. Only one student in recent years selected the thesis option and focused his research on archival theory. The student discussed his theoretical and practical findings at the thesis presentation and also at the Annual Conference of the Association of Hawaii Archivists on Molokai.

2.3.7 Promoting Commitment to Continuous Professional Growth

The Program's curriculum assumes that coursework is only the beginning of a student's professional experience. The ultimate goal is to promote in LIS students a passion for, and commitment to, lifelong learning. The program approaches this goal through several measures:

a. Student involvement and leadership in professional associations

There are six student organizations in the LIS Program. As an integral component of the Program, they promote active engagement in extracurricular professional activities. Four of them are student chapters of the following national professional associations: American Library Association (ALA), Special Libraries Association (SLA), American Society for Information Science and Technology (ASIS&T), and Society of American Archivists (SAA). Two are unique to the LIS Program: Hui Dui, the official representation for the LIS student body, and the LIS Web Team, an LIS student group that designs and maintains the LIS website and delivers education and training in web technologies for students as well as librarians and information professionals. In addition, LIS students have a representative on the Executive Board of the Hawaii Association of School Libraries (HASL). This individual serves as the vital communication link between HASL and the LIS student body.

The student groups provide invaluable opportunities for social networking, professional development, and leadership. For example, the ALA Student Chapter holds an “Ice Cream Social” at the beginning of each semester to welcome new students and to recruit committee members. The SLA Student Chapter offers a Professional Development Mixer, where librarians and library students can meet to form mentor-mentee relationships. Throughout the semester, different student groups invite guest speakers for brown bag talks on various aspects of professional life. Each group has a faculty advisor; however, student volunteers lead the chapters and both faculty advisors and students participate in recruitment efforts.

b. Faculty and student involvement in professional development

LIS faculty members view professional development as a critical extension of their teaching and service. Table 2.3 displays examples of faculty involvement in professional development. The faculty vitae in Appendix 3-H provides more detailed information.

Table 2.3 Examples of Faculty-Led Professional Development

Rich Gazan, assistant professor	<ul style="list-style-type: none"> • 2005 to 2007: member of Board of Directors, Collaborative Digitization Program. Participated in development of standards and training for digital preservation at cultural heritage institutions. • 2004 to 2006: developed and taught Principles of Controlled Vocabulary and Thesaurus Design, an ALCTS/Library of Congress Workshop.
Violet Harada, professor	<ul style="list-style-type: none"> • 2006 to 2008: collaborator-consultant. Designed a professional development initiative on assessing for learning in K-12 school libraries in partnership with the Hawaii Association of School Librarians and the Hawaii Department of Education (DOE). • 1994 to present: instructor (pro bono). LIS 680, Seminar for Beginning School Librarians, a one-credit course offered through Outreach College.
Peter Jacso, professor	<ul style="list-style-type: none"> • 2006: presenter. Annual conference for school librarians sponsored by the Hawaii DOE. Topic: the consistent quality and reliability of the DOE-subscribed encyclopedias and dictionaries vis a vis Wikipedia and Wiktionary. • 2004: presenter. Seminar for CIS PhD students about the growing importance of citation-based searching.

Rebecca Knuth, professor	<ul style="list-style-type: none"> • 2007: presenter. Maui Library Association: “Extremism and the Destruction of Books and Libraries.” • 2006: panel member. UH Faculty Mentoring Program Seminar: “Creating a Productive and Restorative Sabbatical Leave.”
Diane Nahl, professor	<ul style="list-style-type: none"> • 2006: speaker. LOEX of the West: “Collaborating with Writing Faculty to Integrate Gen Ed Information Literacy Requirements.” • 2003: keynote speaker. University of Hawaii Libraries Information Literacy Committee. “Assessment on a Spectrum.”
Luz Quiroga, assistant professor	<ul style="list-style-type: none"> • 2006: conference and workshop organizer. Topic: Greenstone, an open source tool used to build digital libraries. Participants included library staff from the Pacific region. • 2004 to 2007: instructor. International Training Program “STIMULATE” (Scientific and Technological Information Management in Universities and Libraries: An Active Training Environment) in Vrije Universiteit, Brussels, Belgium.
Andrew Wertheimer, assistant professor	<ul style="list-style-type: none"> • 2007: keynote presenter. Hawaii State Public Library System Workshop for Branch Managers on Collection Management: “Rethinking HSPLS Collection Management: Technological Dreams, Fiscal Realities, and Social Responsibilities.” • 2004: team teacher. Association of Hawaii Archivists/Japanese Cultural Center of Hawaii Community Archival Training Workshop.

As mentioned earlier in the chapter, student volunteers in the LIS Web Team produce four to five workshops each semester on web development and emerging web technologies. They focus on building websites, creating e-portfolios, and producing effective slide presentations. Both students and working information professionals have very positively received the sessions.

c. Faculty collaboration with students and alumni

Importantly, faculty members promote the importance of scholarship by engaging students and alumni in collaborative publications and conference presentations. Examples include:

- Two high school librarians and LIS alumni, Carolyn Kirio and Sandy Yamamoto, have jointly authored a book, *Collaborating for Project-Based Learning in Grades 9-12* (Linworth Publishing, Inc. 2008) with Dr. Violet Harada.
- Zuzana Hlavackova and Xin Chen (ICS), and Leslie Wood (LIS), students in the Information Architecture class, participated in a panel organized by Dr. Luz M. Quiroga: "Digital libraries for consumer health information" (SIG DL) (2004). *Proceedings of the ASIS&T Annual Meeting*, Volume 41, Issue 1, 2004, 571-572.
- Jessie S. Weinberger, CIS doctoral student, co-authored a short paper and poster with Dr. Luz M. Quiroga and Dr. Martha Crosby: "Context as a factor in categorization of personal documents." *ASIS&T (American Society of Information Science and Technology) Meeting. Information Realities, Shaping the Digital Future World of All*, Austin, TX , November 3-8, 2006.
- Thora Abarca, LIS alumni and currently a librarian at UH Hilo Library, and Jue Wang, LIS alumni and currently a librarian at Leeward Community College, gave a presentation at LOEX of the West Conference with Dr. Diane Nahl: "Collaborating with Writing Faculty to Integrate Gen Ed Information Literacy Requirements." Kona, Hawaii, June 9, 2006.
- Jennifer Campbell Meier, CIS doctoral student and currently a librarian, jointly authored a paper with Dr. Luz M. Quiroga: "Communities of practice: Increasing social capital through the integration of digital libraries, filtering, ontologies and social networking." *Proceedings of the 2005 International Conference on Knowledge Management (ICKM), Charlotte, NC, October 27-28, 2005*, 137-148.
- A team including LIS students Andrew Weiss, Donna Mae Maemori, and Guanghong Yang, prepared a presentation with Dr. Luz M. Quiroga on "Metadata Standards and Ontologies to Support Management of Digital Assets" for the 30th Annual Hawaii Educational Research Association Conference, January 2008. The other student members were Chi Diep Kim, a CIS doctoral student, and Mark Cook, a College of Education doctoral student.
- Dr. Andrew Wertheimer engaged his LIS 615 Collection Management students in contributing to reviews of materials related to Hawaii and the Pacific. These reviews have been posted on an online wiki called the *Holoholo Review*.

d. Certificate in Advanced Library and Information Science (CALIS)

For graduates who wish to extend their formal education, the Program offers a Certificate in Advanced Library and Information Science (CALIS). There are two CALIS options; both require 15 credits of approved LIS and related graduate courses, a research project proposal and paper, and an oral presentation based on the paper. Option A of the CALIS focuses on the application of computer and information technologies in information environments, extended information management skills in information system design and evaluation, and the development of user services. Option B focuses on applying computer and information technologies in K-12 school libraries, and extended

curriculum design skills in information literacy and general literacy instruction. More detail on the CALIS is available on the LIS website (<http://www.hawaii.edu/lis/program.php?page=advcert>).

e. Interdisciplinary doctoral program in Communication and Information Sciences (CIS)

Students might also choose to pursue a PhD in Communication and Information Sciences (CIS). This doctoral program integrates the fields of Information and Computer Sciences, Information Technology Management, Library and Information Science, and Communications. The CIS faculty members come from many disciplines across campus and include all LIS tenure track faculty. In the 2007-08 academic year, there were 39 candidates in the CIS doctoral program; five of them held MLISc degrees. Information on programs of study, admission policies, and program procedures are available on the CIS website (<http://www.hawaii.edu/cis>).

2.4 Coherency in Programs of Study

Standard 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.*

A changing information environment creates new opportunities for LIS graduates, and the LIS Program views the advising process as a chance for both the student and the advisor to articulate these opportunities and to jointly create a coherent program of study. All incoming students are assigned a faculty advisor to assist them in developing plans of study that meet their educational, personal, and professional goals. Students are required to meet with their advisors at least once each semester to assess their progress and determine next steps. These regular meetings ensure greater consistency in advising and stronger relationship building between students and faculty members. More details about the advising process are provided in the Students chapter.

2.4.1 Advising Guidelines

A successful future career depends on a solid foundation of courses and participation in varied professional activities. To assist students in mapping their work, the faculty created a student advising document (Appendix 2-H) that went into effect in Fall 2007. The document, which includes sections for course planning and tracking of extramural activities, has proven useful for both advisors and students in forming coherent, long-range plans. It also includes a map of courses to the aforementioned Core Competencies to assist students in selecting courses that will provide them with a balanced academic program. The Mentoring Guide chapter (available on site) of the new Guidelines for Graduate Chairs issued in mid-August, 2008, provides additional ideas for enhancing the mentoring process of graduate students.

Full-time students are generally advised to take no more than nine credits each semester because of the rigorous nature of graduate study. They are counseled to take even fewer credits if they are working or have other obligations. All students are strongly encouraged to take LIS 601 (Introduction to Reference and Information Services) and LIS 605 (Basic Cataloging and Classification) during their first two semesters, because these courses are prerequisites for various electives. Appendix 2-I provides a complete list of courses that have prerequisites. The students are also advised to take two other core courses, LIS 610 (The Information Environment) and 615 (Collection Management), by the time they are midway through their programs of study. Students may take the fifth core course, LIS 650 (Management of Libraries and Information Centers for general track) or LIS 684 (Administration of School Library Media Centers for school library specialization), at any point in their coursework.

Students complete the remaining 27 credits through elective courses that allow them to craft an individualized program of study that fulfills their interests, and to develop a specialization. All courses are three semester hours, with the exception of LIS 699 (Directed Reading and Research), which carries variable credit. Courses generally meet once a week for two hours and forty minutes. Information on the average time to get the LIS degree is provided in the Students chapter.

2.4.2 Rotation of Courses

The Program schedules between 15 and 20 courses each fall and spring and six to eight courses each summer. Appendix 2-J displays the current four-year course rotation schedule and Appendix 2-K exhibits the courses offered from Fall 2004 to Spring 2008.

2.4.3 Culminating Requirement

Students select either a thesis or non-thesis option in pursuing their degree. The non-thesis option requires an oral comprehensive examination; the thesis option requires a research paper and presentation. The majority of our students elect the non-thesis option.

a. Oral comprehensive examination

Non-thesis students must take an oral comprehensive examination in their final fall or spring semester of coursework. If the student is a summers-only student, the exam is scheduled during the student's last summer of coursework. The exam consists of an hour-long examination with two faculty members presiding. Students receive a series of scenarios relating to a broad range of LIS topics and themes, and they are permitted to study in advance for the four scenarios that they elect to address. More details on the exam are available on the LIS website (<http://www.hawaii.edu/lis/program.php?page=orals>).

No notes are allowed in the session, and faculty members may ask follow-up questions during the exam. The administering faculty members make pass or fail decisions immediately following the completion of the exam. Students must repeat any portion that they fail by scheduling retakes with the LIS Program Chair. On average, one or two students per year must repeat a portion of the exam.

Appendix 2-L includes the faculty rating form for the oral comprehensive exam. Appendix 2-M is a summary of student ratings by semester from Spring 2005 to Fall 2007. Faculty members examine the summaries to determine areas where students are having difficulties and the implications for both the oral comprehensive scenarios as well as the curriculum. In Spring 2008 we also included the LIS Curriculum Objectives and the Core Competencies for each scenario to help both faculty and students more clearly see the alignment of the examination with the overall targets of the curriculum.

b. Thesis and presentation

Students who select the thesis option prepare a study on a topic of their choice, under the guidance of a faculty advisor and committee, including one member outside LIS. As part of their required coursework, they must take LIS 695 (Seminar in Research in Librarianship), or an advisor-approved substitute for this course, and LIS 700 (Thesis Research). Students present their research results at a student-faculty colloquium. More details of requirements administered by the Graduate Division are available in the Graduate and General Catalog (available at <http://www.catalog.hawaii.edu/courses/departments/lis.htm>).

The Program recognizes that our students will seek a variety of professional positions in libraries, information centers, and other information-connected settings. To ensure that students are aware of these diverse opportunities, we provide academic and career-related experiences in collaboration with other units on campus as well as with agencies and organizations outside of UH. These options are briefly described in this section and in the Students chapter.

2.4.4 Dual Master's Degrees

The Program participates in six Dual Master's Degree Programs in cooperation with other departments and fields of study at the UH. Students may pursue the MLISc and a second Master's degree concurrently in one of the following programs. More details are available on the LIS website (<http://www.hawaii.edu/lis/program.php?page=dual>).

- Information and Computer Sciences
- History
- Pacific Island Studies
- American Studies
- Asian Studies
- Law

These programs open avenues for students to investigate and apply principles and practices across disciplines. They also serve to strengthen interdepartmental relations and increase recognition of the LIS Program within the University community. There are currently five LIS students enrolled in these programs. The LIS Program Chair initiates and coordinates the dual master's degree arrangements for our students, and different faculty members assume advising arrangements with these students. The Graduate Division oversees management matters, e.g., double counting of credits and semester status reports.

2.4.5 Cross-Disciplinary Coursework

As a result of the 1997 merger of the two programs, LIS and ICS graduate students have been allowed to count selected cross-over courses in the two programs toward their respective MLISc and MS degrees. LIS students may take up to nine credits of ICS courses from the list below. Course descriptions are available on the LIS website (<http://www.hawaii.edu/lis/courses.php?page=descriptions>).

Thus far, LIS students have taken ICS 616 (averaging about four or five students when it is offered) and ICS 624 (averaging two students). In Spring 2008, eight LIS students also registered for ICS 691 (Digital Video Analysis and Creation).

- ICS 421 Database Systems
- ICS 451 Data Networks
- ICS 463 Human Computer Interaction
- ICS 464 Introduction to Cognitive Science
- ICS 465 Introduction to Hypermedia
- ICS 616 Information Architecture
- ICS 623 Data Security
- ICS 624 Advanced Data Management
- ICS 651 Computer Networks
- ICS 664 Human-Computer Interaction
- ICS 665 User Interfaces and Hypermedia
- ICS 667 Advanced HCI Design Methods
- ICS 668 Technology Supported Collaboration
- ICS 691 Special Topics in Computer Science

Students specializing in school library media librarianship also have the option of taking up to nine credits from the College of Education's Department of Educational Technology (ETEC). Most of them take at least one ETEC course and at least half of them take two or three courses. Course descriptions are available on the ETEC website (<http://etec.hawaii.edu/courses.html>). The courses include:

- ETEC 414 Media in Education
- ETEC 430 Video Technology
- ETEC 442 Computer-Based Education
- ETEC 448 Technology Links to Learning
- ETEC 645 Designing Web-Based Instruction
- ETEC 662 Computer Networks in Education

2.4.6 Cross-Listed Courses

The Program has two courses that are officially cross-listed with other departments on campus. The difference between *cross-over courses* and *cross-listed courses* is that the former is an informal

arrangement within the same department, while the latter involves more formal agreements across departments and colleges. The two cross-listed courses are:

- LIS 686 Information Literacy and Learning Resources: cross-listed with the Departments of Educational Technology (ETEC) and Curriculum Studies (EDCS) in the College of Education.
- LIS 705 Asian Research Materials and Methods: cross-listed with the Department of Asian Studies in the School of Pacific and Asian Studies and with the History Department in the College of Arts and Humanities.

Students in the participating departments receive credit toward their respective degrees when they enroll in one of these courses. Since Fall 2006, the ETEC Department has offered ETEC 686 as a separate course taught by one of its faculty members. The instructors of the ETEC and LIS versions of the course collaborate on course objectives and they conduct guest lectures in each other's classes. The EDCS Department does not offer a separate course but has its students attend the LIS sessions.

In the past, LIS adjunct faculty members have taught LIS 705.

2.4.7 Experiential Opportunities

The internship (LIS 690) and the practicum (LIS 696) courses provide valuable opportunities for students to acquire professional experience in a library or information center. Students test and apply principles learned in graduate study to actual workplace experiences. Appendix 2-N identifies practicum and internship sites from Fall 2004 to Spring 2008.

a. Internship

Internships are not required in the general track, but surveys show that they are highly valued by graduating students and alumni. This course is offered during the fall and spring semesters. It usually attracts 15 to 20 students, with an increasing percentage of students seeking internships at least once during their degree work.

The internships are offered in public libraries, academic libraries, special libraries, and archives throughout the state. Interns work at least 150 hours under the direct supervision of a librarian with an MLS degree. Students complete midterm and final reports as well as formal presentations evaluating the experience. Students must have completed relevant coursework before seeking an internship. For example, reference positions require LIS 601 (Introduction to Reference and Information Services) and LIS 663 (Basic Database Searching). Cataloging positions require LIS 605 (Basic Cataloging and Classification). Each internship provider may impose additional requirements. The providers interview the candidates before completing approval forms. More details are available at the internships descriptions webpage (<http://www.hawaii.edu/lis/courses.php?page=internships>).

Until 2007, the LIS Program Chair coordinated the internship program as part of his or her duties. We have since hired a new faculty member with experience in internship administration. She visits each site to meet with internship providers and enhance the learning experience.

In Fall 2007, the internship coordinator conducted a survey of the supervisors. Of the 54 supervisors (representing roughly 40 different sites), 28 responded. Appendix 2-O includes a summary of the survey results. Overall, the supervisors were pleased with the current program. In particular, they were satisfied with communication exchanges facilitated by the coordinator, the coordinator's monitoring of progress, and the existing system for helping interns find appropriate sites (self-selection, interviews, and faculty advisor's approval). The majority also indicated that LIS students were well prepared; however, several librarians who wanted the interns to do cataloging work stressed that students needed to take Advanced Cataloging (LIS 606) before doing their internships. To improve the experience, several respondents asked if they might attend the orientation meetings. Beginning in Spring 2008, all internship supervisors have been invited to the orientation.

b. Practicum

The practicum is required for students in the school library media specialization. Each student works with a mentoring library media specialist in one of the public or private schools in the state. The LIS practicum coordinator, who is a tenured faculty member, selects the sites and facilitates the formal arrangements between the University, the Hawaii Department of Education (DOE), and the respective private schools. Students must spend a minimum of 120 hours on site. They also attend nine weekend seminars on the UH Manoa campus where they share observations and reflections with their colleagues. The coordinator facilitates these sessions and incorporates field trips that include attending the conferences of the Hawaii Association of School Librarians. Students might also participate in community outreach activities as part of the seminar experience, e.g., staffing community booths for special events during National Library Week. Throughout their practicum experience, students maintain electronic reflection logs. The coordinator also arranges for site visits with each cooperating librarian and practicum student. As part of the culminating requirement, students produce portfolios of their practicum accomplishments. Examples of portfolios are available on site.

When the cooperating librarians were surveyed in Fall 2007, 28 of the 31 librarians responded. They expressed unanimous satisfaction with the management of the practicum and the open and frequent communication with the coordinator. The majority also felt that students were adequately prepared to tackle responsibilities required on site. Their recommendations included increasing the number of hours (e.g., from 120 to 150 hours) and providing more opportunities for different tasks in management, collection development, instruction, and assessment, as well as keeping abreast of current issues in the field. Appendix 2-P includes a summary of the survey results and actions proposed.

2.4.8 Field Work or Field Research

Several LIS courses incorporate field exercises as integral components of the curriculum. The specific field assignments are detailed in the individual syllabi. Examples include:

- LIS 601 Introduction to Reference and Information Services: students station themselves at a reference desk, make observations of reference interviewing practices, transcribe interviews, and analyze the transactions according to practices based on research findings recommended in published standards.
- LIS 650 Management of Libraries and Information Centers: students observe information services and behaviors in traditional and nontraditional information environments to design realistic information services and organizations to deliver them.
- LIS 653 Seminar in Archival Studies: students conduct a field project, e.g., processing a collection, under the supervision of one of Hawaii's professional archivists.
- LIS 661 Information Sources and Systems in Humanities and LIS 662 Information Sources and Systems in Social Sciences: students work at a reference desk and design and conduct a pilot study of information seeking and information service effectiveness by gathering and analyzing actual user data.
- LIS 665 Teaching Information Technology Literacy: students design and conduct a pilot study to assess the stages and effectiveness of learning in information environments.
- LIS 677 Human Dimension in Information Systems: students design and conduct a pilot study of information system use by gathering and analyzing actual user data.
- LIS 684 Administration of School Library Media Centers: students develop case studies on selected school library programs by conducting interviews, logging observations, and analyzing various school based documents as well as reading related literature.

2.4.9 Guest Resources

Through various courses and brown bag sessions sponsored by our student organizations, LIS students have countless opportunities to hear and interact with noted scholars and respected practitioners in library and information science. Appendix 2-Q lists a sampling of the speakers from Fall 2004 to Fall 2007.

2.5 Specialized Learning Experiences

Standard 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 lone specialization in the LIS Program focuses on school library media preparation. The Program works closely with the Hawaii Teacher Standards Board, the Hawaii Department of Education (DOE), and the UHM College of Education in developing a program of study that reflects the Standards for Initial Programs for School Library Media Specialist Preparation that was prepared by the American Association of School Librarians (AASL) and approved by the National Council for Accreditation of Teacher Education (NCATE) in 2003. Students who wish to gain state licensure in Hawaii must also have completed an accredited teacher preparation program.

NCATE recognizes the Program's involvement in the ALA review process. We are, therefore, not required to undergo a separate NCATE review. However, when the UHM College of Education is reviewed by NCATE, the College includes our ALA accreditation documentation in their reports. They also invite us to attend focus group meetings with the External Review Panel when they are visited.

According to the ALA/AASL Standards Initial Programs for School Library Media Specialist Preparation, students must acquire proficiencies in the use of information and ideas, teaching and learning, collaboration and leadership, and program administration. As steps toward these goals, the LIS faculty coordinator of this specialization has worked on the following:

- Aligned the NCATE conceptual framework with the ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation.
- Aligned the above with the Hawaii State Approval for Teacher Education requirements.
- Initiated the assessment of LIS course objectives for this specialization in light of the above standards and requirements.
- Initiated the identification of specific course assignments that meet the above standards and requirements and the development of criteria to assess and document the quality of student work.
- Prepared a document entitled, "Report on Preconditions for School Library Media Specialists" requested by the Hawaii Teacher Standards Board in 2005. The Board approved the report in 2006. A copy of the report is available on site.

The faculty coordinator continues to work on course refinements that prepare LIS students to be effective teachers as well as capable information specialists and proactive program administrators. In the 2008/2009 *U.S. News and World Report* special issues on graduate programs of quality, the school library preparation component of the LIS Program was ranked among the top ten (placing ninth) in the field of 50-plus accredited graduate programs. This is an indication that peer institutions are recognizing the University's accomplishments in this particular concentration.

2.6 Diverse Curriculum Options

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

2.6.1 Distance Learning

While the majority of our courses are offered in face-to-face classes on the Manoa campus, the Program also offers two courses each semester through the medium of interactive television. The Hawaii Interactive Television Service (HITS) is a microwave system that was introduced in 1990 as a two-way video format across the state. This enables our neighbor island students to take most if not all of their courses from remote sites around the state. Appendix 2-R summarizes the courses offered over HITS from Fall 2004 to Fall 2007.

The LIS Program was one of the pioneers in using the HITS system. Along with studio classrooms on the Manoa campus, HITS provides access to eight sites on Oahu (Leeward), the Big Island (Hilo and West Hawaii), Maui (Kahului and Hana), Kauai, Molokai, and Lanai. Class sizes normally range from 15 to 30 students. More information on student enrollment is presented in the Students chapter. The Program was originally allocated two HITS slots each fall and spring semester, but in 2005 we were able to secure two additional slots for the summer session.

Regardless of the instructor or the site, HITS courses have received generally high evaluations from the students, i.e., an average score of 4.5 on a 1 to 5 scale. The evaluation criteria for HITS classes are the same as for self-contained courses on the Manoa campus. Appendix 2-S summarizes course evaluations for all courses offered through HITS from Fall 2004 to Fall 2007.

In the 2007-08 academic year, neighbor island students on Maui, Kauai, and the Big Island (Hawaii) were invited to provide informal feedback on the effectiveness of the HITS courses. One faculty member conducted the face-to-face interviews on each of these islands. The students were uniformly positive about the experience, frequently stating that they would not have been able to work on a degree program without this option. Although they wished for more than two HITS courses a semester, they recognized that the University's Interactive Technology Services (ITS) controlled the HITS allocations. A summary of interview comments is available on site.

Since the last accreditation review, the Program has offered three courses completely online, 650 (Management of Libraries and Information Centers) in 2006, LIS 686 (Information Literacy and Learning Resources) in 2006, and LIS 694 (Special Topics: Visual Information Science) in 2008. In addition, the following courses have been offered in hybrid formats:

- LIS 647 Systems Analysis for Information Management: HITS was combined with asynchronous segments on disCourse, a software for online collaboration, and synchronous communication using Skype (web conference software).
- LIS 672 Technology for Libraries and Information Centers: in 2005, face-to-face sessions were combined with online segments on WebCT. In 2007, one student from the Big Island followed the class synchronously using Skype, and asynchronously via online segments on a virtual workspace on disCourse.
- LIS 684 Administration of School Library Media Centers: HITS sessions were combined with asynchronous segments on WebCT.
- LIS 694 Enhancing Library Advocacy through Technology: face-to-face sessions were combined with online segments on WebCT.
- ICS 616 Information Architecture: three students in Hilo, Maui, and Oahu followed the class synchronously using Skype and asynchronously via online segments in a disCourse virtual workspace.

2.6.2 Summers-Only Program

The Program also offers a summers-only option that allows students to take classes exclusively during the summer semesters. Students may complete up to 12 credits each summer by taking four courses in a combination of three-week intensive courses or six-week courses. This enables them to

complete the MLISc degree requirements in four summers. Most summers-only students attend up to three sessions per summer and complete the degree requirements within five years. We make every effort to ensure a balanced selection of courses, with required courses rotated in three-year cycles. Refer to Appendix 2-T for summer offerings from Summer 2004 to Summer 2007. Few students elect this option; we currently have one student in this program.

2.6.3 Student Exchange Program

The LIS Program has diversified its course offerings through a unique student exchange program with the LIS Program at the University of Denver. As a result of a memorandum of understanding signed by administration at both universities, students from either LIS program may take courses at the other campus during the summer for credit toward their degree, yet enroll through their home institution. This has increased opportunities for students to take courses not offered at their home campus, and has created a more diverse educational experience in the classroom. The exchange program began as a pilot in Summer 2006, and was formalized in Summer 2007. To date, five students from Denver have attended classes in Hawaii. While several Hawaii students expressed interest in taking a Denver course in the summer of 2007, the course was cancelled due to low enrollment. However, faculty on both campuses are committed to keeping the exchange program active, and are providing tangible support such as summer housing assistance, library privileges, and reserved registration spots for visiting students.

In addition, several LIS students have gone abroad to study. One student spent a semester at prestigious Kyoto University in Japan taking LIS courses in Japanese. A second student and a faculty member spent a semester in London at Roehampton University. The faculty member taught courses at Roehampton relating to her research in children's literature. At least three other students have taken courses abroad through the University of North Carolina's Chapel Hill summer program, for example, the Oxford Bodleian Summer Seminar in England and the Libraries and Librarianship course in the Czech Republic.

2.7 Continual Review Process

Standard 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.*

As we detailed in Standard II.1, the curriculum is continually reviewed under the leadership of the Curriculum and Professional Development Committee. In that section, we identified the major curriculum activities since 2000 and elaborated on the critical additions and enhancements to our courses. We also outlined the alignment of all LIS courses with the Program's Curriculum Goals.

In making decisions about improvements as well as additions to the curriculum, we carefully consider faculty recommendations, student suggestions that we garner through graduating student

surveys and individual course evaluations, and employer and alumni feedback through surveys and meetings of the LIS Advisory Board. We examine student performance on the Oral Comprehensive Examination, which is the culminating experience for students in the non-thesis strand. Starting last academic year, we also began a more systematic process of assessing student achievement by examining student products in the core classes. We eventually hope to implement this form of outcome-based assessment in all of our courses.

2.8 Conclusion

The LIS Program works steadily and strategically to build a robust and dynamic curriculum focused on preparing our students for the demands of the digital information age. It has a strong core in children and youth services and school librarianship and a growing emphasis in information and communication technology. The scheduling of classes allows for full time and part time students to complete their coursework within the specified five-year time limit. It also allows students on the neighbor islands to complete their degrees from remote sites. As we have indicated, the curriculum is subject to rigorous and continuous review by the entire faculty, with valued input from students, alumni, and employers.

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CHAPTER 3: FACULTY

3.0 Overview

The faculty of the Library and Information Science Program blend their diverse research interests and teaching methods to fulfill the goals of the Program and provide students with a rich educational experience. Since the last accreditation, the number of full-time faculty has increased from five to eight. At the time of the previous accreditation, all faculty members were at the associate professor level. Since then, four faculty members have been promoted to the rank of full professor.

The faculty are complemented by one part-time instructor and several adjunct and visiting library and information science professionals who teach regularly for the LIS Program. Some are candidates in the Interdisciplinary Doctoral Program in Communication and Information Sciences. The majority of the Program's required courses are taught by full-time faculty members and the part-time instructor, while adjuncts primarily teach special courses in their areas of recognized expertise, particularly in the fields of Hawaiian, Asian, and Pacific information sources. The Program also invites distinguished scholars, teachers, and specialists to offer instruction during summer sessions, further enriching its quality and diversity.

Faculty members are accomplished in their fields, and renowned for their publications and conference presentations. Recognition of their work is evidenced by 1) the national and international awards they have received, 2) invitations to participate in conferences as organizers, keynote speakers, panelists, and/or workshop leaders, 3) requests to peer-review conference and journal papers, and 4) service on the editorial boards of scholarly journals.

The Program has consistently implemented University of Hawaii policies to recruit and retain full-time and adjunct faculty from multicultural, multiethnic, and multilingual backgrounds. Full-time faculty members hail from Central Europe, East Asia, and South America, complementing the backgrounds of their U.S.-born counterparts, and reflecting the characteristic diversity of the state of Hawaii.

The College of Natural Sciences and the ICS Department also provide generous start-up funds for new faculty, and allow for a reduced first-year course load. These measures help new faculty members prepare their initial courses, and familiarize them with the academic environment at the University, the student body, and the research and teaching areas of their peers and potential collaborators on campus. Becoming part of the University's professional network also helps faculty members prepare for tenure and promotion. The even distribution of duties in the Program contributes to a supportive academic environment. It ensures that faculty members are able to balance the responsibilities of teaching, student advising, mentoring, professional development, research, and service to the local, national, and international community of information professionals.

3.1 Accomplished Faculty Covering Diverse Subject Areas

Standard 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 eight members of the full-time faculty hold doctoral degrees, four of them in library and information science, one in communication and information sciences, one in political science and jurisprudence, one in education, and one in foreign language education. In addition to master's degrees in Library and Information Science, other degrees held by faculty members cover a wide range of disciplines, from Arts, Sociology, Psychology, Political Science, and Asian Studies to Computer Science and Systems Engineering. Faculty members have worked as practitioners in school, college, military, and other special libraries and information centers, in the information industry, and/or as educators in a variety of schools and colleges.

Name	Year appointed	Academic rank professor	Year in present rank	Gender	Doctoral degree	Received
Noriko Asato	2007	Assistant	2007	F	Language Education	Purdue University
Rich Gazan	2007	Assistant	2007	M	Library & Information Science	UCLA
Violet Harada	1993	Full	2004	F	Education	University of Hawaii
Peter Jacso	1994	Full	2003	M	Political Science and Jurisprudence	Eötvös University
Rebecca Knuth	1995	Full	2007	F	Library & Information Science	Indiana University
Diane Nahl	1993	Full	2006	F	Communication & Information Science	University of Hawaii
Luz Quiroga	2000	Assistant	2000	F	Library & Information Science	Indiana University
Andrew Wertheimer	2003	Assistant	2003	M	Library & Information Science	University of Wisconsin-Madison

The diversity of faculty specialties has been enhanced by the creation of two cross-over positions, full-time faculty members who teach courses in both ICS and LIS. Dr. Luz Quiroga was appointed to the first cross-over faculty position in 2000, and teaches courses in database design, digital library creation, personalization, and information architecture. Students from LIS and ICS take her courses and work together in cross-over teams to assist community groups with database and digital projects, helping the community to design user-centered websites. This method of mixing students from both programs allows LIS and CS 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. In 2007, Dr. Rich Gazan joined the faculty in a second cross-over position that reflects the evolving synergy of ICS and LIS. He teaches ICS courses in digital video and social computing that meet the LIS technology requirement, and has developed collaborative research projects with ICS faculty and other university partners. In addition, he is teaching ICS 210 Information Systems in Society for undergraduates in Fall 2008, a course created by the LIS Curriculum and Professional Development Committee.

Another indicator of accomplishment is that faculty members publish in respected academic and professional journals, conference proceedings, encyclopedias, and edited books. They have also authored and co-authored books; edited, reviewed and critiqued the works of their peers; and received awards for their accomplishments in teaching, research, publishing and service activities.

The LIS Program is ranked third in per capita publishing productivity among ALA accredited LIS programs. This evaluation is based on the analysis of papers published in and citations received from journals covered by the Institute for Scientific Information (now part of Thomson Scientific) for the Citation Index and the Journal Citation Reports databases. The publication activity of faculty members extends beyond the pool of these journals as well, as their research findings are also widely published in books, conference proceedings, and in journals meant for practitioners.

Faculty have been invited to present their papers, as well as to deliver keynote addresses at major conferences, serve as organizers and panelists, conduct tutorials and workshops, and present their research at various universities. These activities have taken them not only from San Diego to Maine, but also to locales around the world including Tokyo, Taipei, Hong Kong, Bangkok, Singapore, Manila, Hanoi, Bangalore, Prague, Dubrovnik, Darmstadt, Edinburgh, Santiago, Bogota, Auckland, and Toronto.

Adjunct faculty are an important part of the LIS Program, and teach about a third of the courses. Several of them have doctoral degrees. Some have become full-time professors, others work as managers of libraries or library units. One of our adjuncts is regarded as a world authority in the subject area of Pacific Island information sources. The list of specializations of the adjunct faculty members is presented in Appendix 3-A, along with the list of courses that they taught (Appendix 3-B). Resumes of adjuncts who recently taught courses are presented in Appendix 3-C.

Accomplished adjuncts are important contributors to the LIS Program, providing students with exposure to diverse areas of expertise and current issues facing practicing information professionals. Many of our adjuncts are also role models for the students of the LIS Program due to their research and related recognitions. Karen Peacock received the Lifetime Achievement Award from the Pacific Islands Association of Libraries and Archives in 2006, and was the 2008 recipient of the Sarah K. Vann Service Award for outstanding service to the Hawaii/Pacific library community. In 2005, Lynn Davis was the recipient of the Sarah K. Vann Service Award. In 2003, Paul Wermager received a grant of \$132,500 from the National Library of Medicine for his role as co-investigator in the Pathways to Online Information Project.

Adjunct faculty also provide valuable feedback on the curriculum from the perspective of their courses and of their expectations as hosts of internships. As a case in point, it was the feedback from the adjunct professor in Pacific Studies that triggered our decision to make the course on Basic Database Searching a prerequisite for internships related to reference services, as well as switching the focus from databases hosted by the Dialog Information System to those hosted by Ebsco, CSA, ProQuest and OCLC.

For summer courses, the LIS Program invites LIS professionals whose expertise and reputation as superior practitioners, teachers and scholars adds another dimension to the curriculum, enriching the quality and diversity of the Program by teaching in specialties not represented by faculty. Visiting faculty have included Ann Curry (Director, University of Alberta), Wayne Wiegand (Co-Editor, *Library Quarterly*), and Tony Olden (Senior Lecturer, Thames Valley University, UK).

The tabular summaries in Appendices 3-D and 3-E identify the major research and teaching areas of full-time and part-time faculty members according to the subject classification system developed by the Association of Library and Information Science Educators (ALISE). The tabular summaries in Appendices 3-A and 3-F identify the professional background, specialization and teaching areas of the adjuncts. These appendices indicate the variety of research, practice and teaching areas within the discipline of library and information science covered by LIS faculty and adjuncts. The list of courses taught by faculty (Appendix 3-G) and adjuncts (Appendix 3-B) demonstrate the variety of courses offered. While the required core courses are usually taught by full-time faculty, up to a third of our courses in any given semester are taught by adjunct faculty.

The capsule profiles of the faculty members on the following pages highlight some of their major accomplishments in the areas of teaching, research, and service achieved since the last accreditation. Detailed curriculum vitae of the faculty are available in Appendix 3-H. Summary lists of the journals and conference proceedings where faculty have published their papers appear in Appendices 3-I and 3-J. Copies of faculty publications are available on site.

Noriko Asato, Assistant Professor

Teaching

Focus

To introduce critical issues and social, technological changes related to libraries and librarianship. I also 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 profession. I also raise awareness of international librarianship, especially librarians as a bridge between the U.S., Asia, and the Pacific.

Achievement

Through one of my courses, LIS 690 Internship, several students secured employment at their internship sites immediately upon graduating.

Research

Focus

To explore the origin of Japanese American print culture in Hawaii. I examine how the early Japanese immigrants in Hawaii developed their own literate society. Through looking into the abundance of research materials still available today, I hope to discover a pattern of establishing print culture in society. I am also researching multi-cultural librarianship in Japan.

Achievement

This is a new research development of my original research interests in Japanese American history. Although I have several achievements in related areas, such as a monograph on Japanese American immigrants' struggle to secure their rights in their children's foreign language education in the early twentieth century, my research on immigrant print culture is still in the investigation stage.

Publishing

Focus

To publish scholarly articles and monographs on Japanese Americans in the United States and multi-cultural services in Japanese libraries.

Achievement

As my newest research derives from my published work on Japanese American history, I'm making progress by exploring primary materials gathered from various archives. My book *Teaching Mikadoism* has been positively reviewed by six scholarly history journals.

Service

Focus

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

Achievement

Co-authored the curriculum chapter of the 2008 COA report. Serve on the LIS Student Affairs Committee. Served as an expert reviewer for the National Endowment for the Humanities.

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.

Accomplishment

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

At present my focus lies 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.

Accomplishment

I am currently ABD (“all but dissertation”), working on my doctoral dissertation. In addition to teaching courses in the LIS Program I also give guest lectures concerning privacy and surveillance not only within the LIS program but also to computer science students.

Service

Focus

To ensure that the nation’s information infrastructure is secure.

Accomplishment

I am a member of InfraGard, a partnership between the government and the private sector formed to protect the nation’s information infrastructure. The role of the organization is primarily one of disseminating information.

Rich Gazan, Assistant Professor

Teaching

Focus

To prepare students to join and expand the field of LIS by providing them opportunities for realistic course projects where they apply concepts inside and outside of LIS.

Achievements

Introduced a 'rapid prototype' project to the Library Management course. Developed two new LIS/ICS 'crossover' courses. Developed LIS student exchange program. Authored book chapter on library management education.

Research

Focus

To investigate social and technical aspects of the integration of diverse types of knowledge, both in the integration of diverse document collections and in collaborations between people with diverse expertise.

Achievements

Presented my research in juried presentations for the Society of Social Studies of Science, the Joint Conference on Digital Libraries, the European Conference on Digital Libraries and the American Society for Information Science and Technology, where I also organized a panel on social computing research.

Publishing

Focus

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

Achievements

Since 2000, I have published six refereed journal articles, two refereed book chapters, and five papers in conference proceedings.

Service

Focus

To contribute to the profession and the information community.

Achievements

Served on the Board of Directors of the Collaborative Digitization Program. Developed and taught an Association for Library Collections and Technical Services (ALCTS)/Library of Congress Workshop. Reviewed manuscripts for the *Journal of Digital Information*. Developed and administered *Answerbag*, a web-based question-answering community that also serves as a research testbed and an internship venue for students.

Violet Harada, Professor

Teaching

Focus

To prepare students for careers in school librarianship. My students and I study and develop understandings about the following: (1) 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; (2) an inquiry process approach to information search and use; and (3) 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 Hawaii Teacher Standards Board. On the national level, the program was recognized as one of the top ten programs in the *2008 U.S. News and World Report* special issue on graduate schools.

Research

Focus

To investigate the following: (1) intervention and assessment strategies in teaching the information searching process (2) alternative models of professional development for school librarians; and (3) use of online collaborative tools to enhance the development of professional learning communities.

Achievements

Presented my research in keynote speeches as well as juried conference presentations for the American Association of School Librarians, International Association of School Librarianship, Association for Supervision and Curriculum Development, International Reading Association, and Libraries in the Digital Age (Croatia).

Publishing

Focus

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

Achievements

Since 2000, I have published as sole or joint author 5 books, 20 journal articles, 7 chapters in books, and 7 papers in conference proceedings. The American Library Association Library Instruction Round Table selected one of my articles for the 2006 Top Twenty Articles.

Service

Focus

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

Achievements

Among my activities: (1) serving on editorial boards for *School Library Media Research* and *School Library Media Activities Monthly*; (2) reviewing manuscripts for *Teacher Librarian*, *Journal of Adolescent and Adult Literacy*, and *School Library Media Research*; and (3) serving on various committees for the American Association of School Librarians.

Peter Jacso, Professor

Teaching

Focus

To educate information professionals about the pros and cons of scholarly digital resources and software tools through efficient searching and systematic evaluation.

To raise awareness about the high quality open access digital libraries.

Achievements

Introducing and mainstreaming two courses (LIS 671 Digital Librarianship and LIS 675 Content Evaluation of Databases), and revising the Basic Database Searching course.

Receiving the Outstanding Information Science Teacher Award of ASIS&T and ISI.

Research

Focus

To explore and analyze novel resources and software tools for information retrieval.

To develop methods for systematic evaluation and comparison of database content and software functions.

Achievements

Presenting research results in keynote speeches, invited conference papers, and pre-conference tutorials about citation-enhanced databases at annual conferences and meetings of IFLA, ALA, the Japan Society for Information Science, the Congress of Southeast Asian Libraries, INFORUM, UK Serials Group, and Asian Digital Libraries.

Publishing

Focus

To reach a wide audience of academics and practitioners with in-depth analysis of the advantages and limitations of Web of Science, Scopus, Google Scholar, and other citation-based systems.

To keep information professionals aware of the latest developments in digital resources, both in the fee-based and open access arenas.

Achievements

Publishing papers in *Online Information Review*, *Online* and in the *Asian Digital Libraries* subseries in Springer's Lecture Notes in Computer Science series.

Maintaining the 2nd rank by publishing productivity of LIS professors in the U.S. and Canada based on the Thomson Citation Indexes.

Service

Focus

To help with the editorial, organizational and refereeing work of academic and professional journals and conferences.

Achievements

Membership in the advisory boards, organizational committees and peer reviewer groups of relevant journals and conferences (*Online Information Review*, *JASIS&T*, *Information Processing & Management*, *Journal of Information Science*, *Asian Digital Libraries*).

Receiving the Emerald Literati Network Award of Excellence for Outstanding Service.

Rebecca Knuth, Professor

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 Hawaii's Award for Meritorious Teaching. Class content is supplemented by materials that I have written. Since 1999, I have taught six 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.

Achievements

I presented in many venues including IFLA, Library History Seminar XI, International Association of Genocide Scholars Conference, and Library of Congress Symposium on National Libraries.

Publishing

Focus

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

Achievements

I have published one online editorial (History News Network), 2 encyclopedia articles, 1 conference proceedings, 3 book reviews, 2 journal articles, 3 chapters in edited volumes and 2 single-author books.

Service

Focus

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

Achievements

Among my activities: service on the Dain Award Committee for the ALA Library History Round Table, the editorial board of the International Association of Genocide Scholars' newsletter, the board of Hawaii Literacy, and the UH Faculty Senate and its Policy and Planning Group. Service as LIS Program representative on UH Flood Recovery committees, as Events Coordinator for the LIS Alumni group, as Chair of both Communication and Information Science Interdisciplinary Doctoral Program (1998-2001) and LIS (2004-2006).

Diane Nahl, Professor

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 the wide variety of libraries and information centers.

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), Hawaii International Conference for System Sciences (HICSS), American Library Association (ALA), the Library Orientation Exchange (LOEX) and the Hawaii Education Research 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

Since 2000, I have published as sole or joint author 4 books, 3 journal articles, 5 book chapters, 2 encyclopedia articles, and 5 papers in conference proceedings. The editors of the Encyclopedia of Library and Information Sciences, 3rd Edition selected one of my articles for the forthcoming ELIS Classics collection of 30 seminal articles. The American Society for Information Science and Technology, Special Interest Group for Information Needs, Seeking and Use gave my 2006 conference paper their Meritorious Information Behavior Award.

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 three editorial boards; (2) serving on the UH Libraries Information Literacy Committee; and (3) reviewing manuscripts for seven national and international journals and proceedings.

Luz M. Quiroga, Assistant Professor

Teaching

Focus

To prepare students in the user-centered design of IT systems, using collaborative learning and real-world, community-oriented group projects. Objectives are: fostering critical thinking, acquiring IT competencies, improving communication skills, and increasing awareness of our social responsibility to contribute to developing IT solutions for our communities.

Achievements

Created two new courses: LIS 678 Information Filtering: personalized information delivery; ICS 691 (now ICS 616) Information Architecture. Redesigned two other courses: LIS 647: Systems Analysis for Information Management has now a focus on creating Digital Libraries. LIS 672: Technology for Libraries and Information Centers now includes a component of Web 2.0/Library 2.0 technologies.

Research / Publishing

Focus

With an international / multicultural focus, to investigate: 1) User Modeling / Profile acquisition and representation for information filtering / personalization; 2) Digital libraries and communities of practice - Representation and organization of information; and 3) IT education/ competencies for information professionals.

Achievements

I have presented my research in national and international academic and professional conferences. I have co-authored papers with colleagues from the U.S. and Latin America. I have also co-authored papers with UH master and doctoral students.

Service

Focus

To serve in committees and organizations that promote IT education and user centered design of information systems. To be part of national and international professional development activities.

Achievements

Serving on editorial boards of F@ro Journal (Chile) and Hemera (Mexico). International Jury for the accreditation of the Javeriana University, Information and Documentation program (Colombia). Peer reviewer of several instances (e.g. ALISE, ASIS&T, JELIS, TOIS, FIPI – Puerto Rico). Member of organizational committees (e.g. ASIS&T: Information Science Education Committee, Information Architecture Education, Chair of SIG on Digital Libraries). Design of IT courses for Can Tho University LIS Program (Vietnam).

Andrew B. Wertheimer, Assistant Professor

Teaching

Focus

I introduce students to the socio-historic contexts of libraries and archives in order to help students construct a professional philosophy. 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 Hawaii.

Achievements

I've worked with colleagues in the Association of Hawaii Archivists to develop a program following Society of American Archivists standards. As a new faculty member, I've taught three core and four elective courses to help round out the curriculum, including distance education courses for neighbor islanders. With my Collection Management students, we've established an online review source for Pacific materials called the *HoloHolo Review*.

Research / Publishing

Focus

Investigating the (1) intersections between Japanese American print cultures, literacy, and library service; (2) the history of libraries, archives, and LIS education in Hawaii; and (3) socio-political and historical dimensions of publishing and media studies in regards to Collection Management. To publish scholarly monographs, research articles, and reference work entries related to the history of libraries and print culture.

Achievements

I have been invited to give research talks at the University of Tokyo, and was a keynote speaker at Doshisha University. 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 two forthcoming books on Japanese American print culture. Co-editing *Constructing the Heritage of Cultures: A World History of Modern Librarianship* with Wayne Wiegand and the late Pamela Spence Richards. My research on the history of libraries has been translated and published in Italian and Japanese.

Service

Focus

On an international level, I am engaged in fostering historical research on LIS. My service to Hawaii is as a leader in professional associations to support socially responsible librarianship and archival services. I am also chairing the LIS Program.

Achievements

I am on the Editorial Board of the British journal, *Library History*, and was Chair of the ALA Library History Round Table, and the ALISE Historical Perspectives Special Interest Group. I advise the ALA Presidential Oral History Initiative. On the state level, I chair the Association of Hawaii Archivists, and co-founded the Hawaii Library Association Social Responsibilities Round Table. I've peer-reviewed articles for *Library Quarterly*, and *Libraries & Culture*. I received the Vann Professional Service Award for advocating for librarianship in Hawaii. I also advise the UHM chapters of the ALA, Beta Phi Mu and Society of American Archivists.

3.2 Stimulating Academic Environment

Standard 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.*

As part of the ICS Department, the Program has access to better IT infrastructure, opportunities to work with computer science experts in research and grant projects, and possibilities to collaborate on various projects with peers and students interested in a dual-culture perspective. These elements contribute to a stimulating environment for learning and research.

Senior members of the LIS faculty attest to the support they have received from the Department and the College during their tenure at the University. Their promotion applications were supported and passed in the first round, and they have all achieved full professor status between 2003-2007, a clear sign of progress and academic acknowledgment. It also shows that peers at different levels of the academic system attach high priority to (and reward) superior quality teaching, research and service. Through Special Salary Adjustment procedures, LIS faculty members have also received 5-6% merit raises in 2002 and 2003, respectively.

Sabbatical leaves have been approved in a manner that meets the requests of faculty members, who in turn schedule their sabbaticals with a view to the mission, strategic plan and course schedule of the LIS Program.

Newly appointed faculty, in addition to possessing the specialized education and experience needed to round out the overall qualifications of the faculty, are required to possess some teaching experience, either as faculty members at another academic institution or as part-time teachers while doctoral candidates. New appointees must demonstrate their capacity for research by completion of a doctoral dissertation, but preference in appointment is given to job candidates whose record indicates research and publication well beyond the doctoral dissertation. A record of community and/or professional service is highly desirable. Candidates with a wide breadth of experience and interests are viewed most favorably.

New faculty members receive startup funds ranging from 15% to 30% of their annual salary, allowing them to attend and participate in conferences, purchase books and state-of-the-art hardware and software, and hire student 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 a second year if necessary.

The need to rebuild an invigorating research and learning environment was critical after the devastating flash flood of Fall 2004, which destroyed all the facilities of the LIS Program. The Vice Chancellor of UH awarded LIS faculty \$130,000 in special funds to re-start their research, replace books and other files, and reconstruct records, some of which had been accumulated over the course of more than a decade.

The Dean of the College of Natural Sciences and the head of the ICS Department also provided \$20,000 for emergency purchases. The table below shows the amounts awarded each faculty member for recovery of research materials and equipment. Upon request, the University Research Council also made travel monies available for faculty to present their research at conferences.

Table 3.1 Recovery Funding Awarded to Faculty

Name	Funding Source	Amount
Violet Harada	Restart Research Recovery (after flood)	\$10,000
Peter Jacso	Restart Research Recovery (after flood) URC Travel Grant	\$14,771 \$ 6,000
Rebecca Knuth	Restart Research Recovery (after flood) URC travel grants	\$11,000 \$ 5,400
Diane Nahl	Restart Research Recovery (after flood) URC Travel Grant	\$29,300 \$ 4,500
Luz Quiroga	Restart Research Recovery (after flood) URC Travel Grant	\$22,340 \$ 4,000
Andrew Wertheimer	Restart Research Recovery (after flood) URC Travel Grant	\$36,000 \$24,000

The framework of the faculty appointment, tenure and promotion is governed by the 2003-2009 Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, referred to as the UH Faculty Agreement (Appendix 3-K is available on CD and on the LIS COA 2008 website). Regulations for faculty appointments, tenure and promotion are described in Articles X, XII, XIII, and XIV, and are presented in Appendix 3-L. The policy framework for faculty evaluation is based on the guidelines of the Board of Regents Policy documentation (Appendix 3-M). Tenured faculty members are subject to periodic post-tenure review (Appendix 3-N).

All promotion and tenure applications of LIS faculty are reviewed by a departmental personnel committee (DPC), which is organized by the ICS Department Chair. It consists of five 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). When new LIS faculty members are hired, similar committees are convened to evaluate the skills, research interests, and educational potential of the applicants.

Decisions on promotion and tenure of faculty are rooted in a formal review of a faculty member's capabilities in teaching, research and publication, as well as in service to the institution, the profession and the community. Student evaluations, syllabi and teaching materials, a personal statement of teaching philosophy, and peer review are criteria used to assess the quality of teaching. The Department's Personnel Committee also reviews all research reports, scholarly publications and plans for future research and publication. In addition, evidence of university and community service is required.

The University offers a variety of grants to support research activities, including travel to conferences. The guidelines and application forms are presented in Appendix 3-O. There is intense competition for such grants, including the UH New Economy Research Grant. Dr. Violet Harada, as a principal co-investigator, received a \$40,000 grant for a study based on interviews with more than 4,500 full-time and part-time faculty to examine their use of technology and participation in distance education throughout the UH system.

There are several services for faculty members at UH Manoa, which offer assistance in teaching and research (Appendix 3-P; also summarized at <http://www.ofdas.hawaii.edu>). The Office of Faculty Development and Academic Support (OFDAS) provides comprehensive services for faculty members. The annual New Faculty Orientation program of OFDAS is designed to acquaint newcomers with resources and options available on the Manoa campus, as well as those accessible in the 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 UH Center for Teaching Excellence (CTE) provides guides, handbooks, and slide series about teaching and collaborative education as well as other resources to improve the quality of education. Through special arrangement, a teaching assessment service is also offered for faculty by the CTE.

The Information Technology Services (ITS) provides a variety of technical assistance about software services available to faculty members. The Center for Instructional Support (CIS) offers graphic and media services and specially equipped classrooms for faculty. Our faculty have given three seminar presentations for the UH Mentoring Program and Office for Academic Excellence.

Beyond these system-wide services, the LIS Program and ICS Department host additional meetings to help junior faculty prepare for tenure. Equally important is the mentoring of newly appointed faculty members by senior faculty on a one-on-one basis. Rebecca Knuth is the mentor for Noriko Asato, Diane Nahl for Luz Quiroga, Violet Harada for Andrew Wertheimer, and Peter Jacso for Rich Gazan. Tenured faculty provide feedback to junior faculty in preparing their applications for contract renewal. In addition, they mentor junior faculty as the latter work on their research and publications. The mentoring support is identified in the Strategic Plan as one of our critical objectives (refer to Appendix 1-E Strategic Plan for 2007-2011, Goal 3, Objective G).

Our senior faculty also help new faculty in other colleges and departments. Knuth has given three seminar presentations for the UH Mentoring Program and Office for Academic Excellence. Harada has served as a mentor to junior faculty through the UHM Mentorship Program; in this capacity she worked with a junior specialist in the College of Education. Nahl has also served as a mentor to junior faculty through the UHM Mentorship Program; in this capacity she worked with an assistant professor in the College of Engineering.

The ICS/LIS merger has also increased the number of professional development and networking opportunities available for LIS staff. Almost weekly, there are programs ranging from formal seminars to informal brown bag sessions featuring scholars from our own campus and visitors from other universities and research institutes. All of these are open to Department faculty and students.

In addition, the Dean and Department Chair keep all staff apprised of important conference notices, and research and teaching awards for both faculty and students.

3.3 Policies and Procedures for Maintaining a Diverse Faculty

Standard 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 recruit and retain faculty with different cultural backgrounds. The Faculty Agreement explicitly 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 through a variety of services (Appendix 3-Q). The Office has created an online system to keep track of the recruitment process, giving special attention to diversity considerations (Appendix 3-R). The Equal Employment Opportunity and Affirmative Action Office of UH also provides guidelines and offers orientation and counseling meetings for members of search committees (Appendix 3-S, available on CD and on the LIS COA 2008 website). These guidelines govern the hiring and promotion process at every phase, and serve to ensure a diverse faculty. The University has a long-standing policy against discrimination (Appendix 3-T). The ICS Department and the LIS Program have consistently implemented policies of gender, ethnic, and racial equity.

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. Adjuncts have included persons of Native Hawaiian, African American, Chinese American, Japanese American, and Indonesian descent.

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 three of the last vacant positions for full-time LIS faculty (Appendix 3-U).

3.4 Competence and Effectiveness in Teaching

Standard 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.*

All faculty members distribute anonymous, standardized course evaluation forms to students at the end of each course that they teach. The eight questions are clustered into three groups: (a)

knowledge of the instructor, (b) teaching strategy and style, and (c) course content and overall satisfaction with the course.

- 1 The objectives were clearly stated and presented in the syllabus at the beginning of course.
- 2 The content of the course was interesting and challenging.
- 3 The readings, 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 course grading was fair.
- 7 The course taught me skills and techniques that will be useful in my profession.
- 8 Overall, the course met my expectations.

There were 127 courses taught from Fall 2004 to Fall 2007. Full-time or part-time faculty taught more than two-thirds of the courses, with the remaining one-third taught by adjunct. The overall response rate to the questionnaire was 89%. Appendix 2-F summarizes evaluations of the eight criteria on the 1,893 questionnaires returned. The course evaluations are systematically processed and analyzed, then returned to the faculty members after grades have been submitted. These evaluations help the faculty adapt their courses based on the students' feedback.

The analysis of the questionnaires showed an overall averaged score of 4.65 (on a scale from 1 to 5) for all eight criteria across all the courses. There was only minimal difference between the scores of the regular and adjunct faculties (4.66 versus 4.61). This clearly shows the strength of the adjunct faculty.

The competence and effectiveness of instructors are addressed by Question 5 and Question 7. The former is an indicator of the knowledge of the instructors, while the latter is a measure of how well the instructors transfer their knowledge to students. Combined, these indicate a high level of student satisfaction with instructors. The average of the scores for these two criteria was 4.84 and 4.67, respectively; the differences were negligible between the courses taught by regular and adjunct faculties. The overall satisfaction with the courses was also high (4.59).

Table 3.2 Average Course Evaluation Scores for Faculty and Adjuncts (2004-2007) (based on a scale of 1 to 5)

Average Scores *	Faculty	Adjuncts	Combined
All eight questions combined	4.66	4.61	4.65
Question 5 (instructor's knowledge)	4.86	4.81	4.84
Question 7 (useful skills acquired)	4.71	4.59	4.67
Question 8 (expectations met)	4.60	4.54	4.59

*based on 1,893 evaluations of 127 courses

Faculty use course evaluation data to improve their teaching effectiveness, and as evidence of the quality of their teaching in tenure and promotion applications, as well as in post-tenure reviews. The University makes available a non-mandatory online CAFE (Course and Faculty Evaluation) system service. In the planning process, faculty debated whether to switch to the CAFE system or continue the use of the current paper forms, but the lower response rate of the CAFE system convinced faculty to continue to use the current paper-based evaluation form. However, modifications to the evaluation forms, and suggestions made by students and instructors, will be revisited by faculty in 2009.

Evaluations were also gathered from alumni (Appendix 2-B). The questions about Faculty Performance rendered high averages regarding the quality of instruction. The availability and rapport with students also received high scores. The overall score for faculty performance was 5.20 in the Alumni Survey, on a scale from 1 to 6. The details of the survey appear in the table below.

Table 3.3 Faculty Performance in the Alumni Survey 2006 (rated on a scale of 1 to 6)

The LIS Program faculty demonstrated exceptional performance in the following areas ...	Average
1) Quality of instruction (full-time faculty)	5.51
2) Quality of instruction (adjunct faculty)	5.00
3) Diversity of teaching methods	5.17
4) Academic advising	5.09
5) Availability and rapport with students	5.52
6) Involvement with professional associations	5.28
7) Participation in research	4.87

The Graduating Student Survey (Appendix 2-A) also has a question group to rate the LIS Program's instructors, sharing five identical criteria used in the Alumni Survey. The overall score for faculty performance was 5.21 on a scale from 1 to 6. The details of the survey appear in the table below.

Table 3.4 Faculty Performance in the Graduating Student Survey 2002-2007 (rated on a scale of 1 to 6)

How would you rate the LIS Program faculty's...	Fall 2002	Sp&Su 2003	Fall 2003	Sp&Su 2004	Fall 2004	Sp&Su 2005	Fall 2005	Sp&Su 2006	Fall 2006	Sp&Su 2007	Average
1) Quality of instruction (full-time faculty)	5.25	5.58	5.67	5.61	5.60	5.67	5.31	5.59	5.05	5.56	5.49
2) Quality of instruction (adjunct faculty)	5.00	4.92	5.00	4.77	4.60	5.29	4.67	4.68	4.74	5.00	4.87
3) Diversity of teaching methods	4.75	5.50	5.22	5.03	5.40	5.38	5.15	5.41	4.38	5.03	5.13
4) Academic advising	5.00	5.42	5.44	5.17	5.60	4.95	5.21	4.86	4.91	5.09	5.17
5) Availability and rapport with students	5.13	5.67	5.33	5.58	5.60	5.67	5.14	5.50	4.86	5.50	5.40
6) Evaluation procedures (feedback and grading)	5.00	5.25	5.11	4.87	5.80	5.52	5.00	5.14	5.14	5.21	5.20

Other indicators of teaching excellence: In the 2008 *U.S. News and World Report* the School Library Media specialization of the UH LIS program was ranked among the top ten in the U.S., which speaks to the competence of the instructional faculty. Since the last accreditation, a third LIS faculty member received the UH Presidential Citation for Meritorious Teaching, and one faculty member won the Outstanding Information Science Teacher award of the American Society for Information Science. In addition, two faculty members received the College of Natural Science Faculty Performance Award in 2000.

3.5 Acknowledged Scholarship

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

Full-time faculty members have continued to demonstrate a sustained record of research and other appropriate scholarship. The research and scholarship interests of the faculty are tied directly to their areas of specialization in teaching. Taken as a whole, the faculty's research covers various aspects of system design and use by diverse constituencies. Their work represents a humanistic, process orientation to the study of the impact of technology.

All faculty members have published in a variety of academic and professional journals, books, encyclopedias and digital media. Faculty members also present their research results at conferences, symposia, and workshops throughout the world. The publication and scholarship activities of the faculty reinforce their teaching, and in effect serve as tributaries to it.

Current research and publication topics include: systems analysis, human-computer interaction, affective and cognitive aspects of information retrieval, interface design, searching patterns of student and novice users, teaching strategies for the information searching process, citation-based search strategies, open access and subscription-based digital libraries, collection management issues, longitudinal studies of Internet learners, children's literature, database construction, content and software evaluation of databases, information literacy, online communities, issues of international librarianship and freedom of access to information.

Complete faculty curriculum vitae, with detailed bibliographies, are available on faculty members' websites. Many of these are linked to digital open access copies in repositories. Samples of faculty publications are also available on site.

By one of the most consistently used bibliometric measures of research productivity of full-time faculty, the LIS Program ranked third out of ALA accredited LIS programs by per capita journal articles published between 1999-2004. This is the most recent comprehensive benchmark of LIS faculty research productivity, and the faculty maintained its earlier high ranking by this aggregate indicator.

Table 3.5 Distribution of Faculty Publications from 1999 to 2008 by Genre

	Papers in Scholarly and Professional Journals	Conference Papers	Books	Book Chapters	Book and Database Reviews	Editorials and Opinion Columns	Curriculum Materials	Encyclopedia Articles	Other Publications (Tech Reports, Biographies, etc.)	Total
Noriko Asato	4	1	1	1	2			2		11
Rich Gazan	6	11		1						18
Violet Harada	19	8	5	7	3		1		2	45
Peter Jacso	59	9	2	1	277	114				462
Rebecca Knuth	3	1	2	3	2			3		14
Diane Nahl	4	5	4	5	1			3		22
Luz Quiroga	1	10		1					4	16
Andrew Wertheimer	4	2	3	2	9			8	4	32
Total	100	47	17	21	294	114	1	16	10	620

As indicated in Appendices 3-I and 3-J, the faculty have been widely published in respected scholarly and professional journals, by leading publishers in the library and information science field, and in proceedings of several well-known national and international conferences such as those of the American Society for Information Science and Technology (ASIS&T) and the International Federation of Library Associations (IFLA), a clear sign of acknowledged scholarship.

Faculty publications are well covered in a variety of indexing, abstracting, and full text databases of library and information science and technology, as well as in multidisciplinary databases and citation enhanced special databases. These raise awareness of the research achievements of our LIS faculty for students, practitioners, and academics. The variety of scholarly and professional publications, and the institutional and country affiliations of the authors who cite publications of LIS faculty, also indicate peer recognition at an international level (Appendix 3-V).

Many faculty have authored, co-authored and/or edited books and book chapters for academic and professional audiences. Publishers include the Library of Congress Center for the Book, Linworth Publishing, Libraries Unlimited, ALA, Praeger, Information Today, Inc., Scarecrow Press, and the Japanese Library Association. Contributions to encyclopedias published by Oxford University Press and Marcel-Dekker are also important.

The quintennial performance surveys of faculty in U.S. and Canadian LIS programs do not reflect the book and book chapter output of the faculty, nor do they reflect articles in encyclopedias, or papers in important journals and conference proceedings because these are not covered by the

citation indexes of Thomson. Furthermore, the majority of the 55 journals and other periodical publications covered by Thomson ISI are American, and thus the productivity scores and ranks do not reflect the entire spectrum of the scholarly and professional research and publication of the faculty, which is also widely acknowledged internationally.

The quality of research and publications by LIS faculty has been formally recognized by several awards. Dr. Diane Nahl's paper in 2006 earned the Meritorious Information Behavior Award of the ASIS&T Special Interest Group for Information Needs, Seeking and Use. Dr. Violet Harada's articles were cited twice among the Top Twenty Articles for Library Instruction by the American Library Association's Library Instruction Round Table, and Dr. Peter Jacso received the ALA Reference and User Services Association's award for his database review series.

A critical indicator for the national and international presence and recognition of faculty is the list of conference venues where faculty members present their research (Appendix 3-W) as well as the workshops and tutorials they conduct. Among the many invited presentations by faculty, the keynote addresses are especially important as a form of acknowledgement of the quality of scholarship. Harada has been the keynote speaker at conferences of the American Association of School Librarians, the Center for International Scholarship in School Libraries, and twice at the Hawaii Association of School Librarians; Nahl at the conference of ASIST SIG-USE, the Oregon Library Association, and the Association for College and Research Libraries (ACRL) of ALA; and Jacso at the Asia and Oceania Section of IFLA, at INFORUM, and at the annual conference of the Japan Society of Information Science and Technology.

3.6 Specialized Knowledge, Research Areas, and Collaboration

Standard 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.*

As discussed earlier, the faculty hold advanced degrees in a range of disciplines, from various academic institutions. In their research, they specialize in different sub-disciplines of library and information science (Appendix 3-D), create new courses, and adapt existing ones to teach regular and special courses (Appendix 3-E). The specialty areas, which are not covered by faculty members, are taught by specialists in the different fields, e.g., Pacific Islands information sources, Government Documents, and Geographic Information Systems, among others. The professional background and the teaching specialization of adjuncts in diverse sub-disciplines of library and information science are presented in Appendix 3-A and 3-F. The courses taught by faculty and adjuncts (listed in Appendix 3-G and 3-B) reflect their areas of research and publishing specialization. Their accomplishments have earned them wide peer acknowledgement, as illustrated in Appendices 3-I, 3-J, and 3-W. We prize our adjunct faculty and the Program's support for them remains one of our

priorities (refer to Appendix 1-E Strategic Plan for 2007-2011, Goal 3, Objective F). The Program Chair offers mentoring assistance to new adjunct members. We also have a handbook for new faculty that focuses on the creation of course syllabi (available on site).

Faculty members systematically revise and update their courses, and also develop and experiment with new special topics courses. Below is a summary of the newly developed or significantly adapted courses since the previous accreditation.

Table 3.6 Newly Developed or Adapted Courses by Faculty

	Noriko Asato	Rich Gazan	Violet Harada	Peter Jacso	Diane Nahl	Rebecca Knuth	Luz Quiroga	Andrew Wertheimer
2008	<i>610</i>	<i>ICS 691</i>	<i>696</i>			693	ICS 616	
2007							672	653
2006					<i>665</i>	611	<i>647</i>	
2005		<i>610</i>		<i>663</i>				
2004		<i>650</i>						<i>612, 652</i>
2003								<i>615, 650</i>
2002				675			ICS 691	
2001								
2000					677			
1999				671	<i>662</i>			

* Numbers in italics indicate adapted courses, while numbers in regular font indicate newly developed courses.

Adjunct faculty also create new courses related to their research and their areas of expertise, and help address areas of the curriculum that are not well covered by full-time faculty. Many of these courses are taught during summer session, when we can recruit faculty from other LIS schools, including Dr. Wayne Wiegand (Florida State University) on Reader's Advisory for Adult Popular Fiction, Dr. Ann Curry (University of British Columbia/Alberta) on Library Architecture and Planning, Dr. Yan Ma (Rhode Island) on Visual Information Science, and Dr. Delia Neuman (Drexel University) on Assessment. We have also begun to experiment with team teaching, e.g., Lori Ann Saeki and Amy Carlson, on the staff of Hamilton Library, collaborated on Serials and Electronic Resources Librarianship (LIS 693 Special Topics) in summer 2008.

Adjunct faculty from school, public, special, and college libraries, who regularly teach courses for the LIS Program, bring their up-to-date knowledge and experience to our students. Some of our LIS 693 and LIS 694 Special Topics courses taught by adjunct faculty have become regular courses, such

as LIS 602 Introduction to Multimedia Technology and Resources. UH Systems Librarian Carol Kellett now teaches this course every year to advance students' basic technological skills.

Key to building faculty excellence is encouraging faculty to engage in research, teaching, and service partnerships within the University and with the private sector, government, and the K-12 community. Since the merger, ICS and LIS faculty have established collaborative efforts targeting the University and lower education.

First, the ICS and LIS Chairs were appointed to the 1998-1999 Hawaii Leadership Associates Program (HLAP), which is designed to bring Arts and Sciences faculty, College of Education faculty, and public school principals and teachers together to explore critical issues of K-16 education and the educator's role as an agent of change. All participants were expected to initiate or participate in collaborative projects across units. Dr. Stephen Itoga, then ICS Chair, designed two web-based courses in computer science and discrete mathematics for high school students, working with the Hawaii Department of Education (HDOE). Dr. Violet Harada (LIS) became the principal coordinator on a multi-year professional development project that brought together teacher and school librarian teams from across the state to design integrated learning experiences for K-12 students. She continues to collaborate with HDOE and the Hawaii Association of School Librarians on this effort. In the last few years, the collaborative effort has focused on assessment for student learning. The initiative has resulted in summer institutes as well as consultative and mentoring support to library media specialists during the school year. This assessment project has received national attention. An article documenting the project in *School Library Media Activities Monthly* was identified as one of the "2006 Top Twenty Articles for Library Instruction" by the American Library Association, Library Instruction Round Table.

Second, CS and LIS faculty worked from 1999 to 2007 on a National Science Foundation grant for Rural Systemic Initiatives entitled "Hawaii Networked Learning Communities." The proposal sponsored by the Hawaii Department of Education on behalf of a consortium of higher and lower education institutions and businesses and community organizations in Hawaii, focused on rural, impoverished regions in the state. Using distance education delivery modes, the project provided both synchronous and asynchronous professional development to accomplish significant and sustainable improvements in standards-based science, math and technology education for K-12 students in these regions. Harada was the principal investigator on this \$6 million initiative. Dr. Daniel Suthers (ICS) and Vicki Kajioka (HDOE) were co-investigators.

The LIS Program continues to build new partnerships between the University and lower education. One of our current pilot projects is Pathways to Excellence and Achievement in Research and Learning (PEARL). The intent of the PEARL Project is to create a bridge between high school students, teachers, library media specialists, and university librarians focusing on capstone senior projects. Harada is working on this collaborative initiative with Randy Hensley, University of Hawaii Libraries, and Dr. Margit Watts, College of Education Partnerships Office. The team is presently seeking external funds to develop this initiative.

The practicum in school librarianship (LIS 696) and the internship program (LIS 690) also require close collaboration with practicing librarians, who supervise students' work in various library

environments, and provide mentoring. Both offer real-world experiences, which are important assets in job applications. The details of the practicum and internship are discussed in the Curriculum chapter. By definition, both LIS 690 and LIS 696 require intensive and extensive collaboration with librarians who host, supervise and mentor the students during their assignment. Appendix 2-N shows the variety of institutions participating in the two programs.

Productive partnerships also involve various departments of the University. The LIS faculty has developed close ties with fellow faculty from the School of Communications, the Department of Information Technology Management, and especially the Department of Information and Computer Sciences. Some of these collaborations are rooted in the interdisciplinary doctoral program of Communication and Information Sciences, established in the early 1990s, and jointly offered by several UH departments. LIS faculty members participate in the doctoral program as dissertation committee chair or member, colloquium lecturer, admissions committee member, student advisor and/or member of qualifying exam committees. An LIS faculty member serves as chair of the CIS program on a rotating basis, for a term of three years.

Accepting Directed Research (LIS 699) course proposals, and supervising the progress of students taking LIS 699s, are a significant part of some faculty members' research and collaboration activities. These projects offer students the opportunity to work with a faculty member on a highly specialized topic that cannot be covered in a course to the depth desired by the LIS 699 applicants. The subjects of these individualized, research-intensive projects cover topics ranging from the humanities to computer science. The Curriculum chapter provides additional information on LIS 699. A sample list of these projects can be found in Appendix 3-X.

Faculty also remain in close contact with practitioners via the workshops and short courses we offer. Topics for these sessions are often suggested by the LIS Advisory Board, for example "Power Searching the Web" and "Creating Effective Displays and Exhibits." Particularly strong are the collaborations with school libraries, supported by external grants.

LIS faculty members, in collaboration with faculty from the ICS Department and the College of Education, received several grants which require large scale collaboration, such as the two grants from the National Science Foundation related to the Hawaii Networked Learning Communities (\$191,764 in 1999, and \$6 million in 2001), and the UH New Economy Research Grant (\$40,000 in 2002).

Many faculty members collaborate with their peers in various additional capacities. These include being members of journal advisory boards, peer reviewing manuscripts for academic journals and conferences, editing books, organizing conferences and conference tracks, and acting as session chairs and panelists. Appendix 3-Y provides a list of service activities where LIS faculty members work cooperatively with peers in the research and professional community.

All faculty members are involved in committees at various levels of the University System, as shown by the summary in Appendix 3-Z. Equally important are the collaborations required for the many extramural professional committees and boards in which LIS faculty members participate

(Appendix 3-AA). LIS faculty are also active members in the major professional associations of library and information science at the state and national levels.

3.7 Balanced Teaching, Research, and Service

Standard 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 the Board of Regents Policy 9-16 about Teaching Assignments for Instructional Faculty (Appendix 3-BB). The Faculty Agreement, Chapter IV: Faculty Professional Responsibilities and Workload, provides 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 (Appendix 3-CC).

Teaching assignments are made on the basis of Program needs, taking into account the competence and interests of individual faculty members. The Program Chair consults with individual faculty members on matters of teaching assignments, course scheduling, committee assignments and other tasks. Course teaching assignments are planned on a four-year basis to provide a long-term view for faculty and students. More details about the course rotation system and the list of courses offered in recent years are available in Appendices 2-J and 2-K, respectively. Appendix 3-D (research areas of faculty) and Appendix 3-E (teaching areas of faculty) indicate the appropriate overlap between research interests and course assignments.

Faculty members teach two courses per semester, which allows time for research, consulting, professional development, committee work, community service, and advising of master's and doctoral candidates. Dr. Harada teaches an additional one-credit seminar in the fall semester to accommodate the needs of beginning school librarians. Typically, full-time faculty teach in the spring and fall semesters, with an occasional summer course. Faculty members use their summer breaks to prepare for the next academic year, work on their research topics and publications, attend conferences, and conduct presentations, workshops, and lecture tours. The LIS Program Chair receives a one-course reduction per semester. Faculty members may also receive a one-course reduction for special projects, such as preparing for and organizing the major phase of accreditation.

3.8 Assessment of Teaching, Research, and Service

Standard 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.

Tenure-track faculty members and part-time instructors are evaluated every year by the members of the ICS Department's Personnel Committee, on the basis of a detailed report about their teaching, research and service activities. The policies governing the tenure process are laid out in Articles X, XII, XIII, and XIV of the UH Faculty Agreement (Appendix 3-L).

The process of tenure is built on an evaluation of faculty members relative to LIS scholars worldwide. When faculty members apply for promotion and/or tenure, additional evaluation methods are also used, in compliance with the University's Standards and Procedures. In cases of tenure and promotion, a senior LIS faculty member coordinates the selection and invitation of external reviewers, mentors the applicant throughout the process, represents the applicant at the meeting of the Departmental Personnel Committee, and coordinates the process with the Chair of the ICS Department.

Once faculty are tenured, 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. The feedback takes the following forms: awards for research, teaching, and service; publications; and invitations to organize conferences, chair tracks and sessions, make presentations and keynote addresses, serve as members of advisory boards of journals, and review manuscripts submitted for peer reviewed journals and conferences.

Evaluation of faculty members by students is also an important part of assessment, and provides opportunities for faculty members to learn about how students perceive their teaching. Across 1,893 course evaluations submitted, students rated the knowledge of faculty members an average of 4.84 on a scale of 1 to 5. Students also rated course content (4.63) and readings and assignments (4.68) very highly. Most importantly, the 4.67 average score given to the key criterion of "acquiring skills and techniques useful for the profession" reconfirms how well the faculty achieve our educational objectives.

3.9 Conclusion

LIS faculty continue to pursue excellence in teaching, research, and service. We have capitalized on the opportunities to collaborate with our colleagues in the ICS Department and have expanded partnerships across the campus and in the larger community. New junior faculty members have brought fresh perspectives and new areas of strength to all aspects of our work.

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CHAPTER 4: STUDENTS

4.0 Overview

The philosophy of the LIS Program concerning our students grows out of our mission:

... to educate individuals for careers as librarians and information specialists and to undertake instruction, research, and service programs that meet current and emerging library, information, and technology needs. The Program supports the Department's and University's missions by developing leadership in a diverse local, national, and international population with an emphasis on Hawaii and the Asia-Pacific region.

We recruit students primarily from the state of Hawaii, but also from the U.S. mainland and internationally. In Fall 2007, 76 of our 102 enrolled students (74.5%) came from Hawaii, compared with 68% of all UH Manoa students who are Hawaii residents, based on data from the previous five-year period (2006 data set from Student Headcount by Residency Status Fall 2002-2006, available at <http://www.manoa.hawaii.edu/facts/residency.htm>). As part of our historic role as the crossroads of the Pacific, we also attract students from Asia and the Pacific: four of the twenty-six out-of-state students in Fall 2007 came from Asia (China, Indonesia, Korea, and Vietnam). In the past, we have also had students from Hong Kong, Japan, and Tibet.

The majority of our students take courses full-time or part-time on the Manoa campus, which allows them to assume an active role in governance, and to participate in the many professional student associations on campus. In Fall 2007, 83% of the students were on Oahu. The remaining 17% of our student population resided on four of Hawaii's neighbor islands: Hawaii (in Hilo [7] and West Hawaii [2]), Kauai (6), Lanai (1), and Maui (3).

The LIS Program prides itself on being student-centered and inclusive, from the time of prospective students' first contact with the Program, through their coursework and completion of their degrees, and forward into their careers as library and information professionals.

4.1 Student Policies

Standard 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.*

4.1.1 Student Issues

Policies related to recruitment, admission, financial aid, placement, and other student-related issues grow from our strategic plan (e.g., refer to Appendix 1-E Strategic Plan for 2007-2011, Goal 2, Objectives A-D) and are discussed and formalized by the LIS Faculty at monthly meetings and annual planning sessions. All tenure-track faculty members attend these meetings, as do LIS student association representatives, who are encouraged to comment on issues under discussion from a student's perspective. Student policy decisions are approved by the ICS Department Chair and/or the Graduate Dean, as appropriate.

LIS Program meetings are open to the public, with the exception of executive sessions, where issues regarding personnel or individual students are discussed. When students wish to appeal policy decisions, they can bring the matter to the LIS Chair, ICS Department Chair, and Dean of Students, respectively. Students also have access to the University Ombudsman Office, which assists student appeals as a neutral party.

Students and faculty are equally represented on the LIS Curriculum and Professional Development Committee, which studies and suggests policies related to degree requirements, individual courses, and the capstone experience to the full faculty. Alumni and other stakeholders are also consulted through the LIS Advisory Board, which meets twice annually. Strategic planning and policy formulation are informed through two regular anonymous surveys of students: one as they graduate (Graduating Student Survey), and another several years after graduation (Alumni Survey).

4.1.2 Enrollment and Demographics

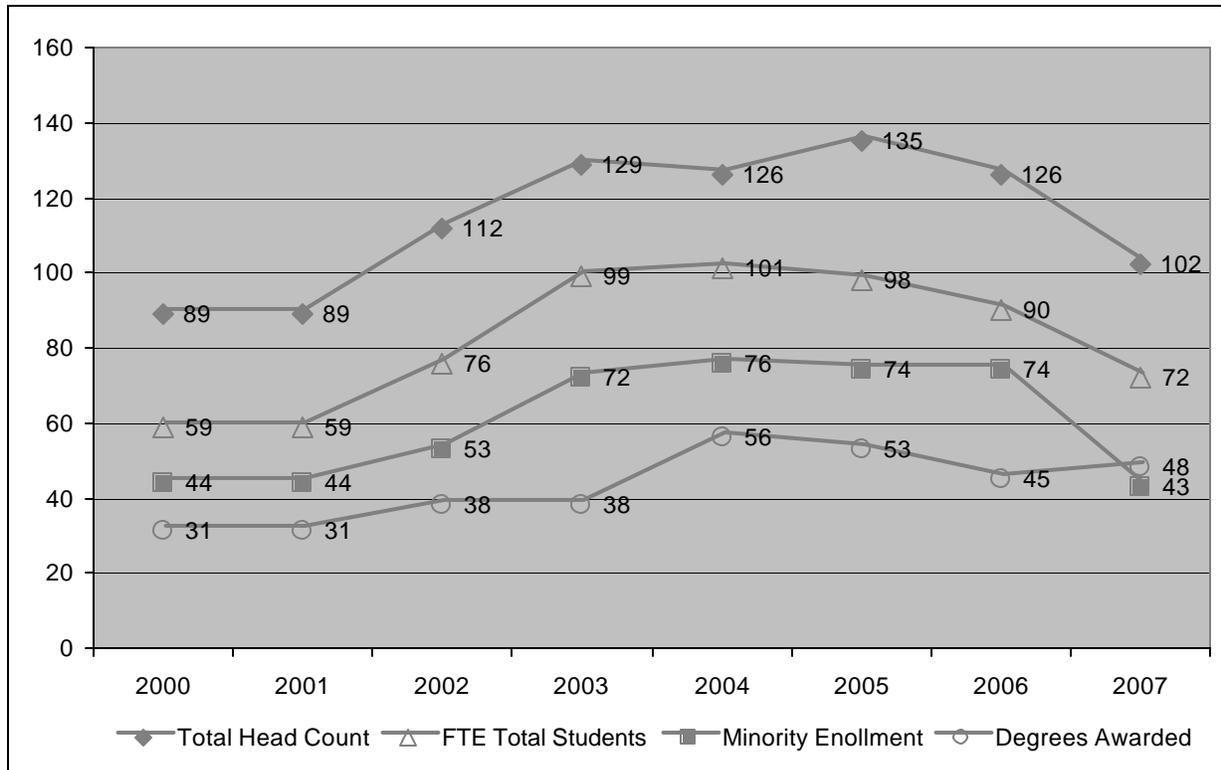
Overall, UH Manoa enrollment rose 14% between 2000 and 2007 and remains slightly above a cap of 20,000, while LIS Program enrollments increased 36% from 2000 through 2006. In 2007, however, LIS enrollment declined by one quarter due to tuition increases and cutbacks in public school library positions in the state. The Program currently constitutes 19% of the ICS Department's combined undergraduate and graduate enrollments, and 78% of graduate enrollments (for details see Appendix 4-A). Enrollment statistics can be found at the Institutional Research Office website: (available at <http://www.hawaii.edu/iro>).

Student enrollment and demographic data drive policy formulation. Each fall, the LIS Program gathers demographic data from student records for the annual ALA/ALISE survey. The University of Hawaii System and UH Manoa Institutional Research Office (IRO) also compile statistics on student demographics, as does the Graduate Division. All UH statistics in this report, unless otherwise specified, are based on IRO-supplied data (for example, the IRO Report on LIS Ethnicity, 2000-2007 Fiscal Years). IRO reports are based on fiscal years (fall to summer), so the next report, covering Fiscal Year 2008, will not be available until Winter 2009.

The LIS Program also submits statistics to ALA and ALISE each fall about the number of full-time, part-time, and minority students. These figures (seen below) show that the head count of students rose dramatically from the start of the period with 89 students (59 Full Time Enrollment [FTE]), and

peaked in 2005 with 135 students (98 FTE), an increase of 152%. The headcount has declined by one quarter to the current enrollment of 102 students (72 FTE), as shown in the following figure.

Figure 4.1 Enrollment and Demographics Reported to ALA (Fall Report)



In 2000, 66.3% of students attended on a full-time basis. This percentage peaked in 2004 at 80.2%, but remains high in 2007, with 70.6% of students attending full-time. Although the LIS Program encourages the intensity and commitment that full-time students are able to put into their studies, we offer courses primarily in evenings and on weekends, in order to meet the needs of working adults. Until recently, neighbor island students did not have the option of being full-time students due to the limited number of courses offered each semester through distributed learning, but our expansion of HITS and other distance learning modalities (discussed in the Curriculum chapter) has allowed us to explore the option of full-time neighbor island students.

Since the LIS Program has not set a minimum or maximum number of students that will be accepted in any one year, there are several external factors that have shaped the Program's student policies, as well as the changing enrollment numbers.

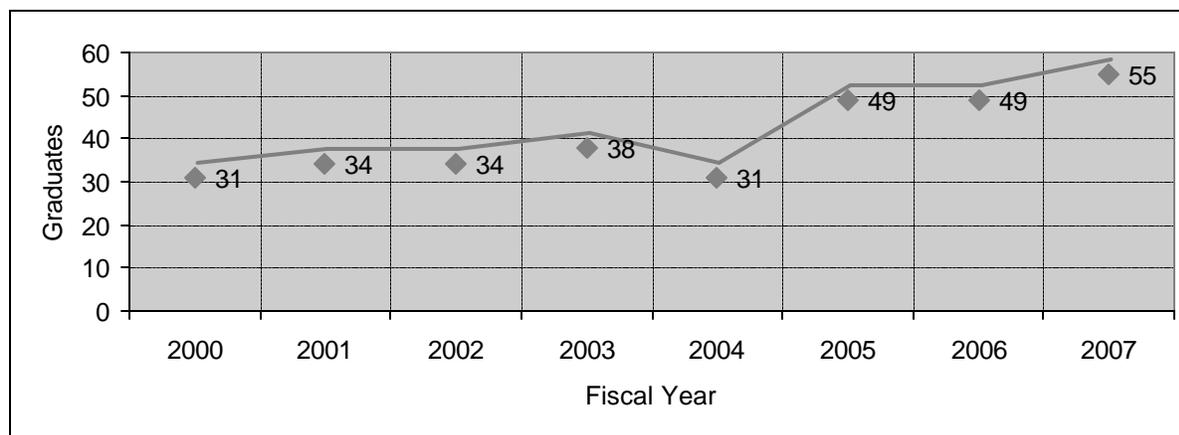
In Hawaii, two of the primary employers of librarians (the UH System and the Hawaii State Public Library System [HSPLS]) have had occasional hiring freezes, which understandably discouraged prospective LIS Program applicants. Around 2005, HSPLS worked with the State Department of Human Resources to launch a campaign to recruit public librarians in Hawaii following several years of a hiring moratorium.

The third major state employer of librarians, the Hawaii Department of Education (DOE), also has experienced employment fluctuations. Over the last two years, the HDOE schools have experienced budget slashes that have resulted in personnel cuts. School library positions have been affected by this. The Hawaii Association of School Librarians (HASL) has been a vocal advocate for reinstating lost library positions. The Program is carefully watching this situation and attempting to work with HASL to educate the community regarding the long-term positive role of libraries in student learning.

The cost of living is extremely high in Hawaii, and tuition increases (discussed in the following section) make it even harder for working adults to pursue graduate work, given the burden of student loans in relation to the relatively low salaries for most library positions. On the other hand, the University's relatively low tuition, compared to other private and public research universities, has attracted students from outside Hawaii. For example, the Western Interstate Commission for Higher Education (WICHE) allowed students in 15 western states to pay in-state Hawaii tuition. However, in 2007 WICHE stopped covering LIS as a discipline as part of its Professional Student Exchange Program. This was due to the growth of LIS schools on the West Coast, namely the University of Denver, which was re-accredited in 2004.

While the LIS Program has faced these and other challenges since the last accreditation, the total number of graduates has steadily increased, as shown in the following figure.

Figure 4.2 Total UH MLISc Graduates, Fiscal Years 2000-2007



4.1.3 Tuition and Financial Aid

Tuition increases have a strong impact on applications and enrollment. This has been felt across the campus, which experienced 2.2% negative growth in 2006, presumably in response to a 20-23% tuition hike.

Tuition rates (available from <http://www.hawaii.edu/admrec/tuition.html>) are set by the University of Hawaii 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 Hawaii. However, in response to UH requests, the Board of Regents agreed to raise tuition to address increases in faculty salaries and rising infrastructure and energy costs. Thus, the cost for 12 credits of tuition and fees has increased for the period under review, as shown in the following table.

Table 4.1 UH Annual Graduate Tuition Rate for 12 credits (including percentage increase)

	2000-1	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7
Resident	\$4,164.40 (.4%)	\$4,308.40 (3.5%)	\$4,452.40 (3.3%)	\$4,616.40 (3.7%)	\$4,804.40 (4.1%)	\$5,012.40 (4.3%)	\$6,054.40 (20.8%)
Non-Resident	\$10,092.40 (.1%)	\$10,308.40 (2.1%)	\$10,524.40 (2.1%)	\$10,760.40 (2.2%)	\$11,020.40 (2.4%)	\$11,300.40 (2.5%)	\$13,926.40 (23.2%)

This means that full-time graduate student tuition, not including summer sessions, has risen 29.4% for residents and 45.2% for non-residents between 2000 and 2008.

The LIS Program has responded by focusing our efforts on maximizing financial aid awards to students, and by attempting to generate more gifts. Because the LIS Program is one of the few units on the Manoa campus to pre-register students, we are able to issue a relatively large number of Achievement Awards, working with other units on campus. In Spring 2008, for example, the LIS Program was able to secure twice the \$11,000 allotment with additional grants. Also, starting in 2007, the LIS Program was given an additional award that ensures one applicant a \$1,500 Tuition Waiver each semester. Other advances on the financial aid front include:

- A major planned gift from an alumnus that will finance student scholarships
- Significant increases in the annual scholarships from the Friends of the Library of Hawaii
- New scholarships from the Friends of the Library of Hilo (primarily for neighbor island students) and the Beta Phi Mu chapter.

The LIS Chair is meeting with a UH Foundation representative for the College of Natural Sciences to encourage more gifts to support student scholarships. As one outcome, in 2008 the LIS website added a link to the Foundation for online giving. The Program plans to establish a website to encourage and recognize such gifts by alumni and friends.

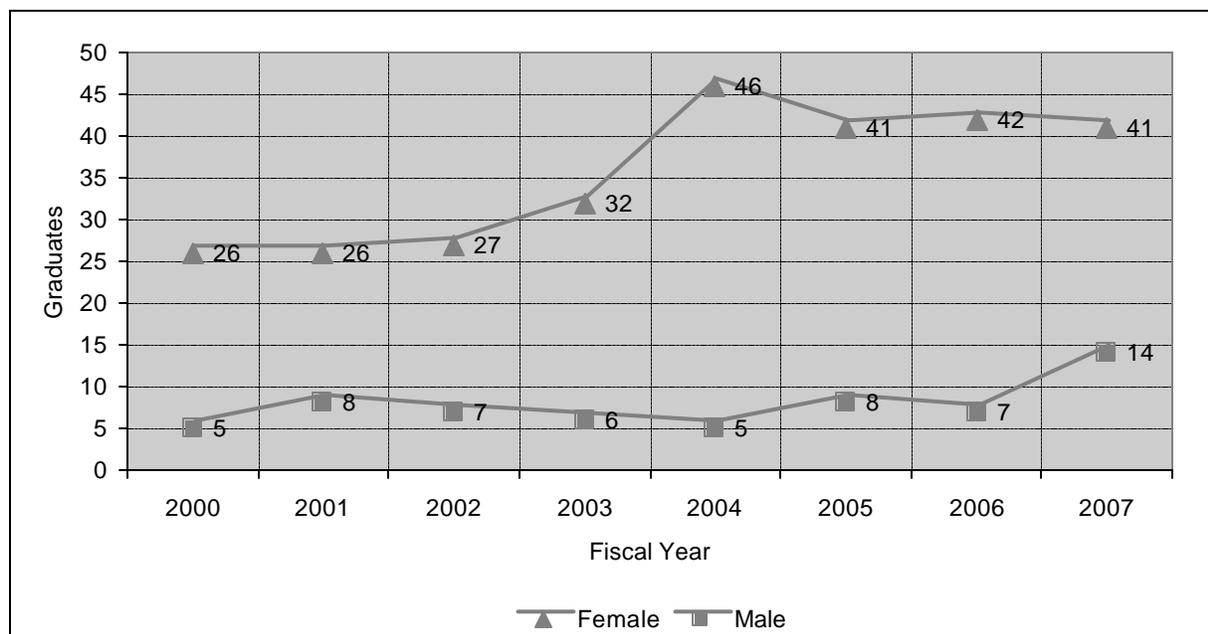
4.1.4 Diverse Student Body

The LIS Program operates within a social and academic environment of diversity, which we embrace as one of our core strengths. Part of the UH Manoa vision statement reads: “Manoa celebrates its diversity and uniqueness as a Hawaiian place of learning.”

LIS Program students come from a wide variety of backgrounds. While some aspects of their diversity can be documented in traditional ways such as ethnicity and gender, others are not so easily measured by standard ALA/ALISE metrics. Some of our students have PhDs or JDs, while others are the first person in their families to receive a college education, let alone a graduate degree.

Student gender demographics are similar to those of other LIS schools. The most recently released ALISE survey (2005) shows that women make up 79% of Library Science enrollment. At UH, 281 women constituted 82% of our graduates between 2000 and 2007. The percentage of female graduates varied each year from a low of 75% to a high of 90%, as shown on the following table. The number of graduates has doubled for both genders, although the increase is much more dramatic among males in the past two years, compared to the relatively stable number of females.

Figure 4.3 UH MLISc Graduates by Gender, Fiscal Years 2000-2007



Ethnic diversity is a traditional strength of UH, and over half of our graduates identify themselves as people of color. Of the 341 students who graduated between 2000 and 2007, 53% were Asian Americans/Pacific Islanders. The next largest group was Caucasians, who made up 35.8%. Just over 10% of students replied “Mixed ethnicity” (18 = 5.3%) or did not respond to the question of ethnicity (17 = 5%). African Americans and Hispanics together made up just under 1% of graduates (1 African American, 2 Hispanics), which is a reflection of the relatively small numbers of these groups in the state and on campus. The ethnicities of our graduates are summarized in the following table:

Figure 4.4 UH MLISc Graduates by Ethnicity, Fiscal Years 2000-2007

Ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	Total	Total %
Asian and Pacific Islander	15	14	17	17	27	26	30	35	181	53
African American	1	0	0	0	0	0	0	0	1	0.3
Caucasian	12	12	13	18	20	18	16	13	122	35.8
Hispanic	0	0	1	0	0	0	0	1	2	0.6
Mixed Ethnicity	1	1	1	3	2	2	3	5	18	5.3
No Response	2	7	2	0	2	3	0	1	17	5.0
TOTAL	31	34	34	38	31	49	49	55	341	100

Overall, surveys of both graduating students and recent graduates demonstrate a high level of satisfaction with the LIS Program's multicultural setting, with averaged ratings of 5.38 (Appendix 2-A) and 5.35 (Appendix 2-B) out of 6.

4.2 Program Information

***Standard 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.*

4.2.1 Overview

The LIS Program provides current, accurate and easily accessible information about the Program through the LIS website, electronic and face-to-face communication, and print brochures and flyers. Each mode of communication has specific procedures regarding content creation, dissemination, and updating. For ongoing assessment, student participation on the Web Team, graduating student surveys, and alumni surveys are among the tools used to measure the Program's success, and to identify opportunities for improvement.

According to an overview of Graduating Student Survey ratings from 2002-2007 (Appendix 2-A), the LIS Program provides "access to general information about the Program" very well (average 5.42 out of 6). In the 2006 Alumni Survey (Appendix 2-B), several of our graduates singled out the Program's human and electronic information dissemination channels for praise: "I feel that [the] program (professors and staff) went out of their way to help me get into the program, to obtain financial aid, and to fully participate in a full-spectrum library experience (student groups, professional organizations, speakers, etc.)." Another said: "I still use [the] website for LIS info!"

4.2.2 Strategic Planning

The evolution of the LIS website, the Program's primary portal for information dissemination, illustrates how successful planning often integrates diverse Program needs, and demonstrates the Program's iterative planning procedures at work.

Though the LIS Program had a web presence prior to 2000, most Program information at that time was provided via print catalogs. Through the strategic planning process, diverse goals and objectives such as student recruiting, showcasing faculty research, and providing students the opportunity to work with web technologies were addressed in the 2000-2005 Strategic Plan by a concrete activity: expanding the website to enhance services (Earlier LIS Program Strategic Plans [available on site]; refer to Standard 4, Objective B).

Responsibility for this activity was initially assigned solely to an LIS faculty member, but viewing the redesign and ongoing management of the LIS website as a realistic learning opportunity required that students be more formally invested in the outcome. Therefore, in the following year's Strategic Plan (2000-2006) and thereafter, responsibility for the website has been officially assigned to both an LIS faculty member and the student-led LIS Web Team (Earlier LIS Program Strategic Plans [available on site]; refer to Standard 4, Objective A).

4.2.3 The LIS Website

The LIS Program website (<http://www.hawaii.edu/lis/>) is the primary distribution channel for Program information for current and prospective students, as well as the general public. The current website was designed and is maintained by the LIS Web Team, a volunteer group of students whose mission is to promote professional development in technology for LIS students and the Hawaii library community. The site directly reflects student concerns in terms of content, appearance, and navigability—as joint stakeholders in this ongoing participatory design project, students in the LIS Program are uniquely empowered to help ensure that the information on the LIS website meets their needs. As a result, in 2005 the website replaced the printed catalog.

The LIS website provides core information such as program goals and objectives, course and curriculum descriptions, capsule faculty biographical statements (with links to each member's personal website), as well as admissions, financial aid, and job placement information. The site also includes pages for student electronic portfolios and alumni profiles. There are plans to add the minutes of faculty meetings, LIS Curriculum and Professional Development Committee meetings, and strategic plans, so interested students can understand the processes by which Program decisions are made.

Of particular interest to students are the criteria by which their academic accomplishments are evaluated. Criteria for evaluating student performance at the micro-level can be found in individual course syllabi, which are linked from course lists and from faculty members' personal pages. Broader evaluation criteria are included on the site in the form of a list of professional expectations

for LIS students at the University of Hawaii, and through links to codes of professional ethics, with which students are required to be familiar:

- ALA Code of Ethics
(<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>)
- Guidelines for Behavioral Performance of Reference and Information Service Providers
(<http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/guidelinesbehavioral.htm>)
- ASIS&T Professional Guidelines
(<http://www.asis.org/AboutASIS/professional-guidelines.html>)
- Society of American Archivists Code of Ethics
(http://www.archivists.org/governance/handbook/app_ethics.asp)

Though the LIS website had been redesigned in 2005, the process did not include a sufficiently wide range of user or community feedback. In 2007, the LIS Web Team Redesign Committee was formed to address concerns about the website, and this time included several rounds of user testing and community input on suggested changes. Working through the spring and summer of 2007, the Redesign Committee polled current students and faculty, UH Libraries faculty and staff, and alumni in the U.S. and abroad. Based on those comments, the Redesign Committee implemented a new design and added functionality that serves our diverse audiences much more satisfactorily. New content was added to all sections of the website, including:

- The Announcements page (<http://www.hawaii.edu/lis/lisnews>) which serves to inform the community of pertinent news and events, and which is also available on the front page and as an RSS feed;
- The LIS Events Calendar (<http://www.hawaii.edu/lis/eventscal.php>), which was also created to maintain a current record of events happening around campus and beyond;
- Information for prospective students
(<http://www.hawaii.edu/lis/students.php?page=students>);
- A more complete Advising page (<http://www.hawaii.edu/lis/courses.php?page=advising>).

A new expression of the LIS Program's unique identity was forged in the creation of the LIS logo, an image symbolic not only of abstract ideas of "nodes of information" and "connections," but reminiscent of the shape and official colors of the Hawaiian islands themselves – representing the LIS Program within our field of study as well as in our unique geographic location. The revamped LIS site has been used as a model for the Information and Computer Sciences Department's web presence (available at <http://www.ics.hawaii.edu/>), which also provides information about the LIS Program.

The LIS website is updated as needed, through several procedures.

- **Course descriptions:** Updates to course and curriculum descriptions arise from strategic planning and student input. The LIS Curriculum and Professional Development Committee serves as the liaison between faculty and students, collecting input from both groups for proposed changes.
- **Internship information:** Keeping information related to internships current is the responsibility of the LIS 690 supervisor, a full-time LIS faculty member. This information is updated by the LIS student administrative assistant.
- **Financial aid information:** In the Graduating Student Surveys (Appendix 2-A), there was a downward trend between Spring/Summer 2005 and Fall 2006 in student satisfaction about student aid information (from 5.31 to 4.91). This issue, as well as the slight downward trend in overall satisfaction with general information, was addressed by the redesign of the LIS website. Separate pages for Tuition and Scholarship information were created, and are updated regularly by the Web Team. These include links to relevant university financial aid resources and scholarship announcements.
- **Course syllabi:** The Curriculum and Professional Development Committee coordinates with full-time and adjunct faculty to make past course syllabi available on the website. The syllabi are collected and posted by the Web Team. When faculty update Program-wide evaluation criteria, such as the list of professional expectations and professional codes of ethics mentioned previously, the LIS Chair forwards the official policy to the Web Team for inclusion on the website.
- **Placement assistance:** Though placement information is primarily handled through the LIS-JOBS listserv, the LIS website includes instructions on subscribing to the LIS-JOBS list, internship, and volunteer opportunities within and outside the UH libraries, as well as a list of links to professional job boards.
- **General Program information:** The LIS Web Team collects and updates information sent by the LIS Chair or faculty, such as course or event announcements, updated course schedules for each semester and a Four-Year projected course schedule used in advising. Usually these are added to the website after being circulated on the LIS-STU listserv.

The website has been continuously enhanced since its release. Recent additions in Spring 2008 include a link where visitors can make online donations to the LIS Program through the UH Foundation (available from the LIS homepage: <https://www.hawaii.edu/lis>; the link itself is: <https://www.uhf.hawaii.edu/give/giving-gift.aspx?allocation=12085404>), and a link to the UH iTunesU site (available at <http://www.hawaii.edu/lis/students.php?page=itunesu>), which features video recordings of orientations (for internships and oral exams) and guest lectures (such as those by Lorlene Roy and Michael Stephens). These are a special benefit for neighbor island students, who previously had to fly to Oahu to attend these programs. Students can now view the videos on their

computers or iPods, and the LIS Program is exploring how this new function might be implemented in some of our courses.

4.2.4 Email Listservs

As policies and procedures evolve, the LIS Program takes a more proactive approach to information dissemination, and employs the LIS-STU listserv to communicate information about the program via e-mail. LIS-STU includes all currently enrolled classified graduate students in the LIS Program and is administered by a faculty member. The primary function of LIS-STU is to distribute official announcements, although any LIS student can post to the e-mail list. In the Spring/Summer 2005 Graduating Student Survey, LIS-STU was singled out for praise: “LIS-STU serves as a powerful medium to keep LIS students informed and invited. Excellent information disseminated!”

Both policies under discussion and policy changes are usually sent out on LIS-STU before the website and any print materials are updated. However, several students felt that LIS-STU was somewhat restrictive, as evidenced by this comment from the Fall 2006 Graduating Student Survey: “How about using technology to facilitate dialogue? For example, LIS-STU is very useful for ‘official’ communications. Can we have another list for discussion?” We have now established LIS-L as a place for more informal discussion among students.

As mentioned previously, LIS-JOBS is the listserv dedicated to circulating professional job postings. Students are encouraged to subscribe to LIS-JOBS early in their academic careers in order to keep current with entry-level job requirements for professional positions, so they can best direct their courses of study. All position announcements sent to the LIS Program, in either paper or electronic form, are circulated on LIS-JOBS. Student workers find electronic versions of print announcements, or transcribe them, in order to send them to students on LIS-JOBS. The LIS website also links to national LIS job lists.

4.2.5 Face-to-Face, Informal, and Emergency Communication

The LIS Chair is the official point of contact for questions about the Program from people inside and outside the University. The Chair responds to individual inquiries about Program requirements from current and prospective students, as well as to personal matters such as moving logistics. The LIS Chair is the Program’s primary liaison with University administration, other University departments, and professional associations and hiring organizations. The LIS Chair also attends ICS Department meetings, monthly meetings of the UH Manoa Council of Chairs, the College of Natural Science’s meeting of department and program chairs, and annual meetings of the Graduate Division. In this central role, the LIS Chair has access to the “coconut wireless,” the island equivalent of the professional grapevine. This makes the Chair a particularly important source of knowledge for students about current and near-future happenings, both at the University and in the profession.

The LIS Program is extremely fortunate to have a valuable member of the Program for over two decades in our full-time LIS Office Assistant. She supports the LIS Chair and answers student questions about the curriculum, financial aid, and similar matters. She is supported by a part-time

student worker, and together they are an indispensable hub of information exchange within the Program.

While all faculty and staff welcome direct student inquiries, often students first turn to each other for advice and information. We encourage a collegial learning environment, and are always pleased to see students sharing information and their LIS Program experiences with one another. Asked in the Graduating Student Survey what they most valued about the LIS Program, one student said: “The feeling of being in a big family, mutual support of classmates, student organizations, and faculty are close with us.”

The 2004 flood presented challenges in information dissemination, both in the immediate and ongoing aftermath of the event. New meeting places for courses, new directions for assignments, and new contact information for displaced students and faculty were just some of the myriad details that needed to be coordinated and communicated in an emergency situation. Thanks to the efforts of everyone connected with the LIS community, the LIS Program was able to establish effective communication networks within hours and receive immediate Department and community support so that it did not miss a single class meeting.

4.2.6 Outreach and Recruiting

For the general public, information about the LIS Program is also communicated via physical outreach, to communities that may never visit the website. Another benefit of the LIS Program’s relationship with the ICS Department is that the ICS Assistant Faculty Specialist regularly visits Oahu high schools and colleges for recruiting purposes, and provides LIS Program literature to those institutions. He works with undergraduate students on the Manoa campus, and promotes the LIS Program in addition to other ICS degrees. Alumni have also represented the UH LIS Program at graduate school fairs across the nation, from Yale University to the University of Hawaii West Oahu.

In Fall 2007, the LIS Program began to develop a new recruitment drive, which includes a brochure and letters to chairs of undergraduate departments on campus (available on site) and culminates with informational talks each semester. The development of the brochure is another example of student participation in the dissemination of timely and accurate Program information. A task force comprised of students, the LIS Chair and Associate Chair, and the ICS Assistant Faculty Specialist collaborated on the first draft of the brochure, which was then revised by LIS faculty and released to the Chairs of undergraduate and graduate faculty at UH, in addition to a printed and electronic letter. The initial informational event was a “Coffee Hour” held on campus by the LIS Program in March 2008. Only three students turned out, but the Recruitment Committee is currently reviewing how to improve this effort, with a plan to make a regular event each fall and spring.

In another recruitment effort, the new LIS brochures were sent to every undergraduate college in the state. Alumni at each institution placed the brochures in the library’s staff break rooms, career advising centers, and other appropriate offices. The Hawaii State Public Library System also agreed to distribute over 500 brochures to each of their 51 branches on Hawaii’s six largest islands.

The task force is considering other strategies to attract new students. This is discussed in the final chapter of the presentation, as it relates to the future.

4.2.7 Media Coverage

The LIS Program faculty and students work with local media to publicize the Program's work, successes, and challenges. LIS faculty are frequently consulted as subject experts by the local community. The University of Hawaii coordinates media inquiries through the Office of External Affairs and University Relations (more information available at their website:

<http://www.hawaii.edu/offices/eur/>). While our faculty, students, and alumni are usually the subject of media coverage for their professional and scholarly accomplishments and expertise, the 2004 flood was the main story in the period under review.

LIS Program faculty and students spoke with the media during the extensive coverage of the Hamilton Library flood and its subsequent anniversaries. Some students who were in an LIS class at the time of the flood were interviewed on TV about their experience. A local TV news crew went so far as to attempt to interview the class on the first day the course resumed, but the instructor refused to allow cameras into the classroom, as many students were understandably still emotionally impacted by the flood, and some were talking with UH counselors at the time of the initial post-flood class. While information dissemination and media coverage are important, providing our students a safe and supportive environment is our highest priority.

LIS alumni add to the positive image of the Program in the local media. Two school librarians, Karen Chun at Campbell High School and Susan Smith at August Ahrens Elementary, received news and television coverage on their work in building a library collection for a community center in Hoi An, Vietnam. They developed a Building Global Libraries Project that was recognized in 2007 as one of the top ten service projects in the nation by Volunteers in Prosperity, the agency established by President Bush to encourage volunteerism among professionals. The enterprising librarians funded the initiative through grants from the Disney Company and through fund raisers involving their students. They have also solicited assistance from other school librarians in the state.

Two other alumni, Carolyn Kirio and Sandra Yamamoto, cybrarians at Kapolei High School, won local and national media attention when their library was recognized as one of the 2006 School Library Media Programs of the Year by the American Association of School Librarians and Follett Learning Resources. This was the first time that a Hawaii library had won this coveted award.

Graduate Baron Baroza was featured in a *Honolulu Star-Bulletin* article (available at <http://starbulletin.com/2007/12/19/business/engle.html>) praising his work with a local radio program, which he gave up for a career in librarianship: "The show has amassed 25 years of recorded treasures and Baroza 'knows where everything is,' Perry said. 'He knows everything about everything and is a walking library himself, so it's fitting that he gets into library science...'" Baroza is now employed at the Hawaii State Public Library.

Another student, Robin Fancy, made headlines when she co-authored a multilingual primer for students of Filipino ancestry. In newspaper interviews, Fancy said that she came up with the idea

for *My Filipino Word Book* in her Collection Management course, explaining she realized that there was no primer for Hawaii's Filipino population, who mostly spoke a minority language, Ilokano. The illustrated book also includes words in English and Tagalog. Fancy wrote grants that enabled the book to be published and distributed to Hawaii's Filipino children as an ESL tool. Fancy, who works at Lanai High and Elementary School, has made the front pages of several newspapers through her advocacy of school libraries and free speech. She also was the subject of a Hawaii State Teachers Association (HSTA) public service announcement featuring her work as a school library media specialist.

4.3 Admissions

Standard 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.*

4.3.1 Admissions Context

The 19 December 2007 *Honolulu Advertiser* featured a front-page story, "Challenges Ahead for Libraries," (available at <http://the.honoluluadvertiser.com/article/2007/Dec/19/ln/hawaii712190380.html>) focusing on the need to recruit more public librarians to keep up with branch expansion and retirements, a problem that has been compounded by several years of job freezes in the Hawaii State Public Library System. Only one month earlier, the University of Hawaii's Interim University Librarian Paula Mochida encouraged the LIS Program to recruit more local future academic librarians. The LIS Program tries to balance the imperative to admit enough students to satisfy the projected number of retirements with a desire to recruit a diverse pool of well-qualified students who can contribute to the intellectual life of the Program and the profession at large.

4.3.2 Diversity in Admissions

The LIS Program is strongly committed to diversity. As a public-supported university, and in response to requests from local library leaders, we emphasize the recruitment and admission of students from the State of Hawaii whenever possible. The faculty encourage students from underrepresented student groups to pursue funding opportunities, such as the Spectrum Scholarships. Over the past ten years, several UHM students have participated in ALA's Spectrum Initiative, which includes leadership training at annual conferences.

2008 – Melissa Kayongo and Alice Kim
2006 - Lisa Tanikawa

2005 - Carly Kaleo Veary
 2002 - Maia Lani Daugherty (Betty Turock Scholar)
 1999 - Neena Sachdeva
 1999 - Cecie Streitman

The LIS Program is proud of its 40-year history as a bridge between information professionals in the United States and the Asia-Pacific region, and our efforts support the UH Strategic Plan objective to “Vigorously recruit students from Asia and the Pacific.” This heritage goes back to our founding, which followed the establishment of the federally funded East-West Center. In the past ten years, the LIS Program has admitted MLISc students from China, Georgia, Japan, Korea, and Tibet. While international students often require additional preparation, such as improving their English language skills, they also bring fresh perspectives, and their participation in the Program adds value for students and faculty alike.

Some international students become Asia specialists in American research libraries, while others return to their home countries to apply and disseminate modern LIS practices, and encourage international relations. One prime example is Yuriko Nakamura, who received her MLIS in 1999, and a doctorate at the University of Tokyo. Dr. Nakamura now teaches LIS at Doshisha University in Kyoto. She has translated key documents related to the national guidelines for school library media programs, *Information Power*, which are being used on an experimental basis in several Japanese K-12 schools. Other graduates become leaders in the profession, such as the past IFLA Secretary General Rasu Naidu Ramachandran (MLS 1973) or Dady P. Rachmananta (MLS 1987), the Director of the National Library of Indonesia. A more recent graduate, Nimagesang (MLISc 2007), is one of the few librarians in Tibet with professional education outside the People’s Republic of China. She now works at the Tibet Library in the capital city, Lhasa.

The success of our past international students, and their continued leadership in the profession, encourages current and future international students to become a part of our Program.

4.3.3 Admissions Standards

Admissions standards for MLISc students are a combination of requirements established by the University of Hawaii at Manoa Graduate Division, and qualifications set by the LIS faculty.

a. Graduate Division 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.

b. LIS Program requirements

The LIS Program established the following additional requirements, which are clearly stated on the LIS Program and the Graduate Division's Admissions websites:

- Evidence of professional promise as shown in two letters of reference submitted with official UHM MLISc Recommendation Forms and the Statement of Objectives.
- 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.

The LIS Program does not have an official minimum GRE score requirement. We use GRE scores as one means of assessing an applicant's potential for graduate study. We also look at the quality of writing, communication skills, and logic, as evidenced by the statement of objectives and two letters of reference.

Students demonstrate computer literacy via a self-declared checklist. Students with insufficient computer literacy are conditionally admitted until they complete a specialized introductory course on LIS-related computer skills, LIS 602 Introduction to Multimedia Technology and Resources. LIS 602 has been offered annually under the LIS 694 umbrella designation, but was assigned a permanent course number in 2007.

The LIS Program does not generally require candidate interviews for admission; however, we encourage prospective applicants to meet informally with the LIS Chair. These initial consultations help students with long-term planning, such as teachers who often need to schedule sabbaticals to complete coursework. In a few instances each year, the Chair will conduct a phone or on site interview. This is usually if the Student Affairs Committee has questions about a students' application, such as outdated references or a somewhat unclear Statement of Objectives.

4.3.4 Additional Admissions Standards for International Applicants

International students are required to submit Test of English as a Foreign Language (TOEFL) scores unless they have a graduate or undergraduate degree from an American university. The current minimum acceptable score is 600, the same as the minimum Graduate Division requirement for students receiving appointments as Teaching Assistants, but we are discussing revising this requirement in response to changes in TOEFL scoring.

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.

4.3.5 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 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 fall-admit students to start in the summer as unclassified students.

The Graduate Division Admissions Office collects admission packages from applicants, including official transcripts and GRE scores, as well as the application fee. Students also send materials required by the LIS Program, such as the Statement of Objectives and reference letters. Once the Graduate Division has a complete set of the required documents, it sends the package to the LIS Program. The Graduate Division filters out many applications at this stage if they are below Graduate Division requirements, such as grade point average (GPA). Applicants with GPAs below 2.7 are considered “incomplete,” and are never sent to the LIS Program. The ICS Office Assistant is responsible for management of applicant records, and unites the file from the Graduate Division with the LIS Program required materials. She often contacts students to ensure that all documentation is received.

Once an application package is complete at the LIS level, it is given to the LIS Program Chair, who serves on the LIS Program Student Affairs Committee (SAC). The Student Affairs Committee reviews any application the Chair views as borderline. The committee consists of the Program Chair and at least two faculty members. No students are involved in admissions discussions due to FERPA privacy requirements.

When an applicant is rejected, faculty are careful to ensure that bias was not a consideration. Some criteria that would cause denial of admission include:

- A poorly written or conceived Statement of Objectives
- An inconsistent or poor academic transcript
- Reference letters evidencing minimal knowledge of the applicant’s academic or work performance
- A combination of the above

Applicants may be granted conditional admission when they have not yet completed all admission requirements. Students who correct the deficiency and maintain a 3.0 GPA are moved from conditional status to regular admission status. The figure below shows the numbers of students who applied, were admitted, and then finally enrolled:

Figure 4.5 Student Applications, Admissions, and Enrollment to LIS Program, 2005/06– 2007/08

Academic Year	2005-2006	2006-2007	2007-2008
Number Applied	119	118	114
Number Accepted	98	92	74
Number Enrolled	62	62	48

While most of our admission policies have not changed since the previous accreditation, between 2005 and 2007, in response to strategic planning and student survey comments on class sizes, we tightened some admissions practices. These changes were implemented after consultation with the Dean of Students, the Graduate Division Dean, and current students, and following a survey of other schools' admissions policies.

One significant change was the creation of a recommendation form (Appendix 4-B). The Curriculum and Professional Development Committee and LIS Faculty spent several months developing a form, studying examples from other units at UH Manoa and other professional schools in the nation. Previously, applicants only had to submit two reference letters, which sometimes provided limited evidence about their potential. The new form is designed to better identify candidates who show promise as successful graduate students and future professionals.

In Spring 2008, the faculty voted to make the GRE General Test recommended instead of required for admission. This was in response to student requests and research on the GRE as a questionable predictor of student success. In terms of tightening admission, we removed automatic admission for transfer students who had been students at other ALA-accredited schools. In general, we have tried to be more critical of applications, in order to recruit quality students who can become successful practitioners.

4.3.6 Unclassified Students: An Alternative to Traditional Admission

The majority of students taking LIS courses at UH are considered "classified" students, who are working toward a specific degree (the MLISc). Another small group of classified students are taking LIS courses toward the CALIS certificate or CIS PhD. The remaining students are "unclassified students," who have been admitted to the University by the Graduate Division or Outreach College, but not to a specific degree program.

LIS Chairs sometimes advise 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 appeal to have these courses applied to their MLISc degree requirements.

4.3.7 Other Students

As a part of the University of Hawaii, the LIS Program supports lifelong education. Each year, several non-degree-seeking students take classes as part of the UHM Senior Citizen Visitor Program (SCVP) and the UH Bridge Program. The former program, run by the Office of Student Equity, Excellence, and Diversity, allows senior citizens to audit classes by simply appearing on the first day of class and requesting faculty approval. In 2006-2007 this program was used by three retirees who were volunteering to organize a church archive, as well as by three librarians who wanted to develop additional professional skills for today's marketplace.

4.4 Advising and Assistance

Standard 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.*

4.4.1 Overview

The LIS Program has created a learning environment where students have a balance of structure and freedom along with supportive feedback to create and complete individualized programs of study. Current students and recent graduates have consistently expressed a high level of satisfaction with faculty academic advising, with averaged ratings of 5.17 (Appendix 2-A) and 5.09 (Appendix 2-B) out of 6.

4.4.2 Strategic Planning

A coherent program of study encompasses more than just the curriculum. Through the strategic planning process, the LIS Program has moved from a focus on the curricular aspects of students' programs of study to a more holistic approach that includes advising, support, feedback, and overall quality of service. In the 2000-2005 Strategic Plan (Earlier LIS Program Strategic Plans [available on site]), addressing students' programs of study primarily took the form of increasing course options:

Strategic Goal 1: Providing a curriculum that meets the evolving demands of the job market for library and information science professionals

Objective B: Expand and strengthen course options for LIS and CS students

This goal and objective remained the same through the following year's strategic plan (accomplishments are detailed in the Curriculum chapter). However, in the 2000-2006 Strategic Plan (Earlier LIS Program Strategic Plans [available on site]), the first after the 2004 flood, the language and intent became more wide-ranging and student-centered:

Strategic Goal 2: Serving the needs of an increasingly diverse student population

Objective A: Provide high-quality service to students in an expanding program

Strategic Goal 5: Respond to flood-driven imperatives and create anew LIS facilities, instructional and research resources and services

Objective E: Provide transitional support for students

Activities under Objective E included counseling for flood victims, instructional accommodation of flood-driven student needs, and support for social and extracurricular student activities. While most of the students who experienced the flood graduated in the following years, the desire to formalize a more holistic approach to student advising remained. This was reflected in the 2007-2011 Strategic Plan (Appendix 1-E):

Strategic Goal 2: Serving the needs of a diverse student population

Objective A: Provide high-quality advising and mentoring to students

As with most decisions that arise from the iterative strategic planning process, activities often address several goals and objectives. Activities under Objective A include enhancement of the LIS website, reviewing Program expansion and faculty growth, and encouraging independent study and thesis research. Most germane to this section is Activity A3, the development of an advising form for general track students. The advising form is a structured way for faculty and individual students to communicate across advising sessions throughout a student's time in the Program, and to plan and contextualize coursework and other activities so that the student's educational and professional goals can be met.

4.4.3 Advising Process

The Program assigns a faculty advisor to each classified student based on the student's statement of interest (Appendix 4-C), which is filled out as part of the application package. The LIS Chair advises unclassified students. Students meet with their advisor at the New Student Orientation, which is offered for incoming students before the start of each fall and spring semester. Students are required to contact their advisors at least once a semester in order to receive permission to register for classes for the next term. Many meet more frequently in order to review accomplishments and plan and refine goals. Students are introduced to all faculty members at the New Student Orientation, where the faculty discuss their courses and research interests. Students are free to change advisors at any time, and are welcome to seek guidance from all faculty members.

Through advising, e-mails, and the LIS-STU listserv, students are encouraged to take graduate level courses in other university departments, as well as develop Independent Study and Directed Reading projects (see Appendix 3-X for a sample list of LIS 699 projects). Refer to the Curriculum chapter for a list of dual master's degree programs, cross-disciplinary coursework, and experiential opportunities, which allow students to further customize their course of study within the framework of LIS Program requirements.

4.4.4 Advising Form

Prior to 2007, the LIS Program did not have a true advising form, just a single sheet in the student's folder with a checklist of required and elective courses. Through the strategic planning process, faculty and students concluded that a more robust document was needed to help students plan their coursework and to link coursework with ALA Core Competencies and LIS Curriculum Objectives. Students evaluated the new advising form in the process of development. The form includes an explicit mapping of every LIS course to at least one of the Core Competencies. The mapping allows students to see where every course fits into the larger framework of the Program, so they can emphasize particular areas of interest and provide specific feedback about their course experiences.

The LIS Program encourages students to build their professional networks and seek external evaluation of their work through conference attendance and presentations, student paper competitions, and professional publications. In response to feedback from employers and other

stakeholders about the need for more professional participation (detailed in Section 4.6), the advising form was also updated to include sections for professional memberships, conference attendance and presentations, and publications.

4.4.5 Evaluative Feedback

Students receive systematic, multifaceted evaluation of their achievement throughout their programs of study. Course requirements reflect the criteria set by the instructors in their course syllabi, within the larger framework of academic guidelines of the ICS Department, College of Natural Sciences, and University of Hawaii. The diverse courses applicable to the MLISc degree employ a range of pedagogical methods. These include written exercises, oral presentations, formal and informal papers, reflective essays, practicum/internship experiences, and other projects, all of which result in a rich and diverse demonstration of student achievements.

To provide a consistent evaluative framework across the curriculum, faculty members are required to include in their syllabi appropriate course learning objectives derived from the LIS Program Goals. In an attempt to further systematize evaluation criteria, the LIS Curriculum and Professional Development Committee has created a multi-year plan to phase in even more specific linkages of courses and assignments to course objectives (Appendix 2-E). The Curriculum chapter provides more detailed information about the LIS Program's philosophy and practice of outcome-based assessment and evaluation criteria.

Students also receive broader feedback about their progress in the Program during advising sessions each semester, which serve to help them develop, articulate and realize their career goals.

4.4.6 Culminating Experience: The Oral Comprehensive Examination

For the majority of students, the culminating experience has been the Oral Comprehensive Examination, which requires that students draw upon all LIS Program learning and articulate professional responses. Initially, the Oral Exam was primarily a factual discussion, given by a student to a committee of two faculty members, who assessed the student's knowledge based on his or her responses. In the 2000-2005 LIS Strategic Plan (Earlier LIS Program Strategic Plans [available on site]; refer to Standard 1, Objective F), the LIS Program began to systematically consider other options besides the Oral Exam for the culminating experience.

Activities included exploring the possibility of a portfolio presentation, and revamping the existing Oral Exam. The LIS Curriculum and Professional Development Committee explored both possibilities, and decided to change the focus of the Oral Exam from factual knowledge to scenario-based questions, where students could apply their knowledge to realistic situations (Appendix 4-D).

In the current Oral Exam, students conduct a professional discussion with two faculty members that demonstrates their mastery of LIS Program Core Competencies and Learning Objectives. The Oral Exam consists of four questions. One is a required statement of professional philosophy and participation in professional organizations. The remaining three are selected by students based on their specialty areas. Students address the questions, respond to faculty questions, and receive

immediate feedback, often along the lines of how they might best communicate their professional knowledge and interests to prospective employers. Faculty members assess the Oral Exams on a standardized score sheet (Appendix 2-L). In addition to a numerical assessment of students' responses to each question, they note areas of strength and weakness in each of the answers, in order to detect trends for wider curriculum planning as well as for improvements in the Oral Exam questions. Appendix 2-M relates the Oral Exam scenarios to the LIS Program Core Competencies and shows a breakdown of how many students selected each scenario, with their scores on each scenario.

In addition to assessing student achievement in relation to the LIS Core Competencies, the Oral Exam provides students the opportunity to articulate their knowledge, beliefs, and philosophies in an interview environment, just as many of them are being interviewed for their first professional position. In the 2006 Alumni Survey, one student said: "The oral [exam] prepared me well for job interviews."

The LIS Program is continuing its assessment of the Oral Exam and its exploration of alternatives. In 2008-09, the LIS Curriculum and Professional Development Committee will be researching the portfolio requirements of other LIS programs as an alternative or replacement culminating experience.

4.4.7 Learning Environment and Support Services

One advantage of the comparatively small size of the Program is the opportunity for extensive classroom and informal contact among faculty and students. Though opportunities for informal contact have been somewhat diminished in the Program's temporary shared quarters, faculty continue to provide individual support and encouragement to students in person and via email. The reconstruction of the LIS space currently underway in Hamilton Library will both restore and sustain a student-centered learning environment. Faculty offices and classrooms will be situated around a central shared space, maximizing opportunities for interaction. Also, student groups will have a shared office.

One of the foundations for success in the LIS Program, particularly for new Hawaii 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 practicalities of life here, both before and upon arrival, is a critical element of support. Guidance is provided via the online LIS Aloha Guide (available at <http://www.hawaii.edu/lis/about.php?page=aloha>) and the UH Graduate Division's Guidelines for Graduate Students New to Hawaii (available at <http://www.hawaii.edu/graduatestudies/honolulu/html/honolulu.htm>). Before the start of every semester, the LIS Program also holds New Student Orientations for each incoming cohort. Students are briefed on Program standards and requirements, introduced to faculty members, and given the opportunity to ask questions in a welcoming environment.

In Hawaiian, *kokua* means "support." The KOKUA Program (Kahi O Ka Ulu 'Ana - "The Place of Growing") is the primary campus unit that facilitates equal opportunity by providing academic access services to students with disabilities. The University's KOKUA Program assists students with

special needs so that they can have equal access to the educational, co-curricular, and other opportunities offered to all students. The KOKUA Program has helped some LIS students with note-taking skills, library use, and other instructional assistance. Faculty members 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. In addition, the Center for Adults Returning to Education (CARE) supports nontraditional students through the offering of academic skills workshops and academic counseling. The Manoa Writing Program also offers workshops and individual consultations to help with written language issues.

4.4.8 Career Guidance

To assist students with career guidance, the LIS Program maintains a jobs mailing list (LIS-JOBS), a web page linking to professional association job sites; 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/career-zone>
- LIS Job info: <http://www.hawaii.edu/lis/students.php?page=employment>
- UH Manoa Career Services: <http://cdse.hawaii.edu>

In addition, UH Career Services provides resume consultation and workshops on interviewing. LIS-JOBS is maintained by the LIS Office staff and includes local, national, and international job announcements. These announcements are primarily for positions in libraries and archives, but also in other organizations seeking employees with LIS skills. The LIS Program also maintains student and alumni files, which include photographs, in order to assist faculty in writing letters of reference.

In 2004, the LIS Program established an Internship and Job Fair Committee to match LIS students and alumni with professional positions in Hawaii and beyond. The first Internship and Job Fair was held that year, and will be revisited once we return to our permanent quarters in Hamilton Library. In the meantime, we have partnered with the LIS Program's ALA Student Chapter to offer brown bag talks with visiting recruiters. Our most recent brown bag recruiters were Florence Yee and Tisha Arigaki from the Hawaii State Public Library System and Josie Reyes of the Los Angeles County Public Library System. These brown bag presentations served as both a recruiting pitch for the library systems and as a reality check for students about the application process. The LIS Program Chair maintains an Internship and Job Fair Committee webpage (available at <http://www2.hawaii.edu/~wertheim/IJFC.html>), which contains instructions about how hiring institutions can post job openings to the LIS-JOBS listserv and contact information for visiting recruiters. Faculty also work with student organizations to provide job-related brown bag presentations.

Career guidance 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 through internships, practicum experiences, and student-faculty advising, generating professional relationships that extend beyond a student's first job. Graduating students and alumni report

consistent satisfaction regarding job information, with averaged ratings of 5.18 (Appendix 2-A) and 4.89 (Appendix 2-B) out of 6.

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. Prior to the flood, the LIS Program had over a dozen file cabinets with updated records on every graduate since the school's establishment. The documents helped with placement and networking, and also assisted the faculty with post-graduate advising. The LIS Office Assistant is slowly rebuilding these files with our post-flood graduates' files. Alumni also assist the LIS Program by advising faculty on changing workplace issues, suggesting updates to course content after being in the field, and also by returning as guest speakers.

The core of effective advising is creating and maintaining good relationships. In recent student and alumni surveys, faculty's availability and rapport with students has been rated highly: 5.53 (Appendix 2-A) and 5.52 (Appendix 2-B) out of 6. In the Spring/Summer 2005 Graduating Student Survey, one student wrote: "I value my professors the most. They held me to high performance expectations, provided valuable feedback, and demonstrated professional behavior at all times. Thank you for all you did."

4.5 Student Participation Through Organizations

Standard 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.*

4.5.1 Overview

The LIS Program has discovered many benefits to fostering a student-centered learning environment. Student perspectives help shape the LIS Program's policies regarding a wide range of issues including recruitment, curriculum, and the learning environment. The Program actively solicits student participation in planning and governance through the following activities:

- Representation on governance committees
- Representation at general faculty meetings
- Representation at planning retreats
- Annual survey of new graduates
- Student focus groups
- Student surveys
- Web Team
- Student chapters of professional associations

Students play an important role in the LIS Program at UH through leadership roles in our six professional associations, as well as through service on official LIS and University-wide committees.

There are two student-run organizations that directly supervise LIS student activities: the LIS Web Team and Hui Dui. We also have student chapters of the American Library Association (ALA-SC), Special Libraries Association (SLA-SC), American Society for Information Science and Technology (ASIS&T-SC), and the newly established Society of American Archivists chapter (SAA-SC). Several statewide professional organizations also have students serving as board members.

Students have a voice in LIS Program affairs through the student representatives, some of whom attend monthly LIS faculty meetings. Students also serve on the LIS Curriculum and Professional Development Committee. In addition, LIS students are engaged in campus-wide issues through an elected representative to the Graduate Student Organization (GSO), which communicates with University administration on issues such as tuition. The GSO also administers grants for graduate students to do research or present at conferences.

4.5.2 A Philosophy of Service

The LIS Program is strongly committed to nurturing an ethos of service and leadership among students. The third component of the LIS Program's Goals establishes the following objectives relevant to fostering student participation in defining and shaping their total learning experience:

- Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.
- Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.
- Students volunteer their services to community, professional, university, and state organizations and agencies.

This service ethic is equally fundamental to LIS curricular objectives. As future professionals, students are strongly encouraged to become active in professional associations. One part of a question in the capstone Oral Exam is "In which professional organizations will you actively participate and why?" Also, state professional associations send congratulatory letters and membership forms to each student at the graduation dinner.

The following section briefly introduces the various organizations that carry out the above agenda.

4.5.3 LIS Program Associations

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 associations with space on our bulletin board for announcements. Before the flood, the LIS Program

had one office for the student associations. An office shared by all associations is again part of the blueprint for the restored facility.

a. Hui Dui

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.

At the start of each fall and spring semester, Hui Dui coordinates a New Student Orientation, which typically runs from 8:30 AM until 4:30 PM. It is a chance for new students to meet other students and representatives from many of the professional associations in Hawaii, learn about the LIS Program, and meet faculty for initial advising. Hui Dui officers plan the entire program, from working with speakers to arranging lunch. Students in the Web Team typically also offer workshops on registration, e-mail, and database use. Hui Dui also takes photographs of incoming students. Traditionally, prints were placed on the Hui Dui bulletin board in order to help other students welcome new arrivals to the LIS *ohana* ("family").

At the end of each fall and spring semester Hui Dui coordinates a graduation dinner. This is usually held at an elegant restaurant shortly before commencement. Graduating students are invited to attend free of charge, while family members, current students, faculty, adjuncts, and friends pay a cost covering basic expenses.

Hui Dui conducts several fundraising activities, including white elephant sales and online auctions, that draw donations and participation from students, faculty, and alumni. Hui Dui also operates the student laser printer and the LIS Diner (snack bar) in Bilger 319, which is currently serving as our temporary classroom and student lab. 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 administration and social life of the LIS Program, and the Hui Dui President or representative usually attends faculty meetings.

A newer Hui Dui tradition is 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 current students and alumni. The collection consists of course textbooks and other materials related to Library and Information Science. Students can check out books for one semester for free, on an honor basis. The collection is currently housed in the Bilger 319 classroom, and will be moved to the LIS Program's new quarters in 2009. As of the last inventory, the Lending Library held 102 titles with textbooks from 24 courses, in addition to other LIS-related books of interest.

b. The LIS Web Team

The LIS Program is the only unit on campus to feature a volunteer student-run website. We believe that we may be among the few LIS Programs in the country to put our students in such a prominent role as information architects, graphic designers, and information providers. This is an entirely volunteer effort, although students have the option of requesting academic credit for the experience if they meet several benchmarks. The Web Team dates back to the Fall 1996 creation of the LIS website. The Web Team's efforts in terms of website architecture are detailed in Section 4.2.3.

Beyond operating all aspects of the LIS Program's website, the LIS Web Team also offers workshops each semester. Students can request specific topics, which are taught by students for other students. In recent years, the Web Team has offered five two-hour workshops each semester on PowerPoint and website editing. Attendees pay \$1 per workshop to cover expenses. The sessions have become so popular that alumni and other professionals take these workshops. This allows faculty in several classes to require web products, such as the e-Portfolio requirement in LIS 610, without having to spend valuable class time on web authoring.

The Web Team also offers online guides with updated links and sample templates. The Web Team Leader attends LIS faculty meetings, and discusses issues with the LIS Program Chair and Faculty Advisor.

4.5.4 Student Chapters of Professional Associations

These student associations are recognized by the national associations as qualified chapters, and are also recognized by the University as Registered Independent Organizations (RIOs), which makes them eligible for official e-mail addresses, URLs, and server space. Students are introduced to these professional associations at the New Student Orientation. They are given packets of membership brochures and applications at the event. Information about and websites for these associations are also detailed on the LIS website (available at <http://www.hawaii.edu/lis/organizations.php?page=organizations>).

a. American Library Association Student Chapter (ALA-SC)

The UH American Library Association Student Chapter (ALA-SC) has grown since its founding in 1992. During this accreditation period, it was recognized as "Chapter of the Year" in 2006, and was "Runner Up Chapter of the Year" two years earlier.

ALA-SC offers educational programs, such as brown bag talks by faculty, visiting librarians, and LIS scholars. The most recent notable event was a campus talk by ALA President Loriene Roy. The ALA-SC also sponsors sessions with visiting library recruiters, most frequently with the Hawaii State Public Library System and the Los Angeles County Public Library.

The ALA provides funds for 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. The LIS Program provides additional

support to help defray the expensive transportation costs between Hawaii and the conference location on the mainland. After returning, the student usually offers an informal program 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.” These events have become even more important in terms of maintaining student morale in the days since the 2004 flood. That semester, the ALA-SC hosted a weekly coffee hour between classes at a nearby cafe. ALA-SC also met at a Happy Hour event with alumni of the local chapter of Beta Phi Mu. Another recent ALA-SC tradition has been the ALA-SC Prom. Past proms have featured costume contests and even a live DJ.

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 of the former include assisting with the operation of a major Asia-Pacific Digital Library conference (ECAI/PNC/PRDLA) held in Honolulu, and annual assistance to the Hawaii Library Association. An example of community service was the effort to help digitize the photo morgue of a local newspaper, the *Nippu Jiji* which is archived by the American Studies Department. Another major project was assisting Lynn Davis in Hamilton Library’s Preservation Department with recovery of flood-damaged items.

ALA-SC also tries to support students on neighbor islands. It sponsors socials for neighbor island students at Hawaii Library Association conferences (usually held during the main banquet, which many students find cost-prohibitive). During the period when HITS courses used to have “intensive weekends,” ALA-SC would provide pizza during a break time.

To support these activities, ALA-SC has various fundraisers. The current item is a travel mug. The previous fundraising vehicle was a calendar with inventive student photos. The project was so creative that it was noted in *American Libraries* and in several blogs.

In addition to the member-oriented website, ALA-SC publishes the *Basement Blotter*, which comes out several times each semester. This newsletter, which is named after the LIS Program’s original location in Hamilton Library’s “ground floor,” features original reporting, editorials, and creative works by students. Copies of the *Blotter* are available on site. Students select the content, do the reporting and layout, and maintain editorial control.

Since 2004 the ALA-SC has presented an annual award to people who have “positively impacted librarianship in Hawaii 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 is an international leader on intellectual freedom, library history, international librarianship, and intellectual freedom.

b. American Society for Information Science and Technology Student Chapter (ASIS&T-SC)

The University of Hawaii 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. The newest contribution of the ASIS&T Student Chapter was a Mini-Conference Poster Session held in February 2008, featuring LIS students presenting their research. A panel of local LIS scholars and leading professionals judged the session.

In 1998, it received the student chapter of the year award from ASIS&T (then ASIS). The UH student chapter of ASIS&T and SLA meet together in order to form a critical mass, although both organizations have separate faculty advisors. The chapter is affiliated with the Los Angeles chapter of ASIS&T (LACASIS).

c. Special Libraries Association Student Chapter (SLA-SC)

As mentioned above, the SLA Student Chapter meets in conjunction with the ASIS&T Student Chapter. The Student Chapter also works closely with the active Hawaii-Pacific Chapter of SLA, which assists with recruiting and mentoring. The SLA Student Chapter organizes several tours and brown bag presentations each year, such as visits to the University of Hawaii Press and the Institute for Astronomy Library.

d. Society of American Archivists Student Chapter (SAA-SC)

In 2007, several LIS students interested in archives began to organize an official student chapter of the SAA. In its first year, they had socials, offered two Service Learning Projects at the Doris Duke Foundation for Islamic Art, and hosted a brown bag with a practicing archivist and recent LIS graduate, Dainan Skeem, from the Hawaii State Archives. In 2008, they completed the requirements for becoming a registered organization on campus and an official SAA chapter.

SAA-SC members receive a monthly “Featured Archive” e-mail, which includes information on emerging topics in the field. This helps them explore various repositories, and promotes discussion of issues facing archives today.

4.5.5 Student Involvement in Statewide Professional Associations and Networks

LIS students are also encouraged to be active in state, local, and regional professional associations. Some associations have established formal student liaison positions. The UH WebVoyage Committee, for example, recently designated such a position.

a. Hawaii Association of School Librarians

The Hawaii 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 the 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 Hawaii Book and Music Festival in May. Students can also participate in special topic sessions sponsored by HASL.

b. Hawaii Library Association

During the period under review, students have become increasingly active in the Hawaii Library Association (HLA). A larger number of LIS students and recent alumni have been attending HLA annual conferences, and have even been serving as board members. This movement is the result of encouragement by the HLA Board, as well as students recognizing the importance of professional involvement. In 2007, two HLA Executive Board members were current LIS students. This is a major shift from the situation five years ago, when few students or recent graduates were active in the association. In recent years, HLA has offered annual scholarships (travel grants) that help to defray student travel expenses to HLA conferences on neighbor islands.

Two HLA conferences featured panels arranged by students in ALA-SC and SLA/ASIS-SC. Several current students have also presented papers. In addition, the ALA-SC also coordinated the HLA Silent Auction fundraiser in 2004, with funds going to scholarships and alumni activities. In 2007, HLA initiated a mentoring initiative – partly to encourage such leadership among LIS students. The LIS Chair serves on this mentoring committee. (More information on the mentoring initiative is available online at <http://www2.hawaii.edu/~keikooku/HLAMentoring/HLAMentorMain.htm>).

c. Hawaiian-Pacific Chapter of the Special Libraries Association

Students are also active in the Hawaiian-Pacific Chapter of the Special Libraries Association (CHIP-SLA). SLA members recruit students and recent alumni at an annual fall social, called the Mentoring Mixer, held at a Waikiki residence. Students rave about this event, which allows them to become mentored by senior SLA members. Many also attend the chapter's programs, such as the recent "Web 2.0 and the Library 2.0 in Your Future" by SLA President-Elect Stephen Abram. In 2007, LIS alumni and students gathered for the first time unofficially at the SLA Annual Conference. The president of the Chapter is currently an LIS student, although she has years of experience as a law librarian.

d. Association of Hawaii Archivists

Like most professional associations in Hawaii, the Association of Hawaii Archivists (AHA) is concerned with mentoring a new generation of local leaders within the profession. AHA subsidizes student conference registration and recently initiated a new board featuring a current LIS student and a recent graduate. The LIS Chair is currently serving as AHA President. AHA also encouraged student research by initiating poster sessions at its 2007 conference. One student and a recent alumna took part in this effort.

e. Medical Library Association

The Hawaii Chapter of the Medical Library Association (MLA) is planning to work with LIS students as they prepare to host MLA's annual conference in 2009. MLA-HPC awarded scholarships to five LIS students who took a course in Health Librarianship taught by the Health Sciences Librarian at Tripler Army Medical Center.

f. UH Libraries' Library Forum

The UH Manoa Library faculty offer a monthly forum on current issues in LIS. Faculty and students are invited to these morning programs through e-mail announcements.

4.5.6 Alumni Associations

a. LIS Alumni Group

All LIS graduates are automatically members of the LIS Alumni Group. LIS is one of the few units in the College of Natural Sciences that is able to have an alumni group, because it was established when LIS was an independent school.

The LIS Alumni Group supports the LIS Program by fostering communication between graduates and current students and faculty. It publishes a semi-quarterly newsletter and hosts a website, blog, and flickr photo stream. Through these media and surveys, alumni inform the Program on policies and offerings. The information they provide is key to our strategic planning.

The Alumni Group has an annual dinner in Honolulu, and also sponsors a table at the ALISE Reunion at each ALA annual conference. At least one faculty member tries to attend this event. In the past two years, UH Alumni have also organized informal gatherings at the SLA annual conference.

b. Beta Phi Mu – Xi Chapter

The UH Chapter of the LIS international honor society, Beta Phi Mu, was revived in 2005 following several years of inactivity. The chapter 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.

4.5.7 Student Participation in Policy-Making

Each student chapter is invited to send a representative to the monthly faculty meetings. Student participation helps faculty keep current with activities in the various chapters at the same time that students gain a deeper appreciation and understanding of the Program and its goals. Though chapter leaders are not always able to attend, they communicate their concerns through informal discussions with the LIS Program Chair and their faculty advisor.

Two or three LIS students also regularly serve as members of the LIS Curriculum and Professional Development Committee. Traditionally, the Program tried to ensure that one student was from the School Library Media Specialist track and another was from the General track. In 2007 the committee decided to solicit more feedback from students on other islands, so a neighbor island student was recruited, and attended meetings online.

4.5.8 Student Participation in the Graduate Student Organization

The LIS Program has one representative and an alternate representative to the UH Graduate Student Organization (GSO). The GSO has an important role as the official voice of graduate students on campus. The organization is consulted by UH Manoa administration on major policy issues. The outgoing GSO president is an LIS alumnus. The GSO Representative meets with the LIS Program Chair to discuss how GSO policy impacts LIS students.

An important function of GSO is providing travel grants. These grant funds come from tuition and return on research overhead. In recent years, LIS representatives to GSO have tried to address how GSO funding is 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.

In 2007, GSO representatives partnered with ALA-SC to offer a weekend workshop on presenting research at conferences. In 2008, both organizations plan to offer a follow-up program to help LIS students secure GSO travel grants, and the GSO representative and alternate are working with the LIS Chair to create a blog for students to update them on GSO news.

4.6 Evaluation as Input to Program Development

***Standard 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.*

4.6.1 Evaluating Student Achievement

Student achievement occurs on multiple levels: initially upon admission to the Program, then by experiences in coursework, internships, participation in conferences and professional associations, the culminating experience, and finally in graduates' professional careers. The LIS Program continually refines both our definition and our methods of evaluating student achievement.

- Existing measures: course grades, Oral Exam scores
- Additional indirect measures: average time to degree, graduation rate, average GPAs

- Longitudinal measures: results of Alumni and Employer Surveys

The results of the Employer Survey are discussed in the Administration and Financial Support chapter, Section 5.8.3, and are available in Appendix 2-C.

Course evaluations and Graduating Student Surveys might be interpreted as ways for students to self-report their achievement, but they tend to measure student perception of course and instructor effectiveness. While course grades, Oral Exam scores, and other existing measures provide a general sense of student achievement, we are seeking to refine our methods and measures. Emerging measures of student achievement include:

- Evidence folders including specific course assessments of selected assignments based on articulated Program Learning Objectives
- More precise documentation of student achievements in extracurricular professional activities, via the new advising form

Only by combining these various definitions and measures of student achievement can well-grounded decisions about future Program development be made. To that end, the LIS Program collects and analyzes data from all the preceding sources as input to Program development.

4.6.2 Procedures for Systematic Evaluation

The overarching goal of the LIS Program is to prepare students for successful careers in information-related professions. We recognize that meaningful Program changes must be based on careful attention to data collected from multiple sources, and establishment of procedures and mechanisms to transform findings into purposeful actions. In this section, we describe how procedures have been instituted to improve programs and services for LIS students. We cite four areas where evolving academic and administrative procedures address student needs: curriculum, distributed learning, student advising, and the learning environment. While these particular areas are described more fully in other chapters, they are also critical to summarize here.

a. Curriculum

The Program's major goal is to provide students with a rich and rigorous curriculum. The Curriculum and Professional Development Committee coordinates the systematic review process for curricular additions, deletions, and modifications. The Committee encourages students to raise concerns and for faculty to identify issues related to curricular improvements. At monthly meetings, the Committee targets specific objectives and works systematically to implement changes. The Committee Chair reports on progress at the monthly LIS faculty meetings. As part of the planning and implementation process, the Committee examines feedback from graduating students, alumni, and employers to inform the Program's direction. As reported elsewhere in this document, the major changes to curriculum in the last several years included the addition of a fifth core

requirement, LIS 615 Collection Management, and the addition of a two-course requirement in ICT-related courses.

We have actively recruited neighbor island students to participate in the Curriculum and Professional Development Committee. Through Skype, disCourse, and other distance education technologies, neighbor island students bring their concerns to the Committee in regular meetings and have a voice in program development. One student member of the Curriculum and Professional Development Committee has created an online survey (available at http://www.surveymonkey.com/s.aspx?sm=1630fsWWNA6uD_2bd5Ghw5RQ_3d_3d) so current students can suggest future offerings of regular courses, and self-report on areas in which they feel more curricular opportunities are needed.

b. Distributed learning

For nearly two decades, the Program has recognized the necessity to reach students at remote sites throughout the state. For this reason, we were one of the University's pioneers in offering two HITS courses each fall and spring using the UH interactive television system. To continually vet and refine our distance learning alternatives, the LIS Chair regularly studies the results of HITS course evaluations. We also conduct interviews with neighbor island students. Based on needs expressed by the students, and working with the Curriculum and Professional Development Committee, the LIS Chair introduces feasible alternatives that improve student access to courses. In recent years, for example, the Program has explored asynchronous options with three summer courses. In the upcoming semesters, we will be splitting HITS single time slots between two courses, and combining HITS with other synchronous (e.g., Skype and online conferencing via Halawai) and asynchronous modes of course delivery.

c. Student advising

The majority of our students are adults seeking mid-life changes in careers. Many of them have to juggle schoolwork with full-time jobs and raising families. They need to plan their schedules carefully, and long-term planning is especially crucial to them. To assist students in making the transition to the rigors of graduate school, we have traditionally assigned faculty advisors to all students. In turn, students are expected to contact their advisors at least once a semester for course approvals and future planning. While this procedure works fairly well, individual faculty advisors and students have noted gaps in the advising mechanism. It has sometimes been difficult to track student progress, to develop balanced plans that reflect all of the Core Competencies, and to document students' professional involvement. The need for a more effective advising and planning form was brought to the faculty's attention two years ago. An ad hoc group of faculty and students drafted a form that allowed both students and faculty advisors to clearly track student progress, quickly note the Core Competencies addressed by all courses, and specifically document a student's engagement in professional activities. The form was implemented in Fall 2007, and we are currently assessing its usefulness with an eye to future refinements.

d. Learning environment

As we have documented elsewhere, the 2004 flood was devastating to the Program. Ironically, however, the disastrous experience was akin to that of a phoenix rising out of the ashes. It allowed us to re-think our use of space and create a more robust, student-focused learning environment. As part of the planning process for the reconstruction, we convened focus group sessions in LIS and participated in similar sessions with the Hamilton Library Reconstruction group and with teams in the wider UHM campus. Some of the most exciting meetings involved LIS students in focus group sessions at the onset of the planning. At first, the discussions centered on “restoring what we had.” It was a student who challenged the group with the question: “How can we build something even better?” This desire to build for the future has resulted in a reconstruction plan that focuses on a student commons that combines study and social spaces, a student and faculty lounge and kitchen, a shared office for student organizations, and a student-run lending library of professional resources. Faculty and administrative offices, and LIS classrooms, computer stations, and research labs will also be integral components of the LIS physical facility.

e. Students at the center

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, and we continue to request valuable input from them as alumni. Some of the participation is direct, via committee work and in LIS faculty meetings and retreats. Much of it is through surveys and interviews. We strive to involve students on the neighbor islands as well as students residing on Oahu. The Program is fortunate to have talented and insightful students who are willing to participate in the planning and governance processes, bringing not only innovative and useful ideas, but also the energy to pursue them.

4.7 Conclusion

The LIS Program involves all stakeholders (students, faculty, staff, professionals, and the community) in a continuous process of reflective assessment of student achievement as input to Program development. We strive to create an environment of learning, listening, and taking appropriate action to ensure that the LIS Program is an inclusive organization responsive to the needs of our students.

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CHAPTER 5: ADMINISTRATION AND FINANCIAL SUPPORT

5.0 Overview

The merger of the School of Library and Information Studies with the Department of Information and Computer Sciences (ICS) in 1997 created an expanded department better prepared to meet the dynamic changes of the workplace in an information economy. The merger established a confluence of researchers focused on information and communication technology systems and services, and has positioned ICS to provide a premier education and research environment for computer, information and library sciences in the state and in the nation. At the same time, the merger necessitated a change in the administrative structure of the LIS Program. While there have been challenges over the past ten years, the Chairs of the ICS Department and the LIS Program have brought about a smooth transition from a professional school to a graduate program within the College of Natural Sciences. As part of this process, the two units have successfully:

- Streamlined administrative procedures and tasks
- Pooled human and physical resources to benefit both programs
- Expanded learning options for graduate students in both programs
- Increased faculty positions with higher starting salaries

In this chapter we elaborate on the general planning and review process of the LIS Program, and the management structure of the LIS Program in the context of the University's college and departmental administrative frameworks, and financial support.

5.0.1 Planning and Review Process

The LIS Program is continuously striving toward the achievement of its mission and program goals by identifying key strategic goals (e.g., see Appendix 1-E) that define our priorities and action plan. The Program has had six broad strategic goals that have been highlighted throughout this presentation:

1. Providing a curriculum that meets the evolving demands of the job market for library and information science professionals.
2. Serving the needs of a diverse student population.
3. Furthering faculty excellence in teaching, research, and service.
4. Providing a quality learning and research environment for students and faculty.
5. Responding to flood-driven imperatives and creating anew LIS facilities, instructional and research resources and services.
6. Increasing the Asia-Pacific regional emphasis in teaching, research, and service.

Actions taken as a result of the ICS/LIS merger have had a critical impact on realization of the above goals. Importantly, these strategic goals are closely aligned with the goals and objectives defined in the strategic plans for the 2002-2010 period of both the University of Hawaii System, and the University of Hawaii Manoa campus (Appendix 1-G, and Appendices 1-A and 1-C available on CD

and on the LIS COA 2008 website). Alignment of the Program's mission and strategic goals with those of UH and UHM is revisited annually. The plans are permeated with the values inherent in Hawaiian heritage, and the close ties to the Asia and Pacific region that create a favorable environment for educational experiences and research in many fields. The UHM Plan emphasizes providing quality educational experiences and service; championing diversity; and strengthening the University as a premier resource in Hawaii, Asia, and the Pacific. Underlying these goals is the importance of the strategic planning process for ongoing program improvement.

As part of the University's continuous planning process, the UH community has been developing outcomes assessment and has produced a draft of a "UH System Strategic Outcomes and Performance Measures, 2008–2015" (Appendix 1-B, available on CD and on the LIS COA 2008 website). (See Chapter I: Mission, Goals, and Objectives for greater detail).

As a department, ICS realizes that systematic and sustained efforts in achieving these goals require long-term planning and the involvement of major stakeholders. Toward this end, several parallel activities are underway:

- ICS revisits its mission and goals on a regular basis in light of an expanded vision for the Department.
- LIS Program continues its planning efforts by conducting annual retreats augmented by monthly progress sessions on the strategic goals.
- LIS Program incorporates into its planning framework a rigorous and systematic assessment process to determine effectiveness of outcomes.
- LIS faculty participate in monthly meetings of the Department.
- ICS Chair participates in monthly LIS faculty meetings and annual strategic planning retreats.
- LIS faculty actively engage in the Department's strategic planning process at annual faculty planning sessions.

As an integral part of the planning process, the LIS Program also participates in the following national, state, and university reviews of the Program:

- At the national level, the Program has been accredited by the American Library Association since 1967. The Program's ongoing self-study has been an effective assessment tool in identifying administrative and financial needs, involving faculty, staff, students, and other stakeholders.
- At the state level, the Hawaii Teacher Standards Board assesses the school library media preparation program. A document entitled "Report on Preconditions for School Library Media Specialists" was requested by the Hawaii Teacher Standards Board in 2005. The Board approved it in 2006. A copy of the report is available on site.
- An informal review based on standards established by the National Council for Accreditation of Teacher Education (NCATE) occurs through the College of Education,

which includes the LIS Program by adding ALA accreditation documents in their reports, and by inviting LIS faculty to meetings with the visiting review panel.

- At the university level, the Program is reviewed every five years by the Council on Program Reviews (COPR). The LIS Program was last reviewed in 2008; the ICS Department was also reviewed in 2008. Documentation for both reviews is available on site and consists of self-studies.

5.1 Integration and Autonomy

Standard 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.*

To better understand the placement of the LIS Program within the University organizational schema, a brief description of the management structure is presented in this section. For additional details, see Appendices 0-A through 0-E.

5.1.1 University Administration

The University of Hawaii is a state-supported system of higher education comprised of three university campuses, seven community colleges, an employment training center, and five education centers distributed across six islands throughout the state. The largest of the campuses is the University of Hawaii at Manoa, which is located in Manoa Valley, approximately four miles from downtown Honolulu. The University System is governed by the Board of Regents and administered by the President, and the Manoa campus is governed by the Chancellor.

Current administrative officers include:

University of Hawaii System (<http://www.hawaii.edu>)

- David McClain, President, University of Hawaii
- Linda Johnsrud, Vice President for Academic Planning and Policy, University of Hawaii
- Sam Callejo, Vice President for Administration, University of Hawaii
- Howard Todo, Vice President for Budget and Finance / CFO, University of Hawaii
- John Morton, Vice President for Community Colleges, University of Hawaii
- David Lassner, Vice President for Information Technology / CIO, University of Hawaii
- Darolyn Lendio, Vice President for Legal Affairs / University General Counsel, University of Hawaii
- James Gaines, Vice President for Research, University of Hawaii

Manoa Campus (<http://manoa.hawaii.edu>)

- Virginia Hinshaw, Chancellor, University of Hawaii at Manoa
- Peter Quigley, Interim Vice Chancellor for Academic Affairs, University of Hawaii at Manoa
- Kathy Cutshaw, Vice Chancellor for Administration, Finance and Operations, University of Hawaii at Manoa
- Gary Ostrander, Vice Chancellor for Research and Graduate Education
- Francisco Hernandez, Vice Chancellor for Students, University of Hawaii at Manoa
- Peter Garrod, Dean of Graduate Division, University of Hawaii at Manoa

Other Campuses

- Rose Tseng, Chancellor, University of Hawaii at Hilo
- Gene Awakuni, Chancellor, University of Hawaii – West O’ahu
- Rockne Freitas, Chancellor, Hawaii Community College
- Michael Rota, Interim Chancellor, Honolulu Community College
- Leon Richards, Chancellor, Kapi’olani Community College
- Helen Cox, Chancellor, Kaua’i Community College
- Manuel Cabral, Interim Chancellor, Leeward Community College
- Clyde Sakamoto, Chancellor, Maui Community College
- Angela Meixell, Chancellor, Windward Community College

Academic programs at the University of Hawaii at Manoa are organized within colleges and schools. In its continuing reorganization efforts, the University is closely scrutinizing all units to achieve improved interdisciplinary integration and cost savings. For example, the Colleges of Continuing Education and Community Services and Summer Session were consolidated in 1998 to form the Outreach College, and the Journalism Department and the Communications Department became the School of Communications within the College of Social Sciences.

At present, the ten colleges are:

- Arts and Humanities
- Business Administration
- Engineering
- Education
- Health Sciences and Social Welfare
- Languages, Linguistics, and Literature
- Natural Sciences
- Social Sciences
- Outreach
- Tropical Agriculture and Human Resources

The nine independent units:

- School of Architecture

- *Hawaiinuiakea* School of Hawaiian Knowledge
- School of Pacific and Asian Studies
- William S. Richardson School of Law
- John A. Burns School of Medicine
- School of Nursing and Dental Hygiene
- School of Ocean and Earth Science and Technology
- School of Social Work
- School of Travel Industry Management

All academic units operate within the framework of the University's administrative and fiscal policies. They have the autonomy to plan the intellectual content of their respective curricula and degree programs, and select their faculties and students. Within these guidelines, each unit determines its need for and requests additional faculty and staff positions, and each unit proposes new courses and modifications to existing courses. New tenure-track faculty appointments and new certificate and degree programs must receive final approval from the University of Hawaii Board of Regents.

5.1.2 College and Department Administration

In the past three years the executive level administration has been in transition. As we mentioned earlier in this presentation, the current Chancellor, Virginia Hinshaw, was hired in 2007. She has moved swiftly, with input from faculty, to restore leadership on campus. Chancellor Hinshaw is currently engaged in a campus-wide planning process to restructure the overarching Colleges of Arts and Sciences, and plans to form a search committee for a new Dean. In the past few years, the Department has also been studying the feasibility of becoming a College or a School by joining with other units to create an entity that could enhance cross-disciplinary research. Other units have also been considering such arrangements and there has been discussion across disciplines. The Department will continue to engage in this process and LIS will report on the impact in future Biennial Narrative Reports.

Former College of Natural Sciences Dean Charles Hayes retired in 2007 and Interim Dean Alan Teramura was appointed in 2008. It should be noted that Dr. Teramura was the Dean who approved the ICS/LIS merger in 1997 and welcomed LIS as part of the College. The Dean participates in weekly meetings of the Manoa Executive Team convened by Chancellor Hinshaw. Dr. Michael Peters is the Associate Dean.

Information and Computer Sciences (ICS) is one of seven departments that comprise the College of Natural Sciences. The other departments are Chemistry, Mathematics, Physics, Botany, Microbiology, and Zoology. In addition, the Biology Program is jointly supported by the three life sciences departments. The ICS Department is chaired by Dr. Martha Crosby. It offers BS and BA degrees in Information and Computer Sciences.

The LIS Program is one of three graduate programs within ICS; the others are the MS in Information and Computer Sciences, and a PhD in Computer Science. The ICS Graduate Chair manages the CS master's and doctoral degree programs. ICS and LIS also participate in an interdisciplinary doctoral

program in Communication and Information Sciences (CIS) that includes the School of Communications and the Information Technology Management Department on campus. The CIS Chair rotates every three years among the four programs.

As LIS Chair, Dr. Andrew Wertheimer reports directly to ICS Chair Crosby, who, in turn, reports to Interim Dean Teramura. Crosby represents the Department and Wertheimer represents LIS at Department and Program Chairs meetings conducted by Interim Dean Teramura. Both the Department and the Program have autonomy over internal allocation of funds, curricular policies and content, teaching schedules, and degree requirements.

a. Selection and promotion of faculty

Faculty appointments are recommended by the ICS Department. The Dean of the College approves the positions, prepares offer letters, and initiates the hiring process. All ICS faculty participate in and contribute to new position descriptions and selection of candidates. Committees for tenure of LIS faculty consist of all tenured LIS faculty, in addition to some CS faculty to constitute a committee of five. Similarly, promotion committees for LIS faculty consist of all senior LIS faculty, in addition to some CS faculty to constitute a committee of five. Tenure and promotion criteria follow standards for LIS faculty. All promotion and tenure applications are reviewed by the ICS Personnel Committee, which makes recommendations to the Dean of the College. These recommendations are then forwarded to the Vice Chancellor for Academic Affairs, who assigns them to the appropriate Tenure, Promotion, and Review Committee (TPRC). The Faculty chapter provides more details. More information is also available at the UH Tenure, Promotion Contract Renewal site (http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal).

b. Selection of students

The Program Chair recommends students for admission based upon faculty recommendations, as well as both the Program's established criteria and those of the Graduate Division. The Director of Graduate Admissions oversees the receipt and processing of applications for graduate admission. The Students chapter provides more details. Description of the role of the Graduate Division at the University is available on their website (<http://www.hawaii.edu/graduate/organization/html/admin.htm>).

5.1.3 LIS Program Administration

When longtime Dean and Professor Miles Jackson retired in 1996, Dr. Larry Osborne was appointed Acting Dean, then Interim Dean, from 1996 to 1997. With the merger of the School and the ICS Department in 1997, he was designated Library and Information Science Program Chair. Osborne kept the program running smoothly and morale high throughout his tenure, in the face of continued financial restrictions and uncertainty.

Although some fiscal and personnel functions are shared by Department staff, the LIS Program continues to operate within the formal framework of the sole nationally accredited professional LIS program in the state and the Pacific Islands. LIS faculty size and staffing levels have increased since

the merger, yet remain small compared to the size of the necessary administrative work. This requires faculty to shoulder much of the administrative load in addition to their teaching and research.

Given the heavy demands of the Chair's position, the LIS tenure track faculty agreed to share the responsibilities of this position on a two-year cycle starting in 1998. A rotational cycle is common practice on this campus. In this way, each Chair would be directly involved in preparing the Biennial Narrative Report and the ALISE Statistical Report, being the public face of the Program to its constituents, and being advisor, arbiter, and advocate for students. This arrangement has allowed each LIS Chair to become acquainted with the workings of the University, College, Department, and Program, making it easier to proceed with planning and implementing strategic initiatives and to cooperate with various units.

In 1998 Dr. Violet Harada assumed the Chair's post, followed by Dr. Peter Jacso in 2000, Dr. Diane Nahl in 2002, Dr. Rebecca Knuth in 2004, Dr. Nahl again in 2006, and Dr. Andrew Wertheimer in 2007. All of the LIS chairs have a management style that emphasizes participative and collaborative working relationships. Currently, Wertheimer is assisted by LIS Associate Chair Harada in the areas of: (1) working with COA Presentation Chair Jacso to facilitate work on the presentation; (2) handling student appeals as needed; (3) coordinating work on new student recruitment; and (4) assisting the Chair with additional administrative responsibilities that he deems appropriate. The LIS Chair involves the ICS Department Chair and Associate Chair, the LIS Advisory Committee, the LIS Alumni Group, and LIS student groups in working with the LIS faculty to shape the Program's strategic goals and to unite forces in accomplishing them.

In our 2008 Strategic Plan (refer to Appendix 1-F, Standard 4, Objective D), we will be exploring a new LIS administrative structure that includes the increased sharing of administrative duties among the faculty, moving to the model of a more permanent Chair, and the formalizing of committees for student affairs, personnel, and research.

As the current Program Chair, Wertheimer works closely with Department Chair Crosby on all academic, personnel, and fiscal matters. Dr. Crosby has been ICS Chair since 2005 and was on the original taskforce that recommended the merger with ICS. Even before the official merger of the two programs in 1997, she participated in LIS faculty meetings and planning retreats in her role as Associate ICS Chair. She continues to demonstrate genuine commitment to the LIS Program, and continuously seeks new opportunities to bring ICS and LIS faculty members and students together in academic, research, and service pursuits. Since the merger, previous ICS Chair Dr. Stephen Itoga and Crosby have worked with the LIS Chairs to forge partnerships between ICS and LIS faculty and students.

At the Department level, the LIS Chair's responsibilities include:

- Representing the LIS Program on the national level to ALISE and ALA
- Producing the ALA Biennial Report and annual ALISE Statistical Report
- Communicating and coordinating with various libraries and professional organizations on the state level, including the Hawaii Library Association (HLA), the Hawaii Association of

School Librarians (HASL), and several other library, museum, archive and preservation organizations, and the UH LIS Alumni Group

- Reporting at monthly ICS department meetings
- Participating on Departmental personnel committees, writing position descriptions
- Planning and running monthly LIS faculty meetings and annual strategic planning retreats
- Planning and co-chairing the semi-annual LIS Advisory Board meetings
- Writing LIS policy documents
- Recruiting and managing LIS admissions
- Managing LIS scholarship and award committees
- Communicating and coordinating with various LIS student groups as well as assisting with the election of the Graduate Student Organization (GSO) Representative
- 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

(See Appendix 5-A for a detailed description of the LIS Chair responsibilities.)

At the University level, the LIS Chair's responsibilities include:

- Admitting students to the Program
- Approving students for graduation
- Producing university program review documents
- Serving as a member of the Communication and Information Sciences (CIS) Executive Board
- Serving on the UH Manoa Council of Chairs and the College of Natural Sciences Department and Program Chairs Council
- Communicating with the Dean of the Graduate Division and the Dean of Student Services on student matters
- Ensuring the three-year appointment every nine years of an LIS professor as Chair of the CIS doctoral program

5.1.4 Financial Support

UH departmental fiscal matters are managed by the Department Chair in consultation with the Dean and fiscal officer of the College of Natural Sciences. The UH colleges determine the department budgets, and the departments divide resources internally. The College determines and provides a departmental budget of approximately \$100,000 (excluding salaries), which is supplemented by grant overhead that is also allocated by the Dean. Funds from other sources are managed and allocated by the Department Chair. The College manages salaries and provides new staff and faculty positions to the Department.

In the past few years, the ICS Department has received from the State Legislature a special annual budget allotment of \$1 million to expand its staff, faculty, infrastructure, and curricula to better meet

the needs in the state for graduates knowledgeable in technology. LIS has received approximately 40% of these special funds to support its program. For example, two LIS/ICS crossover faculty positions and two LIS faculty positions were created using these funds. Currently, fulltime LIS faculty constitute over 30% (n=8) of ICS fulltime faculty (n=27).

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. The Department currently provides approximately 20% of its allocation to LIS through shared infrastructure (classroom and office space, labs, equipment, utilities, telecommunications, photocopying, postage, printing, contractual services), supplies, student help, and support staff (Secretary, Office Assistant, Administrative and Fiscal Support Specialist, Assistant Faculty Specialist, and IT Specialist).

The Program has additional funds from tuition revenue through courses that are offered via Outreach College (OC). Adjunct salaries are paid from tuition; OC takes a percentage for administrative costs, and the balance remains in the LIS account to be used to hire student help, purchase equipment and specialized supplies, fund faculty travel to the neighbor islands to teach and advise students, and provide travel funds to the ALISE conference for the LIS Chair. The Program also uses a Program Enrichment fund in its UH Foundation account to pay for incidental expenses, e.g., meals and supplies for meetings. More specific academic and administrative financial information is available on site.

Through continued support from the ICS Department, the LIS Program has managed to provide an adequate level of service during the difficult period after the 2004 flood destroyed all of our facilities and resources. The Department, College, and the University funded the reconstruction of offices and resources, and provided working and teaching space to the LIS students, faculty, and administration, enabling the Program to restart within 48 hours of the devastation.

The table below reflects the Program’s total annual expenditures from 2000 to 2007 including the special funds received for research recovery after the 2004 flood.

Table 5.1 LIS Program Expenditures, 2001-2007

Fiscal year	Funding Sources				TOTAL
	Department	Outreach College	UH Foundation LIS Program Enrichment	Flood Recovery for Research	
2001-02	596,346.11	47,806.90	1,735.42		645,888.43
2002-03	566,206.60	111,516.48	3,291.21		681,014.29
2003-04	655,060.45	66,230.70	2,815.36		724,106.51
2004-05	714,312.70	76,976.90	3,374.25		794,663.85
2005-06	908,784.21	74,976.77	2,577.92	73,609.06	1,059,947.96
2006-07	1,071,805.90	88,719.56	3,239.88	113,658.04	1,277,423.38

5.2 Institutional Representation and Intellectual Environment

Standard 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.*

5.2.1 Representation on Advising or Policy-Making Bodies

The Department and the Program are well integrated within campus governance levels. Dr. Crosby also co-chairs the campus-wide Council of Chairs, and the LIS Program Chair attends those meetings. The ICS Department Associate Chair, Dr. David Chin, has been Chair of the UH Manoa Faculty Senate Executive Committee (SEC) and Dr. Crosby is a newly elected member of this committee. In addition, Chin attends the Manoa Executive Team meetings with Interim Dean Teramura and is therefore abreast of, and participates in, planning at the executive level.

Dr. Violet Harada (LIS) and Dr. Nancy Reed (ICS) serve on the Graduate Council, which meets monthly and advises Graduate Dean Peter Garrod on matters related to graduate education. The council also reviews existing graduate programs and proposals for new graduate programs. Presence on this body has benefited the Department's graduate programs; ICS and LIS program reviews can be explained in person in sufficient detail, and this body conducts policy-making and decision-making regarding graduate education at UH. The Graduate Council website can be found at (<http://www.hawaii.edu/graduate/organization/html/council.htm>).

The Council on Academic Policy and Procedures (CAPP) within the Faculty Senate is broader in scope than the Graduate Council, and Dr. Rebecca Knuth (LIS), Dr. Kim Binsted (ICS), and Dr. Curtis Ikehara (ICS) have been members of this governance body. Other ICS faculty are also represented in the Faculty Senate on the Committee on Administration and Budget (CAB), Committee on Faculty Service (CFS), and the Committee on Athletics (CA). Presence in these committees benefits the Department and the Program through greater awareness and understanding of our needs and aims within the context of the entire University community. More information on the Manoa Faculty Senate can be found at their website (<http://www.hawaii.edu/uhmfs>).

LIS faculty have also served on various Manoa master's and doctoral student committees; campus program review committees; Tenure, Promotion, Review Committees; the Academic Advisory, Academic Procedures and Transferring Network Committees; and the committee to revise the University's mission statement, among others. Appendix 3-Z summarizes faculty service on various Manoa, UH System, and external committees.

In addition, LIS students run for election to become Graduate Student Organization (GSO) Representative for the LIS Program. LIS GSO Representatives have served regularly on the GSO executive board, and several LIS students have received GSO funding for conference travel. The current GSO President, Marc LePape, is an LIS and ICS graduate.

5.2.2 Enhancement of Intellectual Environment

The Program enhances the intellectual environment for its students through participation in various campus bodies, dual master's degree programs, internships, joint presentations, student involvement in campus wide scholarly events, and cooperative agreements with the UH Libraries.

a. Interdisciplinary doctoral program

Cooperation with other academic units includes the interdisciplinary PhD program in Communication and Information Sciences, which is a collaborative effort among the LIS Program, the School of Communications, the Department of Information and Computer Sciences, and the Department of Information Technology Management. The CIS doctoral program is currently chaired by Dr. Dan Suthers, who is a member of the ICS faculty. In 2010 the CIS Chair position rotates to LIS for three years. CIS students often take LIS courses, creating a stimulating intellectual environment for LIS graduate students, who also work on project teams with doctoral students.

b. Dual degree programs

The LIS Program cooperates with other units through six dual degree programs:

- MS/MLISc, Information and Computer Sciences
- MA/MLISc, Asian Studies
- MA/MLISc, American Studies
- MA/MLISc, History
- MA/MLISc, Pacific Islands Studies
- JD/MLISc, Law

For greater detail, see the LIS information page on dual degrees (available at <http://www.hawaii.edu/lis/program.php?page=dual>).

c. Cross-listed courses

In addition, the Program cross-lists two courses with other departments. LIS 686 Information Literacy and Learning Resources, is cross-listed with the Educational Technology Department and Curriculum Studies Department in the College of Education. LIS 705 Asian Research Materials and Methods, is cross-listed with Asian Studies in the School of Pacific and Asian Studies, and with History in the College of Arts and Humanities.

d. Partnerships with UH Libraries

An exceptionally close partnership exists between the UH Libraries and the LIS Program. The Interim University Librarian, Paula Mochida, is a member of the LIS Advisory Board. 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. LIS faculty are involved in joint research projects and developing grant proposals

with library staff members. UH librarians are frequent guest lecturers and adjunct instructors. For example, Gwen Sinclair, Government Documents Librarian, teaches the government documents unit in LIS 601 Introduction to Reference and Information Services, and Dr. Karen Peacock, Curator of the Pacific Islands Collection, is adjunct faculty for LIS 688 Pacific Islands Information Resources. Lynn Davis, Head of Preservation, has taught courses on preservation management and on conservation of library materials, and hires and trains many LIS interns in modern preservation practice. Dr. Rebecca Knuth serves on the Hamilton Library Flood Reconstruction Committee, and Dr. Diane Nahl serves on the UH Libraries Information Literacy Committee that develops system-wide online research instruction for UH libraries.

LIS students frequently participate in events, presentations, and workshops organized by the University Libraries, variously serving as assistants, presenters, and attendees. For example, in 2005 when Hamilton Library hosted a joint international conference with a Pacific emphasis on digital libraries, e-atlases, and related projects (co-hosted by the Pacific Rim Digital Library Alliance [PRDLA], Electronic Cultural Atlas [ECAI], and Pacific Neighborhood Council [PNC]), LIS students helped facilitate services provided to conference organizers and attendees from a variety of countries. UH librarians know that they can depend on LIS students to take care of the needs of organizers and participants, so they frequently request student participation and send announcements of upcoming events to LIS students and faculty.

e. Field experience

In response to student, alumni, and employer surveys, and as a result of discussions regarding the ALA Core Competencies, the LIS Program has increasingly emphasized the importance of field experience. Through the LIS 690 Internship Program and the LIS 696 Practicum in Librarianship, students are placed in libraries for a term and supervised by professional librarians and archivists as they work on professional level projects and services. In their reports, students agree that these on-site experiences are most valuable in developing skills and confidence in professional settings with highly qualified mentors.

As the number of students taking internships rose, the LIS Program decided to create a new position, in part to coordinate the internships. In 2007, we hired Dr. Noriko Asato, who had experience in internship administration. Under her leadership, the faculty revised the requirements and policies, and Asato instituted site visits. She also conducted a survey of internship providers, which is leading to further changes to improve this key learning experience. More details on internships and practicum assignments can be found in the Curriculum chapter.

5.3 LIS Chair Promotes a Stimulating Intellectual Environment

Standard 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.

5.3.1 Chair of the LIS Program

The LIS Chair is the executive officer of the LIS Program who reports to the Department Chair, Dr. Martha Crosby. They both attend the monthly department and program chairs meetings held by Interim Dean Alan Teramura of the College of Natural Sciences.

The current LIS Chair is Dr. Andrew Wertheimer, who assumed the Chair position in August 2007. Since he joined UH in 2003 as the second LIS post-merger hire, Dr. Wertheimer has consistently demonstrated leadership in a variety of areas. He immediately assumed the faculty advisor role for the ALA-SC, revitalizing the group and subsequently leading it to win Honorable Mention the first year, and Chapter of the Year two years later. He also established a successful Job and Internship Fair, coordinated recruiting activities for out-of-state library systems, revitalized the student archive group, and established closer ties to the archive community as President of the Association of Hawaii Archivists. He came to UH after serving in administrative roles in several research university libraries. He is active in ALA through chairing the Library History Roundtable and other units, and was recently appointed to Loriene Roy's Presidential Oral History Initiative.

Dr. Wertheimer's scholarship has been recognized abroad with translations of his work into Italian and Japanese, and by appointments to the editorial boards of *Lifelong Education and Librarianship* (Japan) and *Library History* (UK). He was accepted for membership in the Japan Society for LIS Research, and was included in a PBS documentary in his research area as a historical advisor and specialist.

On campus, he ably served as LIS Curriculum and Professional Development Committee Chair for several years and represented LIS on the ICS Curriculum and Professional Development Committee. He has encouraged and initiated a variety of events that have stimulated the intellectual environment of the Program, including attracting international speakers by establishing ties with three Japanese universities. Dr. Wertheimer's breadth of preparation is evident in the number of courses he is able to teach, which include three core courses and several electives. His experience as a library manager serves him well in teaching the management course, as well as in dealing with a wide variety of administrative aspects of the Program, including creating policies. His management class was in the library building when the flood occurred, and his students praised him for his calm determination in assuring that everyone escaped unharmed.

5.3.2 Activities to Support Socialization into the Profession

Beginning with the orientation for incoming students, and continuing throughout their degree program, students are encouraged to join and participate in various student chapters and local chapters of professional organizations. In both the 2002-2007 Graduating Student Surveys (Appendix 2-A) and the 2006 Alumni Survey (Appendix 2-B), involvement with student

organizations was rated highly on a six-point rating scale (5.15, 5.03), as was involvement with professional associations (5.25, 5.24).

Students have many opportunities to engage in the activities these groups organize, which have included panel discussions with professionals, tours of collections and libraries, presentations at conferences, peer instruction in web design and presentation skills, and social events such as viewing art films and visiting museums. They also organize a range of activities including conferences, fundraisers such as book sales and online auctions, service projects, and special events such as the New Student Orientation and the graduation dinner. The faculty present LIS Professional Awards at graduation each term to students who demonstrate leadership in the various organizations.

Most recently, students in the Special Libraries Association Student Chapter (SLA-SC) and the American Society for Information Science and Technology Student Chapter (ASIS&T-SC) jointly hosted a Mini-Conference Poster Session held in Sinclair Library in Spring 2008. Students prepared and displayed over 20 posters of their research, which were juried by UH librarians and local library leaders as well as LIS and CS faculty. Two winning posters were selected and the winners were announced in time for the Department's anniversary event. Such activities allow students to showcase their achievements before members of the professional community.

Socialization is also encouraged through informal networking, such as ALA-SC gatherings at HLA, ALA, and SLA conferences, and Beta Phi Mu-ALA-SC joint mixers. Students are invited to join the LIS Web Team, which creates and maintains the LIS Program website and teaches web design skills. LIS students design and maintain the websites for each of the student groups. Students are also required to create an e-Portfolio that features their accomplishments in the Program and demonstrates their information design abilities. More information on these associations can be found in the Students chapter (Section 4.5.3) and at the LIS Student Organizations webpage (available at <http://www.hawaii.edu/lis/organizations.php?page=organizations>).

Importantly, LIS students participate in ICS and LIS faculty meetings, committee meetings, and strategic planning retreats. Student involvement at the Program and Departmental levels helps to prepare them for administrative communication and decision-making in their careers. The students represent their organizations and provide input on issues and policies. Student views are welcomed and incorporated into Program policies and structure. For example, LIS students on the Curriculum and Professional Development Committee participated in redesigning the LIS course evaluations. When graduating students expressed in the exit survey a desire to have a technology credit requirement and to make the collection management course required, the Program made these changes based on student input.

5.4 Support for Decision-Making, Evaluation, and Tracking Results

Standard 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.

5.4.1 Administrative Staff

Providing a quality work environment requires effective management and delivery of operational services. Since 2000, the Department has added an Administrative and Fiscal Support Specialist and an Assistant Faculty Specialist. As a result, the LIS Program currently receives administrative support from five full-time ICS staff members: the Department Secretary, Administrative and Fiscal Support Specialist, Assistant Faculty Specialist, Information Technology Specialist, and an Office Assistant. In addition, LIS has two student employees. Two additional student employees from the LIS Program have participated in all the meetings related to the accreditation and offered valuable support in preparing this Program Presentation.

The Secretary handles personnel matters; the Administrative and Fiscal Support Specialist assists with hiring student help, leaves, travel, and purchasing; and the Assistant Faculty Specialist collaborates with the Program on recruitment and management of student population and enrollment statistics. The IT Specialist oversees all operations dealing with the computer labs, teaching workstations, and faculty computers, including planning for, bidding and purchasing, installing, maintaining, and troubleshooting new equipment. The Office Assistant manages a variety of LIS tasks including admissions, inquiries, scheduling appointments with the Chair and classroom use, purchasing, and recordkeeping. The result is an efficient division of labor regarding personnel and budget functions, and shared responsibilities in the areas of student admissions and support for instructional needs. While the current level of support is a marked improvement since 2000, both Department and Program administration continue to need more staff support, given the copious and expanding demands of the Chairs' jobs (as detailed in Appendix 5-A).

5.4.2 LIS Faculty Governance

The Program's management is based on a collegial model of governance. While Dr. Wertheimer and Dr. Harada coordinate strategic planning and handle daily administrative matters, faculty assist in all major decision-making and implementation responsibilities through monthly faculty meetings, regular planning meetings, and through active involvement in LIS and ICS standing committees. LIS students are represented in all of the LIS committees except for personnel and student affairs that deal with confidential information. Additional ad hoc committees are created as needed. All faculty members share responsibility for chairing and serving on the following committees:

- **Curriculum and Professional Development:** This LIS Program committee guides and monitors affairs related to curriculum. The committee receives and reviews proposals for new courses, and for modification to and deletion of courses. It also recommends changes to degree requirements. A faculty committee member also sits on the ICS Curriculum and Professional Development Committee and facilitates approval of LIS course proposals at the Department and College levels. This committee currently handles professional development activities because it involves providing workshops and other instructional events for professionals.

- **Student Affairs:** This LIS Program committee assists the LIS Chair in reviewing admissions and scholarship applications, monitoring student academic problems, establishing policy, and determining courses of action for misconduct.
- **Personnel:** Departmental committees handle all personnel matters related to appointments, promotions, and tenure of faculty. LIS faculty serve on personnel committees to review faculty for contract renewal, tenure and promotion, and hire LIS faculty, CS faculty, and staff positions.
- **Infrastructure:** This departmental committee focuses on maintenance of the computer laboratories and other equipment, furnishings, and policies related to use of the labs. The committee also recommends equipment and software for purchase. An LIS faculty member serves on the ICS Infrastructure Committee and facilitates LIS requests for equipment and support.
- **Distance Learning:** This departmental committee guides and monitors distance course offerings, examines distance learning modalities, and studies, recommends, and acquires support technologies through the Infrastructure Committee. An LIS faculty member serves on the ICS Distance Learning Committee and facilitates LIS requests for equipment and support.

5.4.3 Tracking Progress on Strategic Goals

The Program participates in annual department planning meetings and holds annual LIS planning retreats to review strategic goals, accomplishments, and limitations, and to create new plans. Continuous evaluation of procedures and discussion of results leads to evidence-based decisions and improvements.

Although nearly all of the strategic goals and objectives can be related to administration, within the main strategic goals of the 2007-2011 Strategic Plan (Appendix 1-E) the following strategic goals and objectives have been identified as major administrative objectives:

Strategic Goal 1: Providing a curriculum that meets the evolving demands of the job market for library and information science professionals.

Objective A: Maintain a continuous review and implementation process for systematic curriculum renewal and enhancement.

This objective originated in 2000, with the review process managed by the Curriculum and Professional Development Committee, and faculty presenting or proposing courses. Since 2001, the review process has been continuous, and the curriculum has evolved in response to the needs of the profession. As part of the review, the LIS Chair created and maintains a four-year projected course schedule to ensure a systematic offering of courses (Appendix 2-J). In this process, the Chair regularly seeks input from the LIS Advisory Board, faculty, and students on the curriculum and presents it to the Curriculum and Professional Development Committee, which considers the

recommendations in proposing actions on course content, requirements, additions, deletions, and modifications. Formal input from students generally comes from the Graduating Student Surveys (Appendix 2-A) and from the Alumni Surveys (Appendix 2-B).

Strategic Goal 1: Providing a curriculum that meets the evolving demands of the job market for library and information science professionals.

Objective E: Expand partnerships with UH system units and community organizations.

This objective is longstanding because it is important to seek new partnerships to expand the LIS Program's services and offerings. Since 2000, professional participation in internships has increased significantly, including a dramatic rise in the number of librarians willing to supervise and eager to work with LIS interns in academic, public, and special libraries. More information on the LIS 690 Internships can be found in the Curriculum chapter (Section 2.4.7) as well as the Internships information webpage (available at <http://www.hawaii.edu/lis/courses.php?page=internships>). The Program offers workshops and sponsors events for professionals (advertisements and other workshop materials are available on site) and the Chair consults the LIS Advisory Board regarding topics and instructors. Other partnerships have been forged with the College of Education through adding a cross-listed course. The Hawaii Library Association's mentoring website pairs LIS students with professionals, and professional organizations served by the ALA-SC through their bi-annual service projects.

Strategic Goal 2: Serving the needs of a diverse student population.

Objective B: Review and improve modes of offering the MLISc degree via distributed learning.

This objective existed prior to 2000 because the Program was an early adopter of HITS, the interactive video course delivery system. In 2001, the Program also designed and offered two courses in asynchronous mode, and participated in professional development workshops on WebCT courseware. In recent years, the Program added two additional HITS courses to the four already being offered, bringing the total HITS courses to six per year. In 2003, two hybrid courses were designed and offered partly over HITS and partly online in asynchronous mode. Since 2004, faculty have incorporated different technologies to deliver hybrid courses, such as the use of Skype and other online conferencing tools.

Strategic Goal 3: Furthering faculty excellence in teaching, research, and service.

Objective E: Hire new faculty to support program goals and student needs.

Hiring replacement faculty and gaining salary equity for current LIS full-time faculty have been important objectives. After the merger, the Dean of the College of Natural Sciences approved recruitment for one position, and LIS faculty were also able to apply to the Dean for merit adjustments. All who applied received salary increments. In addition, starting salaries were raised and research funds offered to new hires, making the positions more attractive for top candidates. A total of four LIS faculty have been hired in the past five years, including two people in cross-over teaching positions that further the ICS/LIS integration.

Strategic Goal 3 Furthering faculty excellence in teaching, research, and service.

Objective G: All LIS faculty obtain tenure or promotion.

In 2000 there was one assistant professor, four associate professors, and no full professors. Currently there are four full professors and four assistant professors. Two of the new hires since 2000 are full-time LIS faculty, one of which was a replacement. The other two are crossover faculty who teach half-time in the LIS Program and who combine CS, CIS, and LIS students in their courses. The full-time faculty have instituted a mentoring process for junior faculty, in order to assist them with the tenure and promotion process. The Department Chair and Associate Chair also mentor ICS junior faculty and manage contract renewal, tenure, and promotions procedures. This process has resulted in the granting of all tenure and promotion applications.

Strategic Goal 5: Respond to flood-driven imperatives and create anew LIS facilities, instructional and research resources and services.

This goal has experienced a spiraling evolution since 2001, when the Program relocated to Sinclair Library during complete renovations to LIS facilities in the ground floor of Hamilton Library. After settling in the beautifully renovated facilities for less than two years, the 2004 flood occurred, and new objectives were created for planning and implementing the recovery process. In 2005, the objectives focused on the reconstruction of the ground floor in conjunction with the Library's Ground Floor Task Force. In 2006, objectives targeted working with the Library's Furniture Committee, preparing bids and orders for furniture and equipment and a variety of other planning actions involving the Department's IT Specialist. 2007 objectives focused on planning the move back to Hamilton Library, which is tentatively projected for November 2009. (For greater details on changes, see the chapter on Physical Resources and Facilities.)

5.5 Continuing Financial Support

Standard 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 Department has provided adequate support to the LIS Program in resources and supplies, space, staff, student help, management of computer labs, equipment, and faculty positions. College and Departmental support have steadily increased in the past six years. Since the last accreditation, four new LIS faculty have been hired, a 63% increase. Over the past seven years, the Department has received a special supplemental annual \$1 million allocation to enhance its programs. The four new LIS tenure-track faculty positions were created with these funds. The Department Chair is proactive with upper-level administration, advocating for the LIS Program, forwarding requests in a timely manner, and achieving results for the Department, including new faculty and staff positions for all of its programs.

Access to technology is a critical component of a quality learning and research environment. As a result of the merger, LIS students and faculty have access to cutting edge computer facilities available in the POST building and in Bilger 319, the dedicated classroom-lab that ICS made available after the flood. The Bilger 319 lab is upgraded by ICS systems staff every semester. It has wireless access and is open to students on a daily schedule before and after classes. Given the need to maintain laboratories at current levels of technology usage, and to support faculty efforts to design courses using increased instructional technology, the Department continues to press for additional financial support in this area.

As mentioned in greater detail in the chapter on Physical Resources and Facilities, the reconstructed facility in Hamilton Library will provide upgraded space and access to technology, clearly demonstrating the commitment of UH to library and information science education.

5.6 Compensation and Retention of Faculty

Standard 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 and benefits for beginning LIS faculty are excellent, including a competitive salary, generous benefits, a moving allowance, a start-up fund, access to funds for travel to conferences, and access to subsidized faculty housing (though in some cases the housing list may be too long). UH faculty recently received a 33% union raise allocated over six years. The last year of the current contract is 2008-09 when the final increase of 11% is due. The faculty union, the University of Hawaii Professional Association (UHPA), has already opened negotiations for a new contract. For details on salaries and compensation, consult the UHPA website (available at <http://www.uhpa.org/uhpabor-contract>). Information on professional expense allowances can be found under Article VIII of the Faculty Agreement (Appendix 3-K).

Faculty may also apply to the Dean of the College of Natural Sciences for Special Salary Adjustment increases based on merit, equity, and retention. Four LIS faculty received advances in the past six years.

The LIS Chair is compensated according to rank and tenure status. According to the most recent available statistics on comparative salaries (ALISE, 2004), the current Chair's salary falls close to the median:

An analysis of the 10 deans and directors receiving their salaries on an academic year basis shows a range of \$55,836 to \$110,000. The mean for these deans and directors was \$79,834 (median \$78,130). All of the reported academic year salaries were in US schools.

(based on the ALISE Statistical Report 2004: Faculty by Timothy Sineath, available at <http://ils.unc.edu/ALISE/2004/Faculty/Faculty.htm>)

In Spring 2008, the faculty voted to use Outreach College funds to pay the LIS Chair or designate an additional month's salary to compensate for the additional two months of work not covered by the regular teaching contract.

5.7 Institutional Funds for Student Scholarship and Faculty Research

***Standard 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 have access to institutional funding for small grants and travel to conferences for professional development and to present research. Junior faculty receive preference in support of their progress toward tenure; however, senior LIS faculty also receive funding from the University Research Council (URC), as well as from grants and other sources. Appendix 3-O summarizes the availability of funding from the URC.

[note: the URC website is undergoing development and their links are subject to change]

- University Research Council (faculty research and travel grants): URC Travel Application <http://www.hawaii.edu/urc/>
- Guidelines: http://www.hawaii.edu/urc/pdf/factravel_g.pdf
- URC Research Relations Application Guidelines: http://www.hawaii.edu/urc/pdf/resrel_g.pdf
- URC Special Fund for Innovative Scholarship and Creative Work Application Guidelines: http://www.hawaii.edu/urc/pdf/special_g.pdf
- URC Endowment for the Humanities Summer Research Program Guidelines: http://www.hawaii.edu/urc/pdf/uheh_g.pdf

Sabbatical leaves with pay are granted at seven-year intervals by the Dean of the College of Natural Sciences. Since the last accreditation, all tenured LIS faculty have received paid sabbatical leaves. One tenured faculty member also taught for the University of Hawaii in the Semester Abroad Program in Europe.

The LIS Program website provides information on student financial aid (<http://www.hawaii.edu/lis/students.php?page=finaid>) and scholarships (<http://www.hawaii.edu/lis/students.php?page=scholarships>), and the LIS Chair announces opportunities for funding throughout the year. The faculty strongly encourage students to apply, and also write letters of recommendation for students seeking aid and awards. More information on availability of funding for students is available from the following websites:

- Graduate Division Tuition and Fees: <http://www.hawaii.edu/graduate/financial/html/tuition.htm>
- Graduate Division Achievement Scholarships: <http://www.hawaii.edu/graduate/financial/html/awards.htm>

- Graduate Division Assistantships:
<http://www.hawaii.edu/graduate/financial/html/assistantships.htm>
- Graduate Division Fellowships:
<http://www.hawaii.edu/graduate/financial/html/fellowships.htm>
- Graduate Student Organization Funding FAQ:
http://gso.hawaii.edu/html/modules.php?name=FAQ&myfaq=yes&id_cat=4&categories=Grants
- Graduate Student Organization Grant Application Forms:
<http://gso.hawaii.edu/html/gsoinfo.php?name=grants>

5.8 Continuous Strategic Planning and Evaluation

Standard 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.*

5.8.1 A Culture of Continuous Planning and Evaluation

The Program engages in a variety of planning and evaluation activities on a continuous basis. The monthly LIS faculty meetings and annual strategic planning retreats address administrative and fiscal policies with regular input from the ICS Department Chair, who attends all meetings and provides information on existing and new policies at the departmental and college levels. LIS students from the student chapters of professional organizations and service groups are represented at faculty meetings and retreats, as well as on committees. The students provide input from their groups as well as from the entire student body to assist the faculty in evaluating policies and procedures.

For example, students mentioned in exit surveys that they wanted Collection Management to be a required core course. The Program Chair put the question to the student body and found that there was wide support for the additional requirement. Faculty studied the implications of the addition and then voted to add LIS 615 Collection Management to the core, effective Fall 2007. Another example: at a faculty meeting students who took a poll requested the lab be equipped with USB ports in front rather than behind the computers to avoid moving machines and disturbing cable connections, and to make it easier for students to save their work to memory sticks. The ICS Chair recommended submitting the request to the Infrastructure Committee for approval. The LIS Infrastructure representative did so, the request was approved, and the machines in the Bilger Lab were upgraded with front access USB ports.

At monthly faculty meetings, faculty and students discuss impacts of policy changes, progress on strategic planning action items, and new needs arising from input. Committees work on action items and focused planning meetings are added as needed. At annual strategic planning retreats, time is spent examining the five-year LIS strategic plan to (1) review the Program's strategic goals in light of the institution's strategic goals and those of the ICS Department, (2) examine the needs of

libraries in the state and nationally, (3) assess data gathered and progress made on action items, and (4) add new objectives and action items as appropriate. Biannual consultation with the LIS Advisory Board, and regular surveys of students, alumni, and employers provide feedback on these efforts and fresh input to be considered in planning and evaluation. This continuous cycle of evaluation ensures that the Program remains current with institutional policies and goals, and responsive to the needs of the student body and of the profession.

LIS faculty participate in all Department planning events to support departmental goals and provide expertise from the Program. For example, inspired by the planning culture of the LIS Program, the ICS Department now holds annual planning meetings. The December 2007 ICS Faculty Planning Session devoted a portion to a discussion of common research interests among CS and LIS faculty, and resulted in an action item to create a spreadsheet of research areas and faculty to facilitate research collaboration. More recently, the Department has created a webpage on the ICS site with faculty research links.

The LIS Program has had a supportive alumni association throughout its history, and holds annual events to celebrate its alumni and to stay in contact with professionals, many of whom employ LIS students and graduates, supervise LIS interns and practicum students, and mentor LIS students. The Department held its first alumni gathering in 40 years in March 2008, where LIS and ICS faculty participated in a poster session showcasing innovative research, community partnerships, and advances in courses. Faculty also invited students to be their guests, so that alumni could meet students as well as faculty and experience the vitality of all of the members of the Department.

5.8.2 Graduating Students and Alumni Provide Feedback

Each term, graduating students complete an exit survey evaluating various aspects of their degree program, and every five years, alumni and employers receive surveys evaluating the impact of the Program. The 2002-2007 Graduating Student Surveys (Appendix 2-A) and the 2006 Alumni Survey (Appendix 2-B) gave high ratings to the overall quality of the LIS Program along six dimensions (on a six-point scale from 1 = strongly disagree to 6 = strongly agree). The questions include, how would you rate the LIS Program's (1) intellectually challenging curriculum (students 5.09, alumni 5.21); (2) integration of technology and new media into courses (4.98, 4.97); (3) integration of theory and research with opportunities for field practice (4.95, 5.02), (4) study in a multicultural setting (5.35, 5.35); (5) rapport among students (5.5, 5.51); and (6) I would recommend the LIS Program to another interested person (5.49, 5.61).

Survey results are discussed in planning meetings, and decisions are made to respond to particular issues. For example, in their surveys graduating students and alumni regularly mentioned that they wanted a technology requirement to address the pressing need for graduates to be knowledgeable in the applications of technology. In response, faculty voted to establish a requirement of six credits from an approved list of technology-intensive courses. The list of courses is regularly revisited to add new courses that may count toward this requirement. Subsequent surveys will show the impact of this policy on student satisfaction with the program.

5.8.3 Employers Provide Feedback on Workplace Status and Needs

A 2007 survey of library employers hiring UH LIS graduates showed that those graduating in the past five years have a median salary of \$50,000 (see Appendix 2-C). Employers reported graduates' full-time salaries ranging from entry level (\$38,000) to management level (\$71,000), and included school library media specialists with seniority in the Department of Education. Salaries for beginning professional librarians averaged \$42,000, slightly above the national mean.

In the survey, employers identified contributions made to their organizations by LIS graduates. The seven most mentioned professional skills and competencies, in order of frequency:

- Handling management and administrative responsibilities
- Teaching user workshops
- Designing and implementing programs and instruction for users
- Providing staff training
- Participating in strategic planning
- Serving on or chairing administrative committees
- Contributing to designing and maintaining websites

These seven professional competencies require a comprehensive combination of management, instructional, and technical abilities. When asked about general skills and competencies, employers agreed that LIS graduates performed best in the following six areas (4.6 or higher on a 5-point scale), in rank order:

- Work well in multicultural settings
- Exhibit high ethical standards
- Provide customer-oriented services
- Handle and adapt to change
- Use new information technologies effectively
- Demonstrate effective oral and written communication skills

These results show that the MLISc degree prepares new librarians to respond to real-world needs of libraries, as graduates demonstrate that on the job they are flexible, good communicators, culturally sensitive, user-centered, ethical, and technologically adept. On ten other competencies listed in the survey, employers rated LIS graduates 4.3 or higher (on a five-point scale), demonstrating a high degree of satisfaction with the multifaceted values, abilities, and skills of UH LIS graduates. Of 15 specific ICT skills listed in the survey, employers said the following were most frequently needed on the job:

- Use of presentation software
- Website evaluation
- Database management
- Web design and HTML
- Experience with outcomes assessment
- Scanning
- Creation of online tutorials

Nine other technical skills were also mentioned by some employers, including skills needed for videoconferencing, courseware, statistics software, metadata, programming languages, streaming video, usability studies, and designing interactive exhibits. Demand for these nine skills is expected to increase as libraries offer greater access to digital collections and integrate Library 2.0 applications to encourage user participation. The Program will continue to engage in discussions with professionals about evolving needs for ICT skills.

Employers also indicated that they value letters of reference from faculty most in the hiring process, although GPA and course selection were also important. This outcome demonstrates that employers, some of whom are UH graduates, trust and respect the evaluations of LIS faculty. In open-ended comments, employers gave positive feedback on their interaction with the Program and the quality of its graduates, supporting their ratings with details, for example:

“Staff is very helpful and prompt with help when I have questions, and I feel they genuinely care about providing learning experiences.”

“As a public library, we value highly your graduates’ customer service orientation and flexibility in accepting changing service needs.”

“In my experience, UH LIS graduates have impressive skills especially regarding technology issues, very up to date with useful skills.”

“Excellent instruction orientation was evident.”

At the same time, employers commented on some essential traits they would add to the next survey, such as:

“Strives for professional excellence”

“Actively promotes the values and principles of the profession”

“Protects the privacy rights of clients”

“Seeks out challenges and capitalizes on new opportunities“

“Celebrates achievements of self and others“

“Passion and commitment to student achievement“

“Leadership skills“

“Handle conflict“

“Teamwork“

The faculty and students will continue to address these results in consultation with the LIS Advisory Board, as part of the visioning process begun at the recent annual planning meeting.

5.9 Conclusion

The LIS Program maintains its integrity and autonomy within the ICS Department and welcomes new opportunities for teaching, research, and service that blend information and computer sciences. We acknowledge the Department's understanding of, and appreciation for, the uniqueness of the Program, and the Department's consistent support in terms of staffing, facilities, and technical assistance. As we have documented elsewhere in this presentation, the Department's concern and generosity were never more evident than in the days following the 2004 flood.

To continually grow our Program we strive to connect our vision, mission, and goals to those of our parent institution. We recognize and leverage the power of participative leadership by inviting valued contributions from various stakeholders in our professional *ohana* ("family"). We believe that building the Program's agenda for the future requires careful planning, based on systematic analysis of evidence, and a continuous and respectful dialogue among faculty, students, and constituent stakeholder groups.

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CHAPTER 6: PHYSICAL RESOURCES AND FACILITIES

6.0 Overview

Prior to the 2004 flood, one of the Program's best features was a spacious, newly renovated facility located on the ground floor of Hamilton Library. The classrooms, laboratories, and the research and open study areas provided a functional and attractive learning environment for classes, practice sessions, individual study, and group work, as well as for seminars, special programs, and social and educational events. Student-to-student and student-to-professor communication was facilitated by contiguous office, administrative, instructional, and social spaces.

The flash flood inundated the ground floor of Hamilton Library with eight feet of water and mud. The damage done to seven buildings on campus was so serious that a federal emergency was declared. Luckily, no students, faculty, or staff were injured during the event, but the LIS Program facilities and resources were completely destroyed. Resource losses (furniture, computers, etc.) alone were estimated at half a million dollars. Despite the sudden and catastrophic loss, the LIS Program *ohana* (students, faculty, and staff from both the LIS Program and ICS Department) rallied together to rebound quickly from the disaster. Thanks to this great cooperative effort, LIS Program courses continued in temporary classrooms, and not a single class session was missed.

Since the flood, the LIS Program has been housed in classrooms and offices normally occupied by ICS students and faculty. Our ICS colleagues rearranged their space to accommodate faculty and staff offices, and to provide meeting spaces and computing facilities for all to use. Bilger 319 functions not only as a classroom, but also as a gathering place for student meetings and as an open study area. Student groups like Hui Dui provide snacks and drinks in the LIS Diner, and we have been able to improve these facilities in response to student and faculty needs. We are pleased to have been able to make the best of this temporary situation, but we look forward to returning to our home in Hamilton Library. We added a new goal to our post-flood strategic plans—"Respond to flood-driven imperatives and create anew LIS facilities, instructional and research resources and services"—and we continue to work toward the completion of our rebuilt space.

Recreating the sense of community and place that students, faculty, and staff enjoyed in the previous facility has been our primary design goal. The space has been redesigned with a focus on student needs, and the information and instructional technology has been upgraded. Money was encumbered through the Federal Emergency Management Agency (FEMA) and the state legislature, new floor plans generated, and resources purchased or placed on delayed delivery bids for which funds have been encumbered. Groundbreaking to put in utility lines has begun, and work is progressing, although delays have occurred due to unforeseen geological and engineering issues. The flood in 2004 occurred when the moat around Hamilton Library filled up and water burst through the doors and windows of the ground floor. The UH Facilities Management Office contracted architects and civil engineers, who have developed and are implementing a plan to prevent future flooding in Hamilton Library's ground floor. They have turned the moat into office spaces, beefed up existing drains, and put in new by-pass and overflow drains as well as several

water underpasses between adjacent buildings and under the library's loading dock. Windows have been taken out and a low wall constructed around the Maile Way side of the building.

The LIS Program receives frequent updates on the progress of the renovation, enabling LIS to plan the move and allowing the expanding ICS Department to plan for the release of the space we currently occupy. The estimated month for completion and reoccupation of the facility is November 2009.

The flood of 2004 continues to affect everything the LIS Program does to this day, and nowhere is this more apparent than in our physical facilities. However, we have been able to turn that negative into a positive. In the early days after the flood, there was an ad-hoc group of students and faculty who met to discuss the issue. As a result of those discussions, it became possible to envision and design a new learning environment, and to plan an even better space to support the current and future endeavors of the LIS Program.

6.1 Access to Physical Resources and Facilities

Standard VI.1 *A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.*

Since the flood, the LIS Program has used ICS Department and University facilities and resources, primarily a large classroom (Bilger 319) designated for the exclusive use of the LIS Program. It is equipped with appropriate instructional technology, including computers, a projector, a printer, and a cataloging laboratory. LIS classes have also been held in ICS computer labs in the Pacific Ocean Science and Technology (POST) building and in other classrooms assigned by the University. The faculty offices and the main LIS administrative office are also in POST, and oral exams, seminars, and faculty meetings are held in the POST conference room.

Pre-flood access to instructional resources in the University's libraries, to University-wide provisions for information technology, and to distance learning systems has continued at the same high level. This supports our curriculum and serves a dispersed student population in our island state.

During the period under review, and in the near future, the LIS Program will have had three distinct facilities, which are summarized here:

Facilities up to October 2004 included: 2 classrooms, conjoined study areas, 4 administrative offices, 12 faculty offices, 3 computer labs, 1 seminar room, 3 storage areas, a student organization office, and a dining lounge. This facility, in the ground floor of Hamilton Library, had just been renovated in 2002.

Interim Facilities (October 2004 - present) include: 1 large classroom with small adjoining computer laboratory, two administrative offices, eight faculty offices, and access to POST conference room and computer laboratories/classrooms and university classrooms. HITS classes are delivered as before, in campus studios.

Post November 2009 Facilities will include: 2 classrooms, 1 combined technology classroom/laboratory, 11 faculty offices, 3 administrative offices, an IT lab, a research lab, a conference room, 3 storage rooms, a server room, a copier room, a student organizations room, an eating area, and a large meeting/study area with a cataloging laboratory. The square footage exceeds that of the previous space. (see Appendix 6-A for a floor plan of the facilities).

As the following sections detail, both before and after the flood, though to differing degrees, the Program's facilities and physical resources have been sufficient to accomplish its mission, goals, and objectives.

6.2 Description of the Physical Facilities

***Standard 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.*

6.2.1 Interim Facilities

Bilger 319 is a classroom that comfortably accommodates up to 32 people, with tables and chairs that can be rearranged for diverse learning activities. It is well-lit, air conditioned, equipped with electrical outlets for all instructional technology, and contains a computer, digital projector, and DVD/video projector. It has ten computers for student use, one instructional computer, a printer, and a telephone. It is used for classroom instruction, new student orientations, workshops, brown bag presentations, and student meetings. It holds multiple volumes of LCSH and Dewey schedules, as well as other LIS reference works. Bilger 319 also houses the LIS Program Lending Library, a student-run collection of textbooks and course materials available for checkout. Bilger 319 is often the site of special programs sponsored by student organizations, who also maintain snacks for sale in the "refreshment corner." Finally, Bilger 319 also serves as a computer lab and open study area during non-teaching hours.

The faculty have eight offices on the third floor of the POST building. Each faculty member has a desk, computer, printer, filing cabinet, and bookshelves.

POST 302, a seminar room located next to the LIS administrative office, accommodates up to 20 people. It is used for faculty meetings, oral exams, and scholarship and job interviews. It is equipped for online, video and phone conference systems.

POST 303A and its anteroom comprise the main administrative office. The LIS offices have three computer workstations and tables, six filing cabinets, a credenza, a storage cabinet, two telephone lines, a fax machine, a large printer, and a photocopier. The LIS Chair's office is close by, around the corner in room 303G.

POST 318 and POST 319 function as both computer labs and classrooms, holding up to 100 people combined. Students have access to the computers there through an ICS login granted every semester.

Both Bilger and POST have wireless Internet access via UH networks. Hardware and software specifications for the computers in Bilger and POST are provided in Appendix 6-B. In both the Graduating Student Surveys 2002-2007 (Appendix 2-A) and the Alumni Survey 2006 (Appendix 2-B), students expressed satisfaction with classroom facilities and equipment (4.83 and 5.07), proximity and availability of library resources (5.02 and 5.35), and proximity and availability of computer resources (4.81 and 5.22) on a 1 to 6 scale.

6.2.2 Post November 2009 Facilities

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. The administrative office was placed closer to the point of entry and designed with personnel and storage needs in mind. The architects helped to ensure that everything met ADA standards. Bulletin and white boards, screens, lockers, and some cabinets were written into the construction bid. Construction began in Fall 2007 and the completion date is expected to be November 2009. The furniture was selected on the basis of functionality, durability, maintenance, and aesthetics. We placed a delayed delivery bid for over \$100,000 worth of furniture that has been finalized by the Procurement Office. Computer equipment and software were purchased with the assistance and advice of the ICS Information Technology Specialist, and instructional technology was purchased on the advice of the Center for Instructional Support (CIS), which will do the installation.

- The lecture classroom will seat 32 at tables, and has an instructor workstation, overhead projector, automatic screen, whiteboards, a computer, a VCR/DVD player, a document camera, and an equipment rack.
- The seminar classroom will have moveable tables with 14 chairs, an instructor workstation, projector, screen, whiteboards, a computer, and a VCR/DVD player.
- The technology classroom will have lecture tables/chairs capable of seating 24, and tables and chairs on wheels to seat 20 students at computers. It includes an instructor workstation, overhead projector, automatic screen, whiteboards, a computer, a VCR/DVD player, and an equipment rack.
- The conference room will seat ten people around a table. Projected use is for faculty meetings, oral exams, and scholarship and job interviews.
- A research laboratory will be set up for use by professors. It will have seating for nine participants, a faculty workstation and three computer stations.

- An IT lab will have six computers, printing and resources for web publishing and multimedia creation and management.

The pre-flood spacious central commons area has been preserved and improved. The open study area will provide a functional and attractive learning environment, and space and facilities for a wide range of activities. Furnished with six tables, informal groupings of furniture, a couch and easy chairs, and computer workstations, the space will be conducive to independent study, small group discussions, team projects, meetings of student organizations, and informal conversations among students, faculty, and staff.

The commons is designed to support instruction, communication, and community. Opening onto it are the lecture and seminar classrooms, the student organization office, the kitchen and student lounge, the hallway to lockers, and the IT lab. At one end is an open cataloging laboratory with three computer workstations on which cataloging software will be installed, and bookshelves holding multiple volumes of LCSH and Dewey schedules. Bookshelves will also hold reference works and course material such as in -press articles and special journal issues for individual courses. Display shelves will present the latest professional newsletters. Bulletin boards with news, job announcements, and photos of students and faculty will be located in several places in the study area. Student lockers and mailboxes will be in a contiguous hallway.

The kitchen and student lounge, an integral part of the Program's facility, is adjacent to the commons. It is sure to be heavily used by LIS students, faculty, and staff. The kitchen will have a microwave and a refrigerator, will be stocked with snacks that can be purchased, and will be maintained by student volunteers from Hui Dui, the LIS student organization. The lounge 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.

Administrative offices will be grouped together, adjacent to the LIS Chair's office. There will be two storage/filing rooms, a copier room, three workstations in a large central office, and an adjacent student administrative assistant's office. The main LIS administrative office will have three desks, tables, 20 filing cabinets, a credenza, several storage cabinets, three telephones, a fax machine, three computers, a large printer, and a photocopier.

6.3 Instructional and Research Resources

Standard 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, particularly the Asia-Pacific special collections and up-to-date information technology, 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.

Interim resources are described below. As of November 2009, we will retain most of these resources and even expand them, as described earlier in this chapter. Funds available from the flood recovery will fund enhancements.

6.3.1 Facilities and Resources at the Program Level

a. Computing facilities and resources

At the Program level, our primary computing and information technology facilities are located in Bilger 319, where most of the classes are held and which includes a small adjoining computer lab. The LIS Program has an active voice in the ICS Department Infrastructure Committee and is able to make periodic improvements to the Bilger facilities in support of specific requests presented by faculty, instructors, and students. For example, the student computers and the digital projector were recently replaced.

Bilger instructional technology includes a digital projector, DVD/VCR, an Elmo document camera, and a networked laser printer. Bilger has an instructor workstation and ten student workstations (Dell Optiplex GX240 with 2 GB RAM and 80 GB storage) running Windows. All the computers have Windows XP and standard software such as Microsoft Office suite, web publishing, web browsers, multimedia editors, plug-ins, and drivers. Internet access is provided by a local area network, as well as UH and LIS wireless networks. Software updates are periodically done; computer security is rigorously provided and monitored by ICS and UH staff, including authentication, firewalls, mail filtering, and virus detection. The room is monitored by security cameras, the doors are code-locked, and there is an alarm system. Bilger 319 is open from 8am to 9pm weekdays, and from 9am to 5pm during the weekends.

Computer equipment in the faculty and staff offices was upgraded in 2006 (Optiplex GX620 Pentium D, 2 GB RAM, 80 GB storage, a flat screen monitor). Each LIS faculty member has a computer and laser printer; the staff office has three computers and a large printer. Appendix 6-B presents more detailed hardware and software specifications.

b. Online resources

Other unique online technology resources available to the LIS Program 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. For the creation of digital libraries, students have access to specialized systems for multimedia digital library creation and management such as ContentDM and Greenstone. Open Source library information and automation systems are introduced in class (e.g., Koha, Evergreen, NewGenLib); commercial software is made available from demo or beta versions and from OPAC producers (e.g., INMAGIC, Mandarin, Follett).

The LIS Program also has special arrangements with the largest online database aggregators (Dialog, ProQuest, CSA, Ebsco, The GaleGroup [now Cengage], OCLC, and Ovid) as well as with H.W. Wilson and Scholastic (as content providers) for educational use of their databases by students. We have a very large number of databases available free of charge for our students in the courses LIS 663 Basic Online Searching, LIS 667 Advanced Online Searching, LIS 671 Digital Librarianship, and LIS 675 Content Evaluation of Databases. These are databases which are not available through the UH System Libraries or the Hawaii State Public Library System, but are highly useful for demonstration and comparison purposes in the training of future information professionals.

Since the last accreditation, we have converted from a mixed CD-ROM/online environment to purely online access, so students can use these resources remotely via a special user-id and password. Many of these services are available permanently, while some require only minor administrative steps for renewal each semester. Only a few are available through special arrangements as the need arises, such as some of the databases hosted by Ovid and Ebsco for the LIS 667 Advanced Online Searching course.

The number of databases varies widely from three (the Grolier encyclopedia series from Scholastic), to half a dozen (from H.W. Wilson), to well over a dozen (from OCLC, the GaleGroup, Ebsco, ProQuest, CSA, and Ovid), to nearly 500 (from Dialog). Some additional databases are available only for the instructor for review purposes, such as the citation-enhanced Scopus service, the 1945-2008 edition of Web of Science system, Ulrich's Periodicals Directory, the complete Digital Archive of the Emerald collection of LIS and business journals of MCB University Press, and the IAC subset of the GaleGroup databases.

There are also occasionally special arrangements made to access some software services, such as *360* from Serials Solutions, or *MetaFind* to demonstrate novel services that go beyond those offered through the Hawaii State Public Library System or the University of Hawaii System Libraries.

6.3.2 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 (POST 318, POST 319). Collectively, the two labs have 74 workstations (Dell Intel Core 2 Duo with 4 GB RAM and 250 GB storage) with 19" flat panels running Windows XP. Each lab has 1 HI Power projector. In addition to standard software and Microsoft Office 2007, the workstations have a variety of programming, web publishing, and multimedia software, including Adobe Creative Suite, Roxio Easy Media Creator Platinum, and Macromedia Studio. Also, three high-definition digital camcorders and accessories were purchased by the ICS Department in 2008. These are used by students in the ICS 691 Digital Video Analysis and Creation course, a new course that meets the LIS technology requirement and is taken by LIS students. The equipment is also available for students to use for other classes and projects.

A local area network connects the equipment in POST; the building also has wireless access via UH networks. The ICS Department maintains a data center, file transfer protocol (FTP) server, and web servers to support departmental file sharing, web publishing, and group collaboration.

LIS faculty, staff and students can access the ICS computer labs when no class is being held. A help office staffed with an IT specialist, a technician, and four ICS student assistants is open at least six hours per day. Appendix 6-C presents ICS services and staff qualifications.

6.3.3 Facilities and Resources at the University Level

At the campus level, LIS benefits from facilities and services provided by Information Technology Services (ITS), the Office of Faculty Development and Academic Support (OFDAS), and the University libraries.

a. Information Technology Services (ITS)

ITS reports 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; public computing laboratories; and a variety of related services and support. More information about the role of ITS can be found at their website (<http://www.hawaii.edu/its/about.html>)

Distributed Learning and User Services (DLUS), a division of ITS, provides central leadership and guidance in the following two main areas:

- The user services and web support area includes a systemwide help desk (information available at <http://www.hawaii.edu/its/about/helpdesk.html>), site licenses (information available at <http://www.hawaii.edu/sitelic>), and web development support, in addition to running the public student computer labs (information available at <http://www.hawaii.edu/itslabs>) on the UH Manoa campus. LIS faculty, students and staff have access to the ITS computer facilities in Keller Hall and 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 collaborative learning systems such as WebCT and the Open Source Laulima (based on Sakai). The UH System is one of the leading partners in Sakai and other open source educational initiatives. We should note that the UH WebCT license expired at the end of summer 2008. Faculty can no longer use WebCT as an online course management system. Thus, training sessions have been held to support faculty transitioning their WebCT courses to Laulima.

Technology to support telecommunication-assisted instruction includes interactive television (HITS), cable, Internet-based delivery, teleconferencing, video conferencing, and e-mail lists. DLUS

also runs the TALENT program (Teaching and Learning with Electronic Networked Technology), providing faculty with instructional sessions and resources.

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.

b. Office of Faculty Development and Academic Support (OFDAS)

OFDAS reports to the UH Manoa Vice Chancellor for Academic Affairs. It has three programs aimed at faculty support:

The Center for Teaching Excellence (CTE) (<http://www.cte.hawaii.edu>). 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) (<http://www.fmp.hawaii.edu>). FMP focuses on professional development related to successful renewal, promotion, and tenure for UH Manoa faculty. Their facilities and resources include a very complete 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) (<http://www.cis.hawaii.edu>). 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 nine 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. They are connected to the Campus Television System.

c. University library resources

The University of Hawaii at Manoa Libraries serve as resources both for the Manoa 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. Estimated LIS-specific expenditures by Hamilton Library are available on site.

Collections are housed in three buildings on campus (Hamilton Library, Sinclair Library, Jefferson Hall) and one off-campus building (Dole Cannery in downtown Honolulu). Hamilton Library, with a total of 304,265 square feet of space, houses the research collections in the humanities, social sciences, science, and technology; the area focus collections for Asia, Hawaii, 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 113 North American university research library members of the Association of Research Libraries, the UH Manoa Library is ranked 87th in strength based on factors such as collection size, current serial subscriptions, staffing, and budget.

While LIS students and faculty work closely with most UH librarians, one specific librarian is directly responsible for LIS materials in Hamilton Library. Susan Johnson, a doctoral candidate in the CIS Program, is the liaison to the LIS Program. 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. Johnson also created an online “Library & Information Science Subject Guide” (available at <http://library.manoa.hawaii.edu/research/subjects/lis.html>).

The Library has made the licensing of digital content a priority, 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*, *INSPEC*, *Journal Citation Reports*, *NovelList*, and the ISI citation indexes in *Web of Science*. Over 200 current LIS periodicals are available digitally, and access to e-books through large aggregators, such as ebrary and netLibrary, has greatly increased the immediate availability of LIS resources to students on the neighbor islands. The full list of periodicals can be found at: (<http://zu7lq2cc9q.search.serialssolutions.com/?V=1.0&L=ZU7LQ2CC9Q&N=100&S=SC&C=SO0136>).

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 inter-library 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, all of which have been replaced.

6.3.4 Distributed Learning

UH offers several facilities to provide a quality distributed learning environment. The LIS Program's distance education program utilizes the Hawaii Interactive Television System (HITS) to deliver courses to remote sites in the state. HITS is managed by Distributed Learning and User Services (DLUS), a division of Information Technology Services (ITS). HITS rides on the UHNET, a wide area IP network linking the seven campuses and seven education centers of the University of Hawaii system (information available at <http://www.hawaii.edu/dl/location>).

The Program currently offers approximately 30% of its courses through HITS over a four-year cycle; at least two courses are available through this medium each fall and spring semester. Beginning in summer 2004, the Program started offering two additional HITS courses in consecutive six-week sessions. The LIS Program offers a full explanation of its distance education opportunities on the website (available at <http://www.hawaii.edu/lis/program.php?page=distance>).

LIS also has access to several online collaboration and learning environments, such as WebCT, Laulima, and disCourse. Laulima is the UH implementation of Sakai, an Open Source product, which replaced WebCT starting August 2008. Laulima includes functionalities to support online teaching, such as managing course roster, content, scheduling, bulletin boards, discussion, quizzes, and grading (<http://laulima.hawaii.edu>). Another system, disCourse, was developed at the UH ICS Laboratory for Interactive Learning Technologies (LILT) and supports project-based online courses (<http://discourse.ics.hawaii.edu>).

Some LIS neighbor island students are also joining UH Manoa courses using synchronous phone and online meeting technologies, such as Skype (<http://www.skype.com>).

ICS is considering Elluminate Live! and Halawai web conferencing systems, which would complement existing distance learning modalities. Elluminate Live! provides a virtual classroom over the Internet through the use of two-way audio, video, text messaging, and a shared, interactive whiteboard. The College of Education maintains the UH license, and UH departments can rent seats for each semester and summer term (<http://www.hawaii.edu/coe/departments/outreach/ElluminateLiveClassrooms.shtml>). Halawai ("meeting" in Hawaiian) is managed by a service based on Adobe Connect (previously Macromedia Breeze) (<http://www.hawaii.edu/halawai>).

6.3.5 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 Audio-Visual Center in Sinclair Library. The Wong A-V Center in Sinclair Library has films, videocassettes, videodiscs, compact discs,

audiocassettes, phonodiscs, filmstrips, and kits, among others. Special effort is being made to create a comprehensive collection of audiovisual materials on Hawaii and the Pacific Islands. The Center for Instructional Support provides color printing of transparencies, slides, and other instructional media for faculty.

Increasingly, people are no longer passive consumers of information, but also active creators. To ground future professionals in both halves of this dual relationship with information, the ICS Department has invested in the Roxio Easy Media Creator Platinum suite, and has purchased three digital camcorders and accessories. LIS students have access to this media production hardware and software in two ICS computer labs, both for structured coursework and extracurricular activities. As an example, LIS students have used this equipment in a digital video analysis and creation course, and some of the videos may be used in a separate digital library creation course. The LIS Program has virtual spaces in iTunesU (<http://www.hawaii.edu/itunesu/>) and ScholarSpace (the UH institutional repository, available at <http://scholarspace.manoa.hawaii.edu/>) for audio files related to coursework or guest presentations.

6.3.6 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 unlocked and open from 7:30 am to 11:00 pm on days that the building is open 24 hours. On other days, the study rooms are open from building opening until closing. The group study rooms in the main part of the library are rooms 202-208. Study rooms on the second floor of the Hamilton Addition are rooms A252, A253, and A254.

In addition, as mentioned in section 6.3.1, the classroom in Bilger is available during non-teaching hours for student study, group work, and research use.

6.4 Support Services and Resources

Standard 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.*

Previous sections included descriptions of support services and of the staff providing the services. This section gives more detail about these support services and resources. Number and qualification of the staff is summarized in Appendix 6-C.

6.4.1 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 Manoa General Education 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. Many 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. LIS students use the libraries as a study space, especially after service hours were extended to 24/5. The library also has computer labs and printers, which are available for expanded hours. The University Librarian is a member of the LIS Program's Advisory Board, and has participated in strategic planning and fundraising for the library and LIS Program.

Hours of library service vary by buildings and specific services, and are posted on the library website (<http://library.manoa.hawaii.edu/about/hours.html>).

6.4.2 Other Campus Support Facilities and Services

At the University level, the KOKUA Program provides services to disabled students. 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).

6.5 Planning and Evaluation of Facilities

Standard 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 are conducted yearly, and course evaluations each semester. Respondents to both Graduating Student (Appendix 2-A) and Alumni Surveys (Appendix 2-B) were satisfied with the classroom facilities and equipment, proximity, and availability of library and computing resources. All of the average ratings were between 4.81 and 5.35 on a scale of 1 to 6.

Our faculty is involved with facilities evaluation through participation in committees and policymaking groups at various levels of UH:

University level: One LIS faculty member was elected to the Manoa Faculty Senate, and sits on the Committee on Academic Planning and Policy. Another faculty member sits on the Advisory Board

for Hamilton Library, the past and future site of the LIS Program, and representation on this planning body is particularly advantageous. As listed below, the LIS Program has had a representative on every University and Hamilton Library committee charged with flood recovery.

Departmental level: There is an LIS representative on the ICS Infrastructure Committee. LIS faculty members attend monthly ICS departmental planning meetings, where the Infrastructure Committee reports to the faculty as a whole, and departmental resources are discussed. LIS and ICS faculty members join together in departmental retreats to set goals, prioritize needs, allocate current resources, and respond to opportunities and strategic initiatives that arise.

LIS Planning: The LIS faculty 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. A core strategic goal of the LIS Program is to provide a quality learning and research environment for students and faculty. This goal has four objectives, three of which address physical facilities and resources:

- Evaluate the effective use of the facility and instructional resources for present and future needs,
- Improve student access (physical and intellectual) to information technologies, and
- Improve technology resources for teaching and research.

We review progress on the above objectives and adjust priorities as part of our strategic planning work. After the flood in 2004, the need to reconstitute all resources and redesign and reconstruct our facility led to the addition of a new goal, with three objectives directly relevant to facilities (refer to LIS Program Strategic Plan 2000-2006 [available on site]; Standard 5):

Strategic Goal 5: Respond to flood-driven imperatives and create anew LIS facilities, instructional and research resources and services.

Objective B: Create new facilities for administration, instruction, and research;

Objective C: Reconstitute instructional and research materials; and

Objective D: Provide computer and telecommunication technology for research, instruction, and other information-related activities of students and faculty.

Achieving these post-flood goals and objectives has required an enormous amount of extra work, which has been coordinated by Dr. Rebecca Knuth, who was Program Chair when the flood occurred. She attended three years of meetings and worked on facilities and reconstruction in five phases. A great deal of energy was invested in intensive cross planning with the Ground Floor planning committees and personnel from affected departments at Hamilton. Information was constantly supplied to, and solicited from, LIS faculty and students. Ad hoc meetings of faculty and students turned the negative (flood) into a positive (the refashioning of the learning environment to

facilitate excellence). As mentioned above, goals regarding planning for the new facilities were written into the Strategic Plan. Intra-institutional planning involved five phases:

Phase 1. (October 2004 - February 2005): We recovered the few things that were recoverable. Dr. Knuth set up offices and the temporary classroom, and ordered necessary supplies and equipment. She worked with faculty to construct lists of losses, made a spreadsheet of losses and estimated replacement costs, and submitted insurance reports. She was in regular communication with FEMA, consulted with John Awakuni, fiscal officer at Hamilton Library, on getting funds encumbered, and planned with ICS Chair Stephen Itoga and Natural Sciences Dean Charles Hayes to secure temporary funding. LIS faculty, staff, and students held an LIS Space Redesign visioning meeting. Students made excellent suggestions, including that the commons area should be a focal point for all student activities social and instructional, and their suggestions were incorporated into tentative plans for the space. The floor plan was modified and the diner, lockers, and small classroom were moved adjacent to the commons area.

Phase 2. (January 2005 - May 2005): On the Library Recovery Task Force (Ground Floor Committee) Dr. Knuth worked with Hamilton Library Staff and facilities to look at all options, in terms of either returning to the Ground Floor or relocating. The Committee conducted surveys and met with all displaced staff and other stakeholders. Public visioning meetings were held and input collected. In the end, the only feasible option in terms of resources was to return to the ground floor of Hamilton, and that was what the Committee recommended.

Phase 3. (May 2005 - July 2005): The Vice Chancellor for Academic Affairs, Neal Smatresk, put together an all-campus committee, which included the LIS Chair. It met for approximately three months and ended up endorsing reconstruction of the Ground Floor Committee's basic recommendations, but with redistribution of space and improved floor plans.

Phase 4. (July 2005 - January 2006): Another Hamilton Library/LIS Committee was convened: the Ground Floor Design Team. Dr. Knuth remained the LIS representative. The Committee was tasked with the placement of Hamilton departments and the LIS area, negotiating relative square footage, and related issues. The Committee worked with Group 70 architects and again collected information from those who would reoccupy the area. This was an extremely lengthy process; finally three possible conceptual plans emerged, and then one that everyone could agree on. LIS retained its location within the building, and even gained a little space.

Phase 5. (Approximately February 2006 - September 2007)

Dr. Knuth continued as the LIS representative even after she stepped down as LIS Chair in May 2006. She worked with the new architect after reorganizing the space based on function, and grouping the student-oriented rooms together off the Information Commons, as suggested by students. She continued working with the architect as the design was modified.

Seeking faculty input, she listed all furniture and equipment to be purchased, figured out appropriate dimensions, and then drew, cut and pasted forms onto the floor plan. She worked with the architect, Hamilton Library staff, and UH Facilities on electrical outlets, data jacks, lighting,

bulletin boards, clocks, lockers, security, and other details. She met with Steve Pickering of Hamilton Library and approved final blueprints in August 2007.

For one month during this period, Dr. Knuth met, on an almost weekly basis, with the Furniture Committee (Hamilton Library staff charged with purchasing furniture). However, except for a few joint orders (chairs), it was more expedient to order separately. She used Library and Educational catalogs to write up specifications and a formal bid with delayed delivery. This was sent to UH Procurement in January 2007, put out to bid, and was contracted in September 2007. She worked with the Center for Instructional Services on classroom technology, and that was put out for bid in July and August of 2007. She also worked with the ICS Information Technology Specialist to order computers.

In the next year, time and effort will go into setting up our redesigned environment, and making modifications as necessary and enhancements where desirable. The good news is that, ironically, the flood resulted in encumbered funds for the replacement of equipment and resources that will allow us to upgrade our LIS Program computers and instructional technology. We have made delayed delivery arrangements so that all computers will be new and up-to-date, as will the instructional technology. LIS faculty will continue their efforts to provide students with leading edge library automation, cataloging, and reference applications crucial to the demands of an ever-changing job market. We plan to spend part of the sums donated as a result of the flood (approximately \$20,000) for enhanced software and technology options, as well as for information and equipment security measures.

6.6 Conclusion

Our merger with ICS has made expanded and sophisticated facilities available to LIS students, which has been especially critical in the post-flood period. We will continue to encourage students to use ICS facilities such as the Technical Services Lab and the POST Computer Labs, as well as campus information technology resources. When we move into our redesigned space, students will be able to take advantage of facilities that were designed with their input, with the primary goal of enhancing their learning and access to information technologies.

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CHAPTER 7: TOWARD THE FUTURE

7.1 Defining Our Destiny

This year marks the 43rd anniversary of the LIS Program and the 10th anniversary of the merger with the Department of Information and Computer Sciences. As we have celebrated these milestones in confluence with the accreditation process, it has been an especially opportune time to reflect on our past achievements and our current and future challenges. In addition to our cyclic process of defining, implementing, and refining our strategic goals and objectives, it is a natural point at which to re-envision the future of the LIS Program.

The LIS Program's process for defining its future began with vision crafting. In the spring of 2008, a special Strategic Planning Forum was held, called "Honoring our Past, Defining our Destiny." During the one-day event, LIS faculty and students, along with LIS leaders in the state (including members of the LIS Advisory Board, the ICS Department, the UH Library System, the Hawaii Association of School Libraries, the Hawaii Department of Education, and the Hawaii State Public Library System), reflected on the Program's achievements of the past decade and looked to the future in light of changes in the field, in technology, and in the needs of employers and users. We focused on the kinds of knowledge, skills, and values that are needed in today's libraries and information settings. In a spirit of renewal, the twenty-one people brainstormed directions and priorities for the next decade in small groups and plenary discussions, and generated a master list of ideas. The sessions culminated in an exercise in which each participant indicated his or her priorities for the Program's future from a list the groups had generated.

This session provided a crucial first step in the process of shaping a strategic plan for the next five years. It became clear that there was consensus among faculty and internal and external stakeholders about intensifying our efforts in these areas:

- Delivering a quality learning, research, and professional environment that offers opportunities for students to assume leadership roles, provide service, acquire job-related skills, and prepare for meeting the challenges of the digital age workplace;
- Establishing and growing partnerships within the University and beyond in terms of recruiting, providing scholarships for, and educating an increasingly diverse body of graduate students;
- Encouraging high standards of integrity and conduct for students and faculty in professional and personal conduct, written work, and use of digital information resources and means of communication;
- Promoting faculty excellence in teaching, research, and service, as befits a premier research institution; and extending the Asia-Pacific regional emphasis in teaching, research, and service.

A task force of LIS faculty and students summarized the priorities and other feedback from the Strategic Planning Forum and created a draft version of a new five-year strategic plan. This was refined in two rounds of Strategic Plan Assessment and Revision Meetings in March and April. The plan was then disseminated for student and stakeholder input before finalization. The final version is available as Appendix 1-F: LIS Program Strategic Plan 2008-2012.

In short, visioning and fashioning a coherent and far-reaching plan has been a shared process. Faculty, students, and departmental and community stakeholders have contributed time and energy to the goal of keeping the Program vital and responsive. Details about the strategic planning process are summarized in the following table.

Table 7.1 Process of LIS Strategic Planning for 2008

Feb. 18	2008	LIS Strategic Planning Forum. Representatives from stakeholder constituencies met to 1) reflect on achievements of past decade and 2) brainstorm directions and priorities for the next five years. Stakeholders included LIS faculty, ICS faculty representatives (including the chair), LIS student representatives, Hawaii LIS leaders (including alumni). Facilitator: Violet Harada
February	2008	Task Force. LIS task force comprised of six LIS faculty and students summarized the data from the Strategic Planning Forum and organized the data into a draft of the 2008 Strategic Plan. Task force members: Peter Jacso, Rich Gazan, Andrew Wertheimer, Caitlin Nelson, Kalekona Kingsbury, Violet Harada
March 16	2008	Strategic Plan Development: First Round. LIS faculty and student representatives met to examine the draft prepared by the LIS task force and recommend changes. Facilitators: Peter Jacso, Violet Harada
March	2008	Task Force. LIS task force comprised of three LIS faculty revised the 2008 Strategic Plan based on March 16 recommendations. Task force members: Peter Jacso, Andrew Wertheimer, Violet Harada
April 4	2008	Strategic Plan Development: Second Round. LIS faculty and student representatives examined the revised 2008 Strategic Plan and recommended further changes. Facilitator: Violet Harada
April	2008	Task Force. LIS task force comprised of three LIS faculty revised the 2008 Strategic Plan as needed. Task force members: Peter Jacso, Andrew Wertheimer, Violet Harada
April 18	2008	Strategic Plan: Input from Stakeholders. 2008 Strategic Plan was disseminated for student input and also additional faculty feedback. Plan was mailed to participants of the Strategic Planning Forum for input. Deadline for input: May 9. Coordinator: Violet Harada
May	2008	Task Force. LIS task force comprised of three LIS faculty revised the 2008 Strategic Plan as needed. Task force members: Peter Jacso, Andrew Wertheimer, Violet Harada
August	2008	Final Strategic Plan Presented to Stakeholders. Plan was shared with LIS faculty and student representatives. Plan was presented to LIS Advisory Board and posted on LIS website. Coordinator: Violet Harada
Fall - Spring	2008 - 2009	Strategic Plan: Implementation. Overall coordinators: Andrew Wertheimer, Violet Harada

The first six chapters of this document provide a comprehensive picture of the current state of the Program and the achievement of the goals and objectives set since the last accreditation. In this final chapter, we focus on our future direction as spelled out by our new strategic plan and key initiatives. We have summarized the initiatives under the headings of curriculum, faculty, student, administration and financial support, and physical facilities and resources. For a more detailed alignment of the LIS Strategic Plan 2008-2012 with the UH System and UH Manoa Strategic Plans, refer to Appendix 7-A.

7.2 Curriculum

Innovation in the area of curriculum is a constant. We are diversifying our course delivery options and revising and adding courses to support our emphasis on Hawaii, Asia, and the Pacific.

State LIS leaders have asked us to align the curriculum with evolving demands of the job market for librarians and information professionals, and we have revised our 2008-2012 strategic plan accordingly (refer to Appendix 1-F, Standard 1, Objectives A-E). We are taking the initiative to develop a learning outcome based approach to assessing for student learning and curriculum improvement. By doing this, we are moving in consonance with the College of Natural Sciences and the University of Hawaii System.

We are also increasing our modes of distributed learning, providing more opportunities for students to earn the MLISc via distance education technologies such as interactive television, asynchronous online, and hybrid alternatives using multiple modes of delivery.

We are strengthening the emphasis on Hawaii, Asia, and the Pacific in our teaching. Our strategic plan emphasizes (1) integrating relevant Hawaii-Asia-Pacific content in existing LIS courses, (2) creating at least one new course with this emphasis, and (3) cross-listing courses, or allowing electives to be taken from other units in these areas (refer to Appendix 1-F, Standard 5, Objective A).

7.3 Faculty

The faculty will promote interdisciplinary scholarship, collaboration with other units, and grant-funded research. Mentoring and research productivity will also be priorities. (Refer to Appendix 1-F, Standard 3, Objectives B and E).

LIS faculty members will continue to engage in interdisciplinary work related to technology, information needs, and distributed learning. They will explore collaborative research opportunities facilitated by our placement within the ICS Department, and the presence of two cross-over faculty members who have dual appointments in LIS and Computer Science. One faculty member is a Co-Investigator on an \$8 million grant proposal to the NASA Astrobiology Institute, leading the Astrobiology Integrative Research Framework (AIRFrame) component, which applies traditional LIS principles to the development of an XML-based framework of relationships that will allow the

visualization of latent interdisciplinary connections among the diverse constituent fields of astrobiology.

Faculty members will also continue to seek partnerships for teaching, research, and service with other units within the University and with community stakeholders. An example of this has been the six-year Hawaii Networked Learning Communities, a Rural Systemic Initiative funded by the National Science Foundation. Three principal investigators from the LIS Program, ICS Department, and the Hawaii DOE coordinated this effort to improve science/math/technology teaching in K-12 rural schools.

We are currently exploring ways to assist high school students in developing their research skills. The PEARL (Pathways to Excellence and Achievement in Research and Learning) Project involves the LIS Program, UH Libraries, and UHM College of Education, as well as a cadre of school library media specialists in the state. This initiative was prompted by the Hawaii Department of Education's new diploma requirement for seniors undertaking capstone research projects. The participants will be seeking funding for this multi-year project.

A proposal co-authored by an LIS faculty member (with librarians from UH Hilo, UH Manoa, and Leeward Community College) was awarded \$1,500 by the Educational Improvement Fund. It funded a workshop speaker for a joint faculty and instruction librarian workshop to begin developing content for an online research process tutorial (LILO). We will submit a grant proposal to fund education for prospective librarians of Native Hawaiian ancestry in 2009, possibly through the Institute for Museum and Library Studies.

With the expansion of our faculty, we have recognized the need for a more formal mentoring arrangement between senior and junior faculty members. Toward this end, each junior faculty member has one of the LIS senior faculty as a mentor. The mentor helps the junior member prepare his or her job renewal application and offers advice about teaching effectiveness, service opportunities, and research agendas and publications. Cross-over (LIS/ICS) faculty also have mentors from the CS faculty.

One aspect of faculty effectiveness is research productivity, and publication and citation rates can serve as indicators of that productivity (refer to Appendix 1-F, Standard 3, Objective B). We are actively engaged in research and want to maintain our high position (3rd out of 55 ALA accredited LIS programs) in per capita faculty research output, as ranked in 2006 (Denice Adkins, John Budd. "Scholarly Productivity of U.S. LIS Faculty." *Library and Information Science Research*, 28 [2006], 374–389).

7.4 Students

We are working to increase support for students in terms of scholarships, advising, mentoring, alternatives for class delivery, and professional opportunities, including an increase in "real-world" experiences. Students will continue to participate in LIS Program governance, and have more

opportunity and encouragement to work with students and faculty in other disciplines, and to participate in research.

We have generated plans to increase student diversity by strengthening existing alliances and working with community partners to conduct a more aggressive recruitment campaign (refer to Appendix 1-F, Standard 2, Objective A). We are currently working on a funding proposal to attract more students from underrepresented ethnic groups, especially Native Hawaiians.

To optimize the learning environment, we have designed the floor plan of the reconstructed facilities in Hamilton Library with valued student input. Students will have up-to-date computers, classrooms with modern instructional technology, and contiguous and comfortable study spaces and common areas that will encourage community (refer to Appendix 1-F, Standard 4, Objectives A-C).

7.5 Administration and Financial Support

As we have reported elsewhere, the Program has received consistent financial support from the Department. The institution has also provided flood recovery funds for facility reconstruction and refurbishment, as well as for faculty research. The Interim Dean of the College of Natural Sciences promotes cooperative and open management of the College's budget. His administrative approach allows departments and programs to develop both short and long-range financial plans based on projected needs and intended outcomes. The Program plans to develop its budget in line with its strategic plan.

With an expanded faculty, and the continuing administrative demands of the Program, the faculty is also re-examining the Program's leadership infrastructure (refer to Appendix 1-F, Standard 4, Objective D). Instead of a rotating Chair model, we are considering the possibility of a more permanent Chair to ensure stronger continuity of planning and implementation of services. At the same time, we recognize the importance of shared responsibilities in the Program. Toward this end, we are discussing the formalization of additional standing committees to assist the Chair with some of the routine management functions as well as the long-term initiatives of the Program. As appropriate, we plan to expand student representation in the governance of the Program.

We continually seek to improve planning and policy documentation, and access to Program information. As part of ongoing efforts to continuously improve the LIS website, we will be placing faculty meeting and committee minutes, as well as survey data, on our website. By doing this, we hope to increase the transparency of Program administrative processes.

7.6 Physical Facilities and Resources

The most visible expression of the goal to provide a quality learning and research environment will be the completion of the reconstructed LIS facilities in Hamilton Library (refer to Appendix 1-F, Standard 4, Objective A). The furniture and equipment have been ordered (with delayed delivery),

and the move is scheduled to occur in November 2009. This will require effective negotiation and cooperation with departments in Hamilton Library, and help from LIS alumni and student volunteers.

The up-to-date facilities will significantly improve students' physical and intellectual access to information technologies, networked digital resources, cataloging software, and other web based tools and applications. The IT specialists of the ICS Department and the Center for Instructional Services will assist us in setting up and testing the new instructional technology, security cameras, computers, servers, networks, and software. Recognizing the heavy demands for technical assistance placed on the IT unit in our Department, the Program realizes that an additional IT specialist position will be essential to accommodate the ongoing technical support required in the new Hamilton facility (refer to Appendix 1-F, Standard 3, Objective D).

As part of the ICS Department, the Program must emphasize the continuing need for University support for both equipment and facilities. The Department has to update and maintain its networking and data environment and provide up-to-date computer laboratory equipment for students and faculty at an estimated cost of \$75,000 a year (see 2008 ICS Department Self-Study, available on site). In addition, even with the LIS Program moving back to Hamilton Library, the Department has outgrown its home in POST and is anxious to acquire new space for educational and research activities. Ideally, ICS should have a building to house a Center for Information Technology to support its activities and those of the University's IT Alliance. These concerns have been reported in the Department's Self-Study Review 2008 (available on site). The Program strongly supports these requests.

7.7 Conclusion

The LIS Program recognizes the fundamental importance of preparing graduates not just for today's workplace, but for tomorrow's as well. To achieve this goal, we continuously assess our Program through the eyes of faculty, students, professionals, and all of our constituent stakeholders. The idea of "many voices, one dream" remains at the core of our Program. We work together with our students, alumni, colleagues, and community—our *ohana*—to build strategic action plans that reflect a shared vision.

The Core Competencies that we have identified in this document serve as the bedrock of our curriculum. The Competencies reflect our convictions that traditional skills and practices are valued alongside emerging needs in information technology. The traditional and the new are not polarized entities; they are complementary and vital in a 21st century society challenged by ever-new information channels and information systems.

Diversity in research, service, and student populations continues to present rich opportunities for collaborative initiatives that bring together students, faculty, professionals, organizations, and the larger community. Special targets in the next decade include recruitment of more students from underrepresented populations, and strengthening of the Program's emphasis on Hawaii-Asia-Pacific research and curriculum.

The Program's long-term success is dependent on defining clear targets and outcome measures that reflect the changing demands of our world, and mirror the overarching goals of our institution. Success is also dependent on establishing a professional community comprised of all stakeholders to achieve our common goals. As the LIS Program moves into the future with a revitalized mission, we anticipate the 50th anniversary of the program's existence in 2015 in the company of successful information professionals who have been well prepared to live and work in a complex society, and to serve as leaders in libraries, archives, and other information-related professions.