External Review Panel Report

Library & Information Science Program

Department of Information & Computer Sciences

University of Hawai'i

Conducted on behalf of the American Library Association
Committee on Accreditation

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DRAFT 1

INTRODUCTION

The Hawai'i LIS Program at the beautiful University of Hawai'i Manoā (UHM) campus celebrated its 50th anniversary in 2015. The Program is physically located within the Hamilton Library, the main university library, but the program is situated administratively within the Department of Information and Computer Sciences (ICS), which itself is positioned with the larger College of Natural Sciences. Since the establishment of the Program in 1965, the unit has changed from being a stand-alone graduate school to one of two programs within the ICS Department. The Program was severely impacted by the devastating 2004 flood that destroyed all the Program's classrooms, computers, common areas, and administrative and faculty offices, including all current and historical records, but the Program has used this devastating event as an opportunity to develop larger new state-of-the-art purpose-built facilities and to expand many aspects of the Program commensurate with these new physical resources.

The October 17-20, 2015 ERP visit commenced with a full tour of the Program's own facilities within the lower floor of the Hamilton Library. The Program moved into this new space in 2010, and has continued to enhance the appearance and usability of the student common areas in subsequent years. The Program Chair Rich Gazan conducted this tour of the classroom areas, computer labs, research laboratory, administrative offices, and the student commons area which is comprised primarily of a large study area and a diner. The ERP members established a comfortable work area in a secure room normally used by student organizations for meetings, and the Program Chair resolved any web connectivity issues with the computers and printers supplied to us and with the Panel members' personal computers (a key element at the start of a visit!). After the tour, all ERP members met over lunch with the Program Chair, the Associate Chair Noriko Asato, the previous Chair Andrew Wertheimer, and the Program Coordinator Christian DeLay to refine the schedule for the coming days and to clarify the exact locations of paper files that the Panel wished to consult.

Final Version

During the visit, panel members conducted 30-45 minute interviews with the Chair of the Department of Information & Computer Sciences (ICS) David Chin, the Vice Chancellor for Academic Affairs Reed Dasenbrock, the Interim Dean of the College of Natural Sciences Kristin Kumashiro, and with the Associate University Librarian Ann Crawford. Panel members also met individually with all full-time LIS faculty members, and two panel members met for an hour with the program's administrative support team – Christian DeLay (LIS Program Coordinator), Janice Oda-Ng (ICS Dept. Secretary), Wes Sugimoto (ICS Administrative & Fiscal Support Specialist), Nolan Oshiro (ICS Information Technology Specialist), and Gerald Lau (ICS Assistant Faculty Specialist).

The Program arranged a late afternoon two-hour informal gathering of local employers, graduates of the Program, and local adjuncts during which all panelists circulated to various tables in the room and gathered information and opinions about the Program from the 25 people present.

Approximately 20 students and alumni attended an open forum with all ERP members, at which special Native Hawaiian food prepared by the students for all attendees was served. One panel member also met with student executives from the Program's many student organizations, including the student chapters of ALA, ASIST, SAA, and SLA, plus the program-specific organizations Hui Dui and Na Hawai'i Imi Loa. Two students volunteered to accompany panelists to meetings in other campus buildings, which provided a welcome opportunity to gather individual student opinions about the Program during walks across the campus.

Panelists were provided with full and welcome access to all three classes in session during the visit, and panelists attended for approximately an hour in each class.

Documents examined on site included course syllabi, faculty course evaluations, university-wide and program-specific planning documents and policies, minutes of meetings and retreats, student records (applications, current, and graduates), representative samples of student work for each course taught,

LIS faculty publications, budget and financial information, and the results of alumni and employer surveys conducted by the Program.

To supplement the information in all areas above, three separate online surveys to adjunct faculty members, students, and alumni were distributed before the visit. These confidential surveys all garnered excellent return rates.

STANDARD I. MISSION, GOALS, & OBJECTIVES

I.1   The UHM LIS program's vision, mission, goals, and objectives are well aligned with those of the University of Hawai'i system with an emphasis on the Native Hawaiian values of *aloha* (fostering connections of regard and caring), '*ohana* (family and chosen family) and *kuleana* (responsibility and accountability). The UHM LIS program's strategic plan for 2015 to 2020 has five major goals with associated objectives and activities. The strategic plans are crafted and revised during an annually held faculty retreat in addition to a more expansive yearly LIS Strategic Planning retreat that includes an array of constituents and students. The evidence and key metrics to be gathered for 2015 to 2020 include several indirect measures including graduating student and alumni surveys, course evaluations, and internship and practicum evaluations. The results of the oral examinations, number of theses completed, assessment of student course work, course syllabi, enrollment data, grant proposals, and faculty vitae also serve as assessments of the achievement of UHM LIS's goals. Although ongoing and systematic use, and assessment of, the data gained from the evidence and key metrics of UHM LIS's five goals is not fully evident, one use of these assessments has been the creation and piloting of a Hawaiian/Indigenous Librarianship specialization. Outcomes of the implementation of this example have yet to be assessed directly.

I.2   From UHM LIS's five goals flow five program objectives that are linked with three to five Student Learning Outcomes (SLOs). The SLOs are aligned with the eight ALA core competencies plus an added

competency regarding the social, historical, and cultural context of the field with a focus on the cultures of Hawai'i, the Pacific region, and Asia. Since 2012 UHM LIS has been developing an ongoing and systematic approach to assess the achievement of the program's goals by using a SLO Course Profiles assessment process. Faculty members are encouraged to align their course assignments with the SLOs as appropriate and tally their students' achievement on a 4 point Likert scale ranging from "does not meet" to "exceeds" the SLO. The results are combined across the curriculum for each specific SLO. Examination of course files and discussions with faculty members on site indicate that the SLO Course Profiles process is in its early stages with discussions of how it may be used to fully close the loop of the assessment cycle currently underway.

I.3   The UHM LIS program's mission and SLOs are publicly stated on their website and are regularly reviewed by the program's constituents during annual Fall strategic planning retreats. The MLISc students interviewed onsite believe they are very much a part of the decision-making processes of the LIS program. How the input gathered during the annual sessions with UHM LIS's constituents is used to systematically evaluate and subsequently modify the program is not fully evident.

   In summary, the program's planning process involves two annual reviews of the program's mission, goals, and SLOs: one with the UHM LIS faculty members, and the other with the program's constituents. The UHM LIS program also uses an array of indirect and direct tools to assess the extent to which the program is attaining its mission, goals and SLOs throughout the year. The results of all these assessments are used to inform decision-making. The SLO Course Profiles collected over time will serve to tie together the planning, the assessment, and the use of results for systematic and ongoing development of the UHM LIS program.

STANDARD II. CURRICULUM

   The UHM MLISc curriculum requires students to take 39 hours of credit and expresses the program's

and the university's goals. Students are required to take six 3-hour credit core courses and at least one

3-hour credit advanced technology course from a list provided by the program. The UHM LIS program's

curriculum has undergone five major changes during the review period. In 2012, a survey of other ALA-

accredited programs led the UHM LIS program to decrease the number of required hours from 42 to 39.

Based on feedback from alumni, the Program added LIS 663 Database Searching to the core curriculum.

Additionally LIS 605 and LIS 610 were renamed to better reflect the developments in the field during the

review period. Finally, the oral exam scenarios were updated to align the students' responses to the

Program's SLOs.

II.I The Program's Student Learning Outcomes (SLOs) inform the development of the UHM LIS

instructors' teaching activities and assessment of student work. In the Spring of 2012, the Program

began to track the achievement of the SLOs at the course level using a course-level assessment model to

build a matrix of SLO Course Profiles to inform the development of the curriculum. Each semester,

instructors report student performance on specific SLOs covered in each major assignment, as

appropriate, to identify areas in which "students are having difficulty with particular SLOs across

multiple assignments and courses" (PP, p. 37)

   The UHM LIS curriculum evolves in response to several ongoing assessment activities in addition to the

SLO Course Profiles assessment project. Assessment activities include the collection of data from course

evaluations, graduating student surveys, alumni surveys, employer surveys, thesis evaluation forms, and

comprehensive examination results. The scenarios employed during the end of program assessment

experience are also linked to the UHM LIS program's SLOs. Additionally, at the culmination of the

internship experience, both the LIS student intern and the placement librarian evaluate the student's

achievement of the objectives of the internship. For interns seeking school library media specialist

licensure, special attention is paid during the required practicum to the ALA/AASL Standards for Initial Preparation Programs for School Library Media Specialists (2010). An LIS faculty member also visits the internship site during the internship to assess the experience.

Another example of the ongoing and systemic assessment of the UHM LIS program's SLOs is the analysis and evaluation of the LIS core curriculum from 2012-2014 conducted by students, both as members of the LIS Curriculum Committee and as part of the LIS 650 Management of Libraries and Information Centers core course. The students' analysis highlighted the lack of content related to SLO 5c (apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability) throughout the curriculum. In response, the UHM LIS faculty launched a series of planning and assessment activities from September 2012 to December 2013 involving students, external informants, and stakeholders. These activities led to the piloting of a Hawaiian/Indigenous Librarianship specialization with the measurable goal of 10 students in the specialization by 2020. Onsite interviews of UHM LIS students echoed the need for the track and emphasized the need to recruit a Hawaiian/Indigenous faculty member to lead this specialization within UHM LIS program.

Interviews of faculty, alumni, and current students onsite concur with the course syllabi and four-year course projection document examined onsite, that the LIS curriculum provides a variety of educational experiences for the provision of service in libraries. Special topics and independent study courses provide students the opportunity to explore particular areas of interest and specialization. UHM MLISc students, with approval of their faculty advisor, may enroll in up to nine elective credit hours from units outside of the LIS program. The opportunity to take courses outside of the MLISc curriculum could allow students to explore careers in "information agencies and in other contexts," however the students and alumni interviewed indicate that few students elect this option, even within their sister CS program. Yet, observation of ICS 616 Information Architecture & Design while onsite indicated this may be changing, as four of the nine students enrolled were MLISc students. Further, during the alumni and employer

session the desire for more educational opportunities and collaboration with UHM's College of Education was expressed.

II.2 Results of graduating student survey, Table 2-6 (PP, pg. 44), course syllabi, and onsite course attendance indicate that the UHM MLISc curriculum encompasses the content areas specified in Standard II.2. Alumni of the UHM LIS program interviewed on site noted the lack of a research methods course. The Program no longer offers a LIS specific research methods course due to low enrollment. To ensure students receive this content in their courses the UHM LIS faculty have embedded research methods within core and elective courses. While the impact of the research course deletion has yet to be assessed, observation of LIS 693 Community Engagement and ICS 616 Information Architecture & Design while onsite illustrated the satisfactory integration of research and evaluation into both courses at the level of the individual class discussions.

II.3 Graduating student surveys are employed to assess the UHM MLISc students' perception of their achievement of the SLOs. The data gathered were used to effect change within the curriculum during the review period. For example, in response to the 2008 ERP report, advocacy and marketing techniques were specifically enriched in the curriculum. Graduating student responses have steadily increased over the review period indicating that students perceive their ability in this area to be sufficient. Over time the SLO Course Profiles will further provide direct evidence of the curriculum's ability to promote and foster this ability, as well as the others indicated to be insufficient in the curriculum by the graduating student surveys (the use of technology and new media and the training of staff).

II.4 The onsite open meeting with LIS students, examination of the four-year course projection document, and review of the course syllabi all indicate the UHM MLISc curriculum allows students to construct coherent programs of study while also providing a great amount of flexibility in course selection. Onsite focus group students were enthusiastic about the possibility of a Hawaiian/Indigenous

Final Version

Librarianship specialization and expressed a desire for a scholar with expertise in this area to oversee the track. Students expressed some concern during the open meeting about the availability of elective courses.

II.5 The affection and support for the UHM LIS program's School Library Media Specialist track, the only specialized field of study offered, was evident during the onsite visit. Alumni praise the school library specialist faculty member (now retired after 20 years of service) for her deep involvement in the school library community and genuine concern for UHM MLISc graduates' career success. A new faculty member was appointed in 2014 to lead the School Library Media Specialist track. Attendance at this assistant professor's class during the site visit indicates that this School Library Media Specialist track continues to be in very capable hands.

II.6 After experimentation with a costly interactive television service during the first part of the review period, UHM LIS now offers courses primarily in person with a connection to students on neighbor islands using Adobe Connect. Observation during the site visit of the core course LIS 650 Management of Library and Information Centers demonstrated the equality of the learning experience for on campus and neighbor island students. A teaching assistant who manages the Adobe Connect link to distance students makes the seamless nature of the hybrid-learning environment used by the UHM LIS program possible. UHM LIS fully online courses are typically delivered during the summer months and receive mixed course evaluations that are typically lower than those received by all LIS courses.

II.7 The UHM LIS faculty use graduating student, alumni, and employer surveys and course evaluations to review the curriculum on an ongoing basis. During the review period, the oral examination results were additionally used to inform changes in the curriculum. Specifically, low performance on student responses to the Digital Libraries scenario from Fall 2008 to Spring 2011, led to the inclusion of LIS 663 Database Searching in the core suite of courses and a concomitant update of the course to include searching professional and Web databases. The result of this curriculum and course revision led to an

Final Version

increase from 54% to 90% of students responding to the Digital Libraries scenario exceeding or meeting

the standards from Fall 2011 to Spring 2013.

In summary, the ongoing and systematic review of the UHM MLISc curriculum, led by the UHM LIS

Curriculum Committee, uses a wide array of assessment tools and techniques and involves those served

by the program. The information gathered is used to make improvements and to plan for the future. The

SLO Course Profiles project and SLOs based comprehensive examination are indications of the

systematic and direct assessment occurring at UHM LIS.

STANDARD III. FACULTY

III.1 The full-time faculty numbers 7.5 at the moment, with half-time cross appointment Rich Gazan

working full-time in LIS during this time when one of three faculty vacancies experienced since the start

of the accreditation period has not been filled. This staff complement appears to be similar to that of

other small ALA accredited LIS programs. The professorial rank faculty numbers are supplemented by a

long-time instructor Donna Bair-Mundy who teaches four courses per year. Examination of the

complete CVs of full-time faculty members (Appendix 3-1) reveals that all faculty members are qualified

for appointment to this graduate program. The teaching and research expertise of the two most

recently hired faculty members – Vanessa Irvin and Rae-Anne Montague – fills the gaps left by two

recent retirements, but the retirement of Diane Nahl has left the two subject areas without strong

coverage: technological impacts on society and information technology as experienced by the

individual. The ERP is concerned that possible upcoming retirements by professors who teach in other

technology related areas will further weaken this subject coverage. David Chin, Chair of the ICS

Department, indicated in his interview that filling the vacant LIS position was "high on the priority list",

so coverage of this area may be accomplished soon. Twenty-five adjuncts taught 27.4% of the courses

within the seven-year assessment period (PP, p. 75), and perusal of their CVs (Appendix 3-3) indicates

Final Version

that the specialized knowledge of these adjuncts dovetails well with the knowledge areas of the full-time faculty. For example, two highly respected specialists in their subject areas - Loriene Roy and Eleanor Kleiber - taught courses in Indigenous Librarianship and Hawaiian and Pacific information resources respectively. Data gathered from the adjunct online survey responses (15 responses of a possible 25) and conversations during the two-hour informal meeting reveals that adjunct faculty members welcome the opportunity to share their specialized expertise – "My contribution to the curriculum is highly valued. I was given complete freedom to shape my course as I saw it. The LIS program is certainly a warm and embracing culture in which students and adjunct faculty feel very much a part of the whole."

III.2 The Program considers excellent teaching to be of great importance, and this emphasis is part of the ethos within the program. The statement "the students are our priority" was repeated by both full-time and adjunct faculty members, and proof of this focus on student instruction can be found in the individual faculty course evaluations examined on-site, which revealed consistently very good to excellent student satisfaction. Remarks by alumni also reflected this sentiment – several noted that they "adored" faculty members who "always go the extra mile to help us understand something." The very well organized files of course syllabi and samples of student work for each course reveal that courses are regularly updated and well documented. The University and the Program place a high priority on research, demonstrated by very generous startup funds of 30-100% of salary and a reduced first-year course load (PP, p. 88). Interviews with the two new faculty members and those who recently received tenure indicate that the mentorship program described on p. 89 (PP) is active and effective. Evidence gathered from classroom teaching observations, discussions with alumni and students, and from the sample list of public talks (Appendix 2-14) where the topics in the past three years have ranged from the Open Access Movement to the Manuscripts of Timbuktu, shows that a stimulating learning and research environment is being provided. The service records of faculty members detailed in their CVs

and during interviews show that the faculty members are very engaged with committees and research

collaborations within the university, and exceptionally engaged with the local library and archival

communities.

III.3   As noted on page 90 (PP), the Program has hired faculty members from diverse backgrounds. The

Equal Opportunity and Affirmative Action policies in place within the university appear to be followed.

III.4   The CVs of the faculty members provide evidence that the faculty have the educational

background and the research focus to teach in their assigned areas. In addition, the answers to

questions on course evaluations and on graduating student surveys about faculty teaching expertise,

subject knowledge, and integration of technology indicate that students feel their instructors are

competent and knowledgeable. Specific questions on the online survey sent to adjunct faculty members

focused on their use of instructional technology and satisfaction with support received in this area. All

respondents felt that the program provided prompt and appropriate assistance that encouraged them

to take maximum advantage of new technology based teaching techniques.

III.5   Examination of faculty CVs, Tables 3-8 to 3-12 (PP, p. 94-96), and of a list provided on site of

funded and unfunded Faculty Grant Proposals revealed that some faculty members are maintaining very

active research profiles by publishing in refereed sources and writing research grants. In some cases,

including those of recently retired faculty , the record of scholarship is exemplary. However, the ERP

notes with concern the evidence that indicates the research productivity of several faculty members is

lower than would be expected in a research focused university.

III.6 The involvement of all faculty members on curriculum planning initiatives and on developing

revisions to student learning outcome assessments indicates that all faculty members are fully engaged

in academic planning. Faculty base their courses and assignments on the program objectives, as

demonstrated by the course syllabi and by interviews with individual faculty members. David Chin, ICS

Dept. Chair, praised the LIS faculty members highly for their activities (and those of their students) that

promote information topics outside the classroom. He was very well informed about the faculty and

curriculum of the LIS Program and was pleased with the teaching and research interaction between LIS

and Computer Science faculty members. He felt, however, that both programs would benefit from more

cross listed courses and more interactions amongst LIS and Computer Science students, a goal that could

be furthered by his hope that an LIS/Computer Science/Informatics iSchool might be created in future.

III.7 Teaching assignments and loads as detailed in Faculty CVs and on p. 98 (PP) indicate that workloads

are allocated taking into consideration the other responsibilities required of faculty.

III.8 The Faculty Agreements described on p. 99 (PP) and as read online by the ERP appear to be

followed in practice within the Program. No faculty members expressed in interviews any dissatisfaction

with the promotion and tenure process, and no anomalies regarding application of this process were

discovered. Student evaluations of teaching were included as part of the evaluation process, as required

by ICS Dept policy.

STANDARD IV. STUDENTS

IV.1 The Program has clearly articulated the mission and goals of the MLISc program, and its recruitment

and admissions policies and procedures are designed to attract students who will be a good fit with the

program's mission and objectives.

   The Program's recruitment policies are in alignment with university guidelines and are considered in

the context of the strategic plan (PP, p. 102). Enrollment has been an ongoing concern during the review

period with a high of 101 in 2012 and a low of 66 in 2013. Recent trends suggest an upswing with a 14%

increase from 2013 to 2014. The Program has undertaken a number of recruitment efforts (PP, p. 103-

104) and established a new Outreach Committee in 2014. These efforts seem to be paying off with an

anticipated enrollment of 84 for 2015 (PP, p. 104-105; onsite interviews). Student numbers do not

appear to be a concern amongst program or university administration; however, small student numbers

sometimes do result in course cancellations, as was the case with Research Methods.

   Financial aid is administered through UH Financial Aid Services. The Program has a number of

scholarships available (PP, p. 104). Students stated that overall financial aid and scholarship

opportunities are adequate, although most scholarships are available outside of UH. Students stated

that faculty and staff do an excellent job of making scholarship opportunities known. Several students

and alumni stated that they wish GA and/or TA opportunities were available (onsite meetings with 17

students, alumni and 5 student leaders).

   The Program's faculty and staff clearly take seriously their commitment to recruit a diverse student

population. The student body mirrors the diversity of the State of Hawai'i (PP, p. 105-107). In support of

University and Program missions, the Program successfully recruits and admits students who are

residents of Hawai'i and of Native Hawaiian ancestry. In 2014 85% of enrolled students came from

Hawai'i compared with 67% of all UH Mānoa students (PP, p. 105). The number of native Hawaiian

admissions is up this year. Students and alumni praised the Program's efforts in recruiting native

Hawaiian students (onsite interviews and meetings with students and alumni).

  IV.2 Information about the MLISc program is accessible via the school's easily navigable website.   The

School publishes a wide range of information about the program on its website, including general

information for prospective students. The website is the primary source of information about MLISc

objectives, admission procedures and requirements, financial aid and scholarship, curriculum, degree

requirements, faculty and staff, and student organizations. Printed recruitment brochures and the

website are complementary and contain all relevant information (printed samples obtained onsite). The

LIS Chair and Program Coordinator (new position in 2014) are the primary points of contact for both

internal and external questions about the Program. The new Outreach Committee is exploring new

modes of outreach (onsite interviews, PP, p. 108).

IV.3 Standards for admission are aligned with the Office of Graduate Education and include the undergraduate degree and a 3.0 GPA. The Office of Graduate Education has also defined minimum scores on the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) for international non-English-speaking applicants. The Program also requires applicants to submit a statement of objectives, evidence of basic computer literacy and two letters of reference. The GRE requirement was removed during the review period and minimum scores have not been established for those submitting GRE scores (PP, p.108-109).

During the review period the LIS Chair handled admissions and consulted with faculty as needed. In 2015, faculty agreed to form an Admissions Committee (PP, p. 110).

The Program supports conditional admissions (called admission by exception). Admission by exception can be granted to students with a GPA between 2.75 and 3.00. The Program must write a Petition to Admit to the Graduate School. Admission by exception is rare. The Program closely monitors the early performance through the advising process (onsite interviews)

Ten randomly selected admission files were examined on site. This examination showed that standards are applied consistently and ensure that admitted applicants will be successful. In each file, all the admission requirements were met for admitted students. Of the ten randomly selected students, nine were admitted, and one was admitted by exception. An examination of denied admissions revealed that all documents were present in the student's file. All evidence points to a successful admissions policy. Admissions files are currently paper files. The Program is interested in moving toward electronic files. The ERP encourages the Program to pursue this with the University, possibly volunteering to be a test case.

IV.4 Students have opportunities to construct coherent programs of study with a thesis and non-thesis option, with six required courses, an advanced technology class, and six elective courses. The website describes two tracks and seven areas of emphasis, with suggested elective courses from which students

may choose. In an ERP survey of students, 98% of the 40 respondents indicated that they were able to construct a coherent program of study (58% responded yes and 40% responded mostly). Responses from an ERP alumni survey were very similar for the 98 respondents (78% yes; 20% mostly and 2% not really).

   Students are assigned a faculty advisor based on their statement of interest and are required to meet with their advisor at least once a semester. Advisor approval is required for registration each semester and a record of each advising session is kept in students' files (PP, p.111-112). The Program has forms that track student progress (PP, Appendix 2-15, 2-16 and 4-3). Onsite examination of student files indicated that all student files contain the appropriate student tracking forms and advising session notes. Both the ERP survey of students and onsite meetings with students and alumni indicate very high satisfaction with advising (95% of student survey respondents and 88% of alumni respondents expressed satisfaction with advising).

   The Program provides assistance to students with career guidance. The Program maintains a jobs mailing list and UH Career Services provides consultations and workshops. (PP, p. 113-114). Graduating students report consistent satisfaction with job information and faculty availability. The Program has a new Placement Committee chaired by the Program Coordinator. The Coordinator meets one-on-one with students who request assistance with resume and cover letter writing. Both students and alumni expressed great satisfaction with the assistance offered by the Program Coordinator (onsite interviews).

IV.5   Students are actively engaged in the life of the Program, with numerous student organizations in which students can participate or attend events (PP, p. 115-118). Of special note is that from 2009-2014, 87.2% of students participated in one or more student organizations, and roughly half of those (43.4%) held leadership positions (PP, p. 114). The ERP student survey indicated that student participation is indeed high (88%). Students report that they appreciate and take advantage of these

opportunities when their schedule permits and they enjoy being part of a leadership activity (onsite interviews and student survey).

Hui Dui is the student-run organization that exclusively meets the needs of LIS students. Hui Dui coordinates New Student Orientation, conducts fundraising activities, oversees the LIS lending library and coordinates the graduation dinner (PP, p. 115).

The Program has one elected representative and an alternate representative to the UH Graduate Student Organization. In addition, student representatives serve on each Program committee in which confidential information is not discussed (PP, p.114). Alumni and students appreciated the Program's "willingness to incorporate change", and to really listen to student input (onsite interviews and student and alumni surveys). Student leaders stated very strongly that the faculty does listen to them and values their opinions. The Board members of all student groups are invited to all faculty meetings (onsite interviews student leaders).

IV.6 The Program applies formal and informal evaluation processes, including course evaluations, student, alumni and employer surveys, graduation rate and course assessment profiles, as well as systematic evaluation of strategic goals (PP, p. 120-121). Surveys and onsite discussions with alumni and employers confirm that they feel they have opportunities to provide input and that the input was valued (onsite interviews with students, student leaders and alumni).

STANDARD V. ADMINISTRATION & FINANCIAL SUPPORT

V.1 When questioned during interviews, the Program Chair Rich Gazan, past Chair Andrew Wertheimer, and all other faculty members expressed absolutely no concerns about the autonomy of the LIS Program within the Information & Computer Sciences Dept. (ICS). The minutes of both Program and Department meetings revealed no evidence that the actions of the Program were being compromised by its position within ICS. ICS Department Chair David Chin was very positive about the

Final Version

inclusion of LIS within his Department, particularly regarding the very professional and forward looking contributions made by LIS faculty and students. He felt that the Program was very adeptly "de-emphasizing library as place", and focusing on a more inclusive view of the information world that brought computer science and informatics within the LIS sphere. Vice Chancellor for Academic Affairs Reed Dasenbrock, who was very knowledgeable about the LIS Program and the modern role of libraries as gathering places and gateways to information, was also very pleased about the position of LIS within the ICS Dept. In his view, this placement "positions the LIS program brilliantly" for future growth and accomplishment because "this placement is ahead of its time." Interim Dean of the College of Natural Sciences Kristin Kumashiro was very positive about the LIS Program and its location within and contributions to the ICS Dept. According to Kumashiro, the LIS Program fulfills "a unique and very important mission" within the University of Hawai'i and the state of Hawai'i, and the Program was a "winner" in terms of graduate placements, community outreach, and general high profile. "We like to invest in winners, and the LIS Program is a winner."

Placement within the ICS Dept. brings the services of skilled and specialized support for financial, IT, and recruitment operations. In depth interviews with the ICS Department secretary, the Administration and Financial support specialist, the IT specialist, and the Assistant Faculty Specialist (Recruitment) revealed that all of these support staff are very committed to supporting LIS needs. Careful questioning indicated that these staff do spend appropriate amounts of time with LIS issues and that they all work hard to overcome any communication glitches that might occur because they are located in a different building than their LIS faculty and student clients. Examination of budgeting information provided onsite and questioning of Rich Gazan and David Chin regarding the information provided in Tables 5-2 and 5-3 (PP, p, 131) provided reassurance that the LIS Program was being funded very fairly within the constraints of the ICS Department.

V.2 Evidence from faculty members' CVs and interviews with individual faculty members, administrative staff, and students reveals that LIS faculty and students are well represented on campus committees. As well, the two cross-appointed faculty members (Quiroga and Gazan) facilitate interdisciplinary research and teaching with computer science, as do the nine dual-degree programs detailed on p. 132 (PP).

V.3 The Chair of the LIS program is chosen from faculty members nominated from within the existing faculty group, a process similar to that in other UH units. It appears from interviews with University administrators and with LIS faculty members that both the previous Chair (2010 – 2014) and the current Chair (2015-) possess the leadership skills required to lead this LIS Program.

V.4 The minutes of meetings and interviews with administrative staff and faculty members indicate that the decision-making processes within the Program are effective and involve input by all appropriate constituents. Conversations with faculty members and minutes from committee meetings indicate that the committees listed on p. 136 (PP) are active and working smoothly. The current support staff - Christian DeLay and the staff located within ICS - said during interviews that they feel very much a part of the "LIS team", contributing to the Program's goals and objectives. Program Coordinator Christian DeLay (a graduate of the Program) was highly praised by faculty members, students, and by David Chin as a wonderful administrative addition to the LIS Program in December 2014. As outlined on page 134 (PP), he serves as a frontline resource for students and a liaison between students and faculty members, both full-time and adjunct. He solves registration problems, facilitates paperwork for adjuncts, students, and all levels of the university, works behind the scenes to make sure the oral exams proceed smoothly, and ensures that all equipment and technology is working. Prior to Christian's appointment, the Program weathered an unfortunate eight-month period in 2014 when there were no staff at all in the LIS office due to hiring freezes and the lack of any temporary staff. Faculty members themselves attempted to staff the office, but the ERP found documentation and received input from students and

graduates that showed this complete absence of staff to answer telephones and emails or be available to students caused a ripple of problems in course delivery, student satisfaction, and the Program's reputation on campus and within the larger North American LIS community. The ERP would like to note its concern about the importance of having staff in the LIS Office on a regular and continuing basis.

V.5 Budget documents indicate that the level of financial support provided to the Program is fair and equitable when compared to other units on campus. However, the ERP would like to note that the Program lost a valuable source of funding several years ago when all tuition from onsite and online courses taught by adjuncts and paid to the Outreach College was withdrawn from the Program. These funds were a much needed source of seed funding for special innovative projects that enhanced the delivery of courses, particularly online courses. Because the LIS Program hires and manages more adjuncts than most other programs, this withdrawal of funding had a profound effect. Restoration of this funding stream would allow the Program to move forward in several areas, particularly in the arena of online course delivery.

V.6 The Chair of the Program receives one course release each semester and a stipend that appears to be sufficient to attract existing faculty members to apply for the chairship on a regular basis. Salary for faculty members is determined by the faculty contract.

V.7 As noted on p. 138 (PP), the University offers all faculty members the chance to apply for $1000 grants to fund faculty research and $2000 travel grants each academic year. Faculty are eligible for paid sabbatical leaves every seven years. One aspect of funding that students disliked was the lack of TA (Teaching Assistant) positions within the program. A small number of Research Assistant (RA) positions were funded by the research grants of individual faculty members, but only one large TA position funded by the University was available. Students advocated for a larger number of TA positions with lesser monetary value.

Final Version

V.8 The goal of "enhancing the leadership structure and organization of the LIS Program" was part of

the 2009-2014 Strategic Plan (PP, 138), and to that end, an Associate Chair position was added to the

administrative structure. Information relayed during faculty interviews indicates that this position does

enhance LIS operations; it will continue to be assessed during the coming years. Feedback from surveys

of graduating students, alumni, and employers are also used to assess and ultimately improve

administrative policies and practices.

STANDARD VI. PHYSICAL RESOURCES & FACILITIES

VI.1 The Program has occupied redesigned renovated space in Hamilton Library since 2010 following a

flood in 2004 that forced the Program into temporary quarters. The panel found physical resources that

were sufficient to accomplish the Program's objectives. When asked about the adequacy of

instructional and research facilities and services, students and faculty expressed satisfaction with the

resources available (onsite interviews). Faculty offices are of a generous size. Student spaces generally

have windows and provide a variety of work spaces that are quite attractive and appear to be heavily

used. The ERP student survey shows very high satisfaction with facilities (97% of respondents agree that

the Program's facilities provide an adequate environment for learning and collaboration).

VI.2 As summarized in the Program Presentation, the Program's physical facilities provide a functional

learning environment for students and faculty. The redesigned and renovated space reflects the needs

of the Program and promotes positive collaboration, communication and consultation. The space has

four main components: instruction and research facilities including three classrooms and a research lab;

a commons area that includes a study/meeting area, a student organization workroom, an open

cataloging laboratory, lockers, bulletin boards, a server room, a laptop bar, and a diner; administrative

and faculty offices; and a CIS PhD students' office and CIS administrative office. Instruction spaces are

generally up-to-date with needed resources and technology. The Program has priority for classroom

space; the rooms are not available to central scheduling (onsite interviews). The Commons area is a very inviting space that seems to be the meeting place for all. The diner is also heavily used by students. Floor plans provide details for each of the previously mentioned spaces (PP, Appendix 6-1).

Generally, the spaces provided for the students to use technology are very good; however, the Technology Classroom should be part of a long term plan to make the environment more conducive to learning. When ERP members observed a course in that classroom, the distractive nature of the many humming computers around the perimeter was very evident. On the positive side, however, the panel was very impressed with the use of Adobe Connect to seamlessly integrate the instruction of the face to face students and the three neighbor island students. Technical support for this delivery model should be maintained and enhanced.

VI.3 Instructional and research facilities and services are available at the Program, Departmental and University levels. Computing facilities and resources are managed by the ICS Technology Specialist. The Specialist indicated that he has sufficient staff for the services provided (onsite interview). The network is maintained by ICS, not campus technology services. The Program has access to sufficient and appropriate online resources for instruction. LIS faculty and students have access to state-of-the-art computing facilities in two computer labs on the third floor of the Pacific Ocean Science and Technology Building (PP, p. 144). ICS also provides support for in-class Halawai (Adobe Connect) for neighbor island students.

At the university level, LIS benefits from facilities and services provided by Information Technology Services and the Office of Faculty Development and Academic Support. A new Information Technology Center opened in February 2014 that houses systems and services that support teaching, administration and research for all ten UH campuses (PP, p. 145-146).

LIS faculty and students have access to the resources of the UH Libraries. Hamilton Library houses a strong collection of print monographs and serials (almost 7000 linear feet, including more than 100

current periodical subscriptions) that support the Program as well as access to appropriate online resources (PP, p. 147-148).

The University also provides the Program with access to several online learning environments, including Laulima, the course management system and Adobe Connect, delivering courses to remote sites in the state. There is also support for multimedia resources and group study space for use by faculty and students is available in numerous locations (PP, p. 148-149).

VI.4 The Program space is fully ADA compliant.

Technology services at the department and university levels appear to be sufficiently staffed. The Libraries' facilities are appropriately staffed, convenient, accessible to people with disabilities, and available when needed.   Students expressed satisfaction with the resources and services of the Library (onsite interviews). Faculty and students were positive about the relationship between the Program and the UH Library. A subject librarian designated as the liaison with the Program provides specialized reference services, instructional support, and collection development. The Associate University Librarian indicated that there is a positive interchange between the Library and the Program. The Program provides competent graduates and provides library faculty with opportunities for professional development including teaching as adjuncts. The Library and Program also benefits from Program internship opportunities (onsite interview).

VI.5 Facilities are evaluated primarily through graduating student and alumni surveys and course evaluations. LIS faculty discuss issues related to facilities and resources at monthly faculty meetings and strategic retreats. LIS faculty are also involved in the ICS Infrastructure Committee (PP, p. 150). Recent changes to the facility were the direct result of student input (PP, p. 150; onsite interviews).

SUMMARY

Overall, the Hawai'i LIS Program appears to be moving forward with confidence now that it is firmly established in new physical quarters that meet with the overwhelming approval of both faculty and students. The Program is firmly in sync with its home Department, College, and the larger University in terms of its LIS mission, goals, and objectives, and the faculty are working hard to assess their Program using Student Learning Outcomes. Substantial progress is being made as they systematically put their curriculum under the microscope and use the evidence gathered from surveys, course evaluations, and the oral exam results to revise courses and assignments.

Current students and alumni have exceptionally high regard for faculty members, and the atmosphere at the Program is one of mutual respect. Faculty members are to be congratulated for their very high scores and complimentary comments by students on course evaluations. Within a small Program, coverage of all subject areas by full-time and adjunct faculty members is difficult. However, this Program has succeeded in most cases. The existing faculty vacancy in the area of technology, and the likelihood of additional vacancies in this area should make filling this position a priority.

Students enjoy a rich student life within the Program: most of them are engaged with student organizations and involved with conferences and community activities sponsored by the local library or archival communities. Their enthusiasm and level of engagement appears to be higher than at many LIS schools, a tribute to the UH faculty members. Students and alumni are also exceptionally positive about the advising being done by faculty members: their accessibility and their wise and caring advice about course and career choices were mentioned frequently.

The placement of the Program within the Information and Computer Sciences Department is working very well, in the opinion of faculty members and of senior university administrators. Faculty members are increasingly taking advantage of the current opportunities for collaborative interdisciplinary teaching and research, but the possibilities for more extensive LIS/Computer Science collaboration are evident

and would be supported by senior administrators, who think very highly of the LIS Program and its future.

The day-to-day administration of the Program appears to be smooth and efficient, now that a Program Coordinator has been hired. This Coordinator should be congratulated for the general organization of the front office and the exceptionally well ordered and easily accessible filing systems now in use.

The Program should be praised for its promotion of the history, traditions, and culture of Hawai'i's indigenous peoples within the LIS curriculum. This initiative was mentioned frequently and with approval by many students and graduates - a unique aspect of this Program.

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