Mission of the LIS Program:
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.

Library and Information Science Program
Department of Information and Computer Sciences
University of Hawaii at Manoa

Handbook last revised 9/23/08
# Table of Contents

**New Faculty Handbook**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Handbook</td>
<td>1</td>
</tr>
<tr>
<td>Welcome!</td>
<td>4</td>
</tr>
</tbody>
</table>

**LIS Program Office and Website**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Faculty Information**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University ID Cards</td>
<td>4</td>
</tr>
<tr>
<td>UH E-mail, MyUH, and Server Space</td>
<td>4</td>
</tr>
<tr>
<td>TB Clearance</td>
<td>5</td>
</tr>
<tr>
<td>Mentoring Support</td>
<td>5</td>
</tr>
<tr>
<td>Tenure</td>
<td>6</td>
</tr>
</tbody>
</table>

**Course Information**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day School/Outreach College</td>
<td>6</td>
</tr>
<tr>
<td>Interactive Television (HITS)</td>
<td>6</td>
</tr>
<tr>
<td>Online Courses</td>
<td>6</td>
</tr>
<tr>
<td>Class Rosters</td>
<td>7</td>
</tr>
</tbody>
</table>

**Course Syllabus**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format for Syllabus</td>
<td>7</td>
</tr>
<tr>
<td>Submission of Syllabus</td>
<td>9</td>
</tr>
</tbody>
</table>

**Course Grading**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading</td>
<td>9</td>
</tr>
<tr>
<td>Incompletes</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course Resources**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Orders</td>
<td>10</td>
</tr>
<tr>
<td>Library Reserves</td>
<td>11</td>
</tr>
<tr>
<td>Photocopying</td>
<td>11</td>
</tr>
<tr>
<td>Course Packets</td>
<td>11</td>
</tr>
</tbody>
</table>

**Classrooms and Offices**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Assignments</td>
<td>11</td>
</tr>
<tr>
<td>Office Assignments</td>
<td>12</td>
</tr>
<tr>
<td>Office Hours</td>
<td>12</td>
</tr>
<tr>
<td>Phone Calls and Mail</td>
<td>12</td>
</tr>
</tbody>
</table>
Student Information .......................................................... 13
Privacy Issues .................................................................... 13
Returning Student Work ..................................................... 13
Help for Students with Disabilities ....................................... 13
Additional Information Sources .......................................... 13
For All New Faculty ............................................................. 13
For Newcomers to Hawaii ..................................................... 14
Appendix A ......................................................................... 15
Research Methods Taught and Utilized in LIS Program Courses 15
Appendix B ......................................................................... 18
Family Educational Rights and Privacy Act (FERPA) Guidelines 18
New Faculty Handbook

Welcome!

The LIS Program is pleased to have you join our resident faculty. Whether as a new tenure-track faculty member or an adjunct member, you bring valuable expertise in research and service and fresh professional perspectives to our students. This handbook is intended as a basic guide to help you quickly locate key areas of information. At all times, feel free to contact the LIS Program Chair for additional assistance. We welcome you on board!

LIS Program Office and Website

The LIS Program Office in POST 303A, manned by our Office Assistant and student helpers, is pleased to assist you. The office maintains records of LIS students, copies of course syllabi, minutes of faculty meetings, and official records of the Program. At the beginning of the semester, remember to submit your office hours and a copy of your syllabi to the Office Assistant.

In addition to the photocopier, the office has a fax machine, a shredder, and basic office supplies. Additional supplies are also available at the ICS Department Office in POST 317. To secure supplies not available in the storeroom, please check with the LIS Program Chair to see if you can purchase them and be reimbursed. To be reimbursed, UH requires an itemized receipt and credit card statement.

More detailed information on the LIS Program is available at http://www.hawaii.edu/lis

Faculty Information

University ID Cards
The ICS Department Secretary will provide new faculty with a document allowing you to receive a University ID card. The card can be picked up at the Campus Center Ticket, Information and ID Office located in the Campus Center 212, Monday through Friday, 8:30 am-4:30 pm, except holidays.

You will use the same University ID Card as your library card. Take your ID to the circulation desk at the Hamilton Library to activate your library privileges. Do this as soon as possible since it may take the library a few days to link your ID number with their system.

UH E-mail, MyUH, and Server Space
Once you are officially employed you will be assigned a UH user name. This will be your e-mail address XXXXX@hawaii.edu

E-mail, websites, and MyUH are maintained by the University's Information Technology Services (ITS). You can change your password, create an additional alias by visiting the ITS website at http://www.hawaii.edu/askus/719
Your user name and password also allow access to MyUH. You can use MyUH to locate class lists with exportable Excel-ready files, send e-mail to students in your class, and enter grades.

**TB Clearance**
All new faculty must complete an official tuberculosis clearance. Procedures for obtaining the tuberculosis clearance:

a) Prospective appointees living in the State of Hawai‘i may obtain tuberculosis examinations through: 1) their private physician, 2) the State Department of Health (DOH), or 3) the University of Hawai‘i Student Health Center.

The skin tests and chest x-rays are available free of charge from the DOH Lanakila Comprehensive Health Center, 1700 Lanakila Avenue, Honolulu, Hawai‘i or at the Health Centers of the State DOH for employees required by law or DOH regulations to have tuberculosis clearance. The University of Hawai‘i Student Health Center charges a nominal fee for TB tests.

b) Prospective appointees living on the U.S. mainland must provide a certificate from a licensed physician to the effect that they are free of tuberculosis in an active form.

c) Prospective appointees coming from a foreign country may either obtain a TB examination and clearance from the State DOH upon arrival or must submit to the employing unit a radiology report from a qualified U.S. physician at least six weeks prior to the effective date of appointment. The employing unit shall forward the radiology report to the State DOH for review and approval.


**Mentoring Support**
The LIS Program Chair collaborates with the LIS Personnel Committee in assigning senior faculty members as mentors to new tenure-track faculty. Mentors work with new faculty in a range of areas including teaching strategies, syllabi creation, research agendas, publications, and preparation for tenure review.

Adjunct faculty members may also receive mentoring assistance from the LIS Program Chair or designate, such as the instructor of record. In addition, we strongly encourage all new faculty to explore the following campus mentoring resources.

- The Center for Teaching Excellence (CTE; [http://www.cte.hawaii.edu/](http://www.cte.hawaii.edu/)) 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 CTE office is in 107-108 Kuykendall Hall, and is open Monday through Friday 8:00 AM to 4:30 PM.
Information Technology Services (ITS; http://www.hawaii.edu/its/) provides a variety of technical assistance about software services available to faculty members, including instructions on how to create and maintain your Web page, how to use campus-wide courseware and related topics.

The Center for Instructional Support (CIS; http://www.cis.hawaii.edu/) offers graphic and media services and specially equipped classrooms for faculty.

Tenure
Tenure-track faculty will receive additional information from the ICS Department Chair about the campus tenure application and review process. Your LIS mentor, as well as the Center for Teaching Excellence workshops on tenure will also provide guidance and feedback. The CTE also has a library of tenure portfolios that you are encouraged to review. Pre-tenure faculty complete annual job renewal evaluations, and post-tenure faculty complete periodic assessments.

Course Information

Day School/Outreach College
Students register for UH courses either as “day school” or Outreach College (OC) classes. In general “day school” designations are given to LIS courses taught by full time faculty and as well as HITS courses for students in Manoa. OC or extension designations are given to LIS courses taught by adjunct faculty and HITS courses for students on the neighbor islands.

Students with achievement scholarships awarded by the UH (formerly called tuition waivers) or with certain other awards that stipulate only day school courses cannot count OC classes. Therefore, you may have students in two sections (day school/regular term and OC/extension term). You will need to select both terms on your MyUH in order to see students in both sections. This can also be an issue on Laulima, the course management system being used by UH. Simply inviting students in other sections to join the site can solve this problem.

Interactive Television (HITS)
The LIS Program uses the Hawai’i Interactive Television Services (HITS) as well as other distributed learning technologies to deliver courses to students in the state. HITS employs digital interactive video service using MPEG2-over-IP. Prior to the first class, your HITS producer will set up an appointment with you, and provide handbooks regarding teaching via HITS. Please take advantage of this planning meeting as you create your syllabus. For detailed information on HITS receive sites, check http://www.hawaii.edu/dl/location/

Online Courses
The UH ended its contract with Blackboard and WebCT, and replaced it with an online system using open source software (Sakai). It is called Laulima. Help in using Laulima is available at the Digital Media Center (Kuykendall Room 206, Mondays through Fridays 8:00 am to 4:00 pm, phone: 956-2719 or 956-5930).
Class Rosters
Your class roster will be on your MyUH account. Students who are UH employees (or their spouses) wait until the first day of class to register for classes due to tuition waiver requirements. The LIS Program Office can provide you with a list of students who have received permission to sign up for your class. All LIS students (classified or unclassified) must secure approvals from their advisors before they are able to register for classes.

Students wanting to attend a class without receiving a grade must register as auditors. The only exception is for Hawaii Senior Citizen Visitor Program (HSCVP) participants. For more information on this program, contact Dr. Lee Putnam, Queen Lili‘uokalani Center for Student Services Room 413, phone: 956-9317. HSCVP tradition is that students hand in a slip to the instructor on the first day, but the LIS Program has requested that interested students contact the instructor beforehand. HSCVP students are welcome in LIS courses as long as their attendance does not hamper instruction for the regular students (e.g., shortage of computers).

Courses offered through Outreach College often require a minimum number of students. Auditors and HSCVP students do not count towards this total. Classes with too few students may have to be cancelled since OC courses must be self-supporting.

Course Syllabus

Format for Syllabus
The LIS Program has developed a standard format for all syllabi. The following template identifies the key headings in the syllabus. Examples of course syllabi can be accessed at http://www.hawaii.edu/lis/courses.php?page=descriptions

<table>
<thead>
<tr>
<th>Template for Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Voicemail</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Office hours</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Course description</td>
</tr>
<tr>
<td>Core competencies addressed</td>
</tr>
<tr>
<td>Program learning objectives addressed</td>
</tr>
<tr>
<td>Professional expectations</td>
</tr>
<tr>
<td>Course objectives</td>
</tr>
<tr>
<td>Teaching method/philosophy</td>
</tr>
<tr>
<td>Research methods</td>
</tr>
<tr>
<td>Requirements (course assignments and scoring)</td>
</tr>
<tr>
<td>Required and optional texts, readings</td>
</tr>
<tr>
<td>Technology requirements</td>
</tr>
<tr>
<td>Guidelines for assignments</td>
</tr>
<tr>
<td>Course schedule</td>
</tr>
</tbody>
</table>
Course description: This is a one-paragraph description. Adapt it from existing descriptions at http://www.hawaii.edu/lis/courses.php?page=descriptions

Core competencies: Refer to http://www.hawaii.edu/lis/program.php?page=corecomp for a list of the competencies as well as the most current background information on them. For existing courses, retain the same competencies. For new courses, select only those competencies addressed in the course’s major assignments.

Program learning objectives: Refer to http://www.hawaii.edu/lis/program.php?page=mission for a listing of the LIS Program Goals and Objectives. For existing courses, retain the same program learning objectives. For new courses, identify objectives addressed in the course’s major readings and assignments.

Professional expectations: Refer to http://www.hawaii.edu/lis/students.php?page=profexp for the most current information on the expectations. In your syllabus, a simple statement with links would suffice. Example:

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp

Course objectives: For existing courses, retain the same course objectives. For new courses, identify those objectives addressed in the course’s major readings and assignments.

Teaching method/philosophy: This is a brief description of your approach to teaching.

Research methods: This is a brief description of research methods reflected in the readings and assignments of the course. Refer to Appendix A for a list of examples.

Requirements: This segment includes grading criteria and a complete list of assignments. Indicate how numerical or percentage scores for assignments are translated into letter grades (A+, A, A-, etc.). Be as clear as possible since this is your contract with students regarding course expectations.

Required and optional texts, readings: In addition to listing the readings, please indicate if they are to be purchased through the UHM Bookstore, available through electronic or physical reserve, or distributed in class.

Technology requirements: Indicate the software and hardware requirements for the course as well as technology skills expected of students.

Guidelines for assignments: The degree of detail varies among the syllabi; however, the important thing is to provide enough information so that students understand the scope of an assignment and the outcome expected.

Course schedule: Provide a matrix or list that includes dates, major topics covered, and assignments due.
Submssion of Syllabus
Complete your syllabus several months in advance of your actual teaching. This allows us to publicize the course, make copies, and assist students with planning. Once you’ve completed your syllabus:

- Submit an electronic copy to the LIS Chair, who will ensure that the syllabus is disseminated to
  - LIS-STU@hawaii.edu
    This is the student e-mail list. This will help students select your course.
  - LIS-WEB@hawaii.edu
    The LIS Web Team will upload your syllabus to the LIS homepage, which they maintain.
  - LIS-FAC@hawaii.edu
    This is the faculty e-mail list. This helps us with student advising.

- Submit an additional electronic copy to the LIS Program’s Office Assistant for duplication. Allow several weeks for photocopying so it can be done at the Duplicating Services Center rather than in our office. Include the following information: number of copies and any special instructions for photocopying, e.g., double-sided, color paper.

Course Grading

Grading
The LIS Program does not have a policy on grading per se. Grades are issued on a 4.0 scale. The UH introduced the “A+” a few years ago, and this grade is given sparingly by the majority of faculty. In general, most of our student work falls in the A and B range, as befits graduate work. However, you should not hesitate to grade a student below this if his or her performance falls below graduate standards. Students need a 3.0 (B) cumulative GPA in order to graduate. LIS courses cannot be taken as Credit/No Credit, with the exception of the LIS 690 Internship and LIS 696 Practicum in School Libraries.

The LIS Program takes a firm stand on ethical development. Student violations of the Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii should be reported to the LIS Program Chair. The LIS faculty members discuss instances of plagiarism and other violations of ethical codes in executive session at the end of monthly faculty meetings. Such violations are penalized on assignments or lead to failing a course. The instructor must carefully document all such cases.

To help students and faculty with fair assessment, the LIS Program encourages the creation and inclusion of rubrics in course syllabi. The Program is also implementing a more rigorous assessment of student performance in the various courses. This is being done incrementally as part of a multi-year plan; and the Program’s assessment coordinator will provide you with a more detailed introduction to this.

Grades are posted on MyUH. Please also give a printout of your grades to the LIS Program Office as a backup. It is critical to meet the deadlines for grades as listed on the
current academic calendar. Courses taught through Outreach College (including HITS classes) often require submission of grades at an earlier date than those offered through day school.

**Incompletes**

The University policy is that

> an incomplete or “I” grade may be issued to a student who fails to complete a small but important part of a course before the semester grades are issued, if and only if the course instructor believes that the failure is due to reasons beyond the control of the student, and not due to carelessness or procrastination on the part of the student.

Faculty may assign a “perpetual incomplete” or an alternative grade (meaning that the “I” will turn into that grade by a specified deadline). The following chart, provided by the Graduate Division, summarizes the differences between a perpetual “I” grade and an “I” grade that is issued with an alternative grade.

<table>
<thead>
<tr>
<th>Type of Incomplete</th>
<th>Before I-Removal Deadline</th>
<th>After I-Removal Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>I grade</td>
<td>I grade may be converted to a letter grade.</td>
<td>I grade remains on the student’s record. It may be converted to a letter grade* on a case-by-case basis, within one full academic year following the end of the semester in which the I grade was issued.</td>
</tr>
<tr>
<td></td>
<td>Submit form to Admissions and Records Office.</td>
<td></td>
</tr>
<tr>
<td>I grade + alternative grade</td>
<td>I grade may be converted to a letter grade.</td>
<td>I grade automatically converts to the alternative grade, if not converted otherwise before the deadline.</td>
</tr>
<tr>
<td></td>
<td>Submit form to Admissions and Records Office.</td>
<td></td>
</tr>
</tbody>
</table>

* The letter grade is computed by averaging the grades for all course work completed by the I-removal deadline, and F grades for any incomplete course work.

The LIS Program Office has copies of the Change of Grades/Removal of Incomplete Form, which must be signed by the instructor or Program Chair. Many adjunct faculty warn students in their syllabi that they do not offer Incompletes due to time constraints.

**Course Resources**

**Textbook Orders**

Several months before your class begins, the LIS Program Office sends you a textbook request form and a form to ask for desk copies. You should designate texts as either being required or optional. Be sure to also check the correct edition and ISBN. The UHM Bookstore needs advance time to order textbooks in sufficient quantities at reasonable cost. If you have specific questions, contact the UHM Bookstore’s textbook desk at 956-8022. The bookstore starts returning unsold books early in the semester, so advise students to purchase their books as soon as possible.
Library Reserves
Sinclair Library offers reserve services on the Manoa campus. The library provides access to a range of materials (books, handouts, overheads, and media such as videos, CDs, or DVDs) that you might need to have for your entire class. If UHM has limited copies of an item, placing a title on reserve will make it accessible to all students in a fair manner. Students may also save money by utilizing the material at the library instead of having to purchase their own copy. Reserve materials may come from the UHM libraries or you may loan copies from your own professional collection.

Electronic Reserves provide easy 24/7 online access to print materials for class use. Students appreciate this service because they can view documents on the Web anytime, anywhere. E-Reserves staff do the work of making your material available online, but they need sufficient time to order materials or scan instructor-provided copies. For details, please check http://www.sinclair.hawaii.edu/reserves/ You might also contact Sinclair Library-Print Reserves at 956-8308 ext. 52 or Media Reserves at 956-8308 ext. 53.

Photocopying
Requests for large photocopy orders, such as syllabi and multi-page handouts, should be handled by the Duplicating Services Center on campus. Photocopying often takes two to three weeks so plan accordingly. On your request form, be sure to indicate when you need an item, if you need it in a certain color, and details such as if you want it double-sided, collated and/or stapled. The LIS Program Office can process your request. You will be issued a code to operate the LIS office photocopier for single copies and limited printing. Please respect copyright laws when making photocopies, particularly in regard to fair use. If necessary, you may coordinate with the LIS Office Assistant to see if student help is available to copy materials for you. Such assistance would have to be “as time permits” for the office staff.

Course Packets
Many faculty assign course-reading packets, which students can purchase. Be sure to comply with copyright laws in doing this. Several commercial photocopy shops near campus can assist with your needs:

- Business Works Hawaii, Inc. (Campus Center, ground floor). 941-1098 http://www.businessworkshawaii.com/
- Copy Express, LLC, 1668 S. King St. 944-2679
- Copy Hut, 2570 S Beretania St. # 102. 941-5252
- Fed Ex Kinko's Office & Print, 2575 S King St. 943-0005
- Professional Image, 2633 S King St. 973-6599

Classrooms and Offices

Classroom Assignments
If you are assigned to teach in the Bilger 319 classroom, be sure to get the security code for the door and the password for the instructor’s computer. Remind students:
The room is alarmed except during times designated. Security will be notified when the silent alarm is triggered.

- Food and drink must be kept away from the computers.
- The classroom has 24/7 security cameras to protect the room; however, as a precaution, the door should be kept closed at all times.
- The temperature control should not be adjusted.
- Contact the Department's IT staff at ics327@yahoo.com if there are any problems with the computer equipment.

As an instructor, contact Nolan Oshiro, the IT specialist, to secure advance permission to download applications. Email him at ics327@yahoo.com

If you are assigned to another classroom, obtain a key for the computer equipment cabinet from the Center for Teaching Excellence (Kuykendall Hall Room 107-108, phone: 956-6978). Inform the LIS Program Office if there is a problem with your classroom.

HITS courses use facilities in Kuykendall Hall and remote sites on the other islands. You do not need to secure a key for their computer equipment.

**Office Assignments**

Since the 2004 flood, LIS faculty offices have been located on the third floor of the POST Building, which is home to the ICS Department. New faculty will be assigned an office by the ICS Department. Adjunct faculty are often asked to share a room, especially during the summer. You can get your key from the ICS Department Office in POST 317. All offices should have telephone and Internet connections. The POST building also offers wireless connections.

Many of the offices in the POST Building are located on corridors off the main hallway. Your key might only open one entryway to the corridor. POST corridors are under 24/7-camera surveillance; however, be sure to lock the entry to the corridor if you are the last person to leave after 4:30 pm.

The POST Building is normally open on weekends, holidays, and sometime after midnight. One entrance has a combination pad for access in the event that the building is locked. The LIS Program Office can give you the combination for the keypad that is located on the corner entrance between Sakamaki and Holmes Halls.

**Office Hours**

You are expected to designate some time as office hours when students can meet with you and discuss their courses. Please inform the LIS Office of your office hours at the start of each semester, and include this information on your syllabus.

**Phone Calls and Mail**

Each office has a telephone. We ask that you limit personal calls. If you make a personal long distance call, please inform the LIS Program Office. To dial, press 9 to get an outside line. Calls to neighbor islands are 9-1-808. Campus numbers are simply 6-XXXX. Calling campus numbers from offsite simply requires adding the prefix 95. Most offices have answering machines. Please change the message.
You can pick up your mail in the LIS Program Office. Trays are provided for this purpose. Outgoing mail, however, should be dropped off at the ICS Department Office. US mail should have your name and the LIS/ICS address. The required customs forms should accompany international mail or it may be returned to you.

**Student Information**

**Privacy Issues**
The Family Educational Rights and Privacy Act of 1974, as amended (also known as the Buckley Amendment), affords students certain rights with respect to their education records. Specifically, it affords students the right to:

- Inspect and review their education records
- Request the amendment of inaccurate or misleading records
- Consent to disclosure of personally identifiable information contained in their education record
- File a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law.

Institutional policy and procedures are published as Administrative Procedure A7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students. More detailed information on this topic is available in Appendix B.

**Returning Student Work**
An increasing number of LIS faculty members are returning student work via e-mail. The LIS Program Office can also mail papers back to students on neighbor islands. Papers for students on Oahu are usually placed in sealed recycled manila envelopes, and left in a pick-up box in the LIS Program Office.

**Help for Students with Disabilities**
The Kokua Program on campus serves students with learning, physical, psychiatric, and other documented disabilities (Queen Lili'uokalani Center for Student Services, Room 013, phone: 956-7511 or 956-7612). The program provides disability access services on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential and is only disclosed to an instructor with permission from the student. You might receive a letter from the Kokua Program informing you that a student has a documented disability. Because of the confidential nature of the letter, it should be shredded after reading. You are encouraged to talk with the LIS Program Chair, the Kokua Office, and the student to find a way to support the student's learning needs.

**Additional Information Sources**

**For All New Faculty**
The UH Faculty Senate is developing a password-protected Faculty Handbook Wiki https://wwwdev.hawaii.edu/uhtmfs/wiki/index.php/Main_Page
There is a wealth of information at the UH LIS Program website: http://www.hawaii.edu/lis/ Use the search engine and site map to help you find information. Additional sources to check:

- Official policies and links are also available at the Graduate Division website: http://www.hawaii.edu/graduate/sitemap.htm

- Additional information is available in the Graduate Catalog: http://www.catalog.hawaii.edu/

- Training to use technology in teaching is available at TALENT (Teaching And Learning with Electronic Networked Technologies) faculty development program: http://www.hawaii.edu/ta lent/

- Emergencies: Campus Security at 956-6911 and Honolulu Police at 911.

- UH parking: http://www.hawaii.edu/parking/

For Newcomers to Hawaii

- **Aloha Guide: Information for non-resident applicants to the UH Library and Information Science Program:**
  http://www.hawaii.edu/lis/about.php?page=aloha

- Housing assistance:
  - Craigslist Oahu: http://honolulu.craigslist.org/oah/
  - Honolulu Advertiser: http://www.honoluluadvertiser.com/
  - UH Faculty Housing: http://www.hawaii.edu/fachousing/
  - Exchange Housing/ Rentals: http://www.soest.hawaii.edu/rentals/
  - UH Off-Campus Housing Referral Program: http://www.housing.hawaii.edu/och/

- Transportation:
  - Campus Shuttle Bus: http://www.hawaii.edu/parking/shuttle.html
  - The Bus (Public Transit): http://www.thebus.org/

- Honolulu International Airport: http://www6.hawaii.gov/dot/airports/hnl/

- Panda Online (Commercial Travel Agent): http://www.pandaonline.com/
Appendix A
Research Methods Taught and Utilized in LIS Program Courses

Note: The list below is meant to be illustrative and not exhaustive. You are free to incorporate other methods in your courses.

1. Action research: type of qualitative research typically undertaken in educational settings. It is a reflective process that allows for inquiry and discussion. Often it is a collaborative activity among colleagues searching for solutions to real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. It may include quantitative data from student or colleague assessment instruments.

2. Baseline-intervention: baseline data are obtained during a period prior to the implementation of a formal intervention. The baseline data help to determine the extent of a problem and provide a basis of comparison to determine change once an intervention has been implemented.

3. Case study: type of qualitative research that focuses intensely on an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. Such study involves the collection and presentation of detailed information about the subject.

4. Cognitive walkthrough: process that involves one or a group of evaluators inspecting the usability of an interface by stepping through a set of tasks and evaluating its understandability and ease of learning. The input to the walkthrough usually includes the user profile, especially the users’ knowledge of the task and of the interface.

5. Content analysis: a standard methodology in the social sciences and humanities that entails a systematic analysis of the content rather than the structure of any communication, such as a written work, speech, or film, including the study of thematic and symbolic elements to determine the objective or meaning of the communication.

6. Critical incident analysis: technique used for collecting direct observations of human behavior that have critical significance and meet certain defined criteria. The incidents are gathered typically by respondents recounting a story about an experience they have had. The incidents are used to understand what elements are salient to participants, solve practical problems, and develop broad psychological principles.

7. Ethnography: qualitative research concerned with the prolonged study of a group of people. It generally involves immersion and participation in their daily lives in an attempt to discover who they think they are, what they think they are doing, and to what end they think they are doing it.

8. Ethnomethodology: studies activities of group members to discover how they make sense of their surroundings. It specifically examines how individuals give sense to their daily activities. Examines what people are actually doing through the social group practices that influence how individuals interpret the situations they encounter.

9. Evaluation research: form of social research that involves the systematic assessment of the worth or merit of a program, policy, technology, person, or activity. The goal is to provide useful feedback to a variety of audiences for decision-making. Evaluation may be formative (examining the delivery of a program, etc.) or summative (examining the effects or outcomes of a program).
10. Experiment: research that involves the following: a hypothesis to test a causal relationship; a control group and a treatment group; elimination of confounding variables that might negate the experiment; use of larger groups with a representative makeup, preferably randomized, to curtail accidental differences; and inferential statistics to test the hypothesis and determine the degree of significance of any differences between the groups.

11. Heuristic evaluation: usability engineering method for finding the problems in a user interface design so that they can be attended to as part of an iterative design process. It involves a small set of expert evaluators examining the interface and judging its compliance with recognized usability principles.

12. Historiography: writing of history based on the critical examination of sources, the selection of particulars from authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods.

13. Information retrieval: research involving techniques from machine learning and other theoretical models, together with an extensive experimentation to develop more accurate and efficient information retrieval and search techniques for a variety of applications.

14. Instructional design: systematic process of translating general principles of learning and instruction into plans for instructional materials and learning. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet these needs, including the development of instructional materials and activities and tryout and evaluation of all instruction and learner activities.

15. Interview: frequently used method for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information on a topic. Interviews may be useful as follow-up to responses on questionnaires. They are usually based on open-ended questions but interviews can also be partly structured.

16. Naturalistic inquiry: qualitative study of a group in its natural setting. Unlike experimental research, the investigator does not attempt to control the condition of the study. Researchers focus on producing consistently documented, impartial observations.

17. Needs assessment: strategy to determine and measure community needs. Assessment might use existing statistical data (descriptive statistics), attitude surveys where information is gathered from a representative sample of community residents, key informant approaches identifying community leaders and decision makers, and community fora and focus groups where participants discuss the needs of the community, among others. Also applied to assessing the needs of learners before instruction or the needs of interface users before design. Often the first step in instructional design and user centered interface design.

18. Participant-observation: form of data gathering in which the investigator is a member of the group while observing the group in action. This technique usually requires immersion over an extended period of time. It requires that the researcher use a systematic and impartial procedure for gathering data. It is particularly appropriate to studies of interpersonal group processes.

19. Pre-post test: tests are administered prior to an intervention and after its implementation. The purpose of the testing is to gauge the subject’s abilities upon entry and provide a baseline for his or her current achievement level. Differences between the pretest and posttest should reflect the learning that occurred while in the intervention.
20. Protocol analysis: research method for eliciting verbal reports of thought sequences during tasks as a valid source of data on thinking. Subjects “think aloud” as they complete a task, transcripts are recorded and analyzed into user protocols or functional sequences that illustrate how a person solved a problem or negotiated a task.

21. Quasi-experiment: similar to true experiments, these experiments have subjects, treatments, etc., but they use nonrandomized groups. They lack the high degree of control of variables as experimental research but are often used in classroom research where randomization is not possible.

22. Survey research: broad range of measurement procedures that involve asking questions of respondents. Surveys can be anything from a short paper-and-pencil feedback form and questionnaires to intensive one-on-one interviews.

23. Transaction log analysis: method of data gathering by saving the searches done in online catalogs and databases, traditionally used in libraries to identify access point use, re-engineer online public access catalogs, improve search retrieval, and hone general personnel management, among others. The data collected depends on the target. For example, research on search retrievals might include totals on author, title, subject, keyword, and total searches, as well as search failure rates and error types.

24. Usability study: technique used to evaluate the ease of use of a product by testing it on users. It is a systematic evaluation of the interaction between people and products, equipment, and environments they use. Testing anything from prototypes to finished products can lead to early detection and correction of problems. Usability testing typically measures learnability, efficiency, memorability, errors, and satisfaction.
Appendix B
Family Educational Rights and Privacy Act (FERPA) Guidelines

The University of Hawaii strives to fully comply with this law by protecting the privacy of student records and judiciously evaluating requests for release of information from these records. FERPA authorizes the release of “Directory Information” without the student’s prior written consent under certain conditions set forth in the Act.

What is Directory Information?
Directory Information is information contained in a student’s education record that would not be considered harmful or an invasion of privacy if disclosed. Such information may only be released to third parties if the action is clearly identified as within an employee’s official duties. Any other release or use of directory information is a violation and is not permissible. The FERPA Compliance Office defines the following as Directory Information:

- Name of student
- Local address and zip code
- Local telephone number
- Email address
- Major field of study
- Educational level (i.e., freshman, sophomore)
- Dates of attendance
- Enrollment status (full-time or part-time)
- Degrees and awards received
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

How does FERPA apply to faculty, TAs, and staff?
The law requires faculty and staff to treat students’ education records in a legally specified manner.

- Grades: Students’ scores or grades should not be displayed publicly. Even with names obscured, UH Numbers are considered personally identifiable information and must not be used. If scores or grades are posted, use some code known only to the faculty member and the individual student. (Even partial UH Numbers CANNOT be used without the student’s uncoerced written permission. In no case should the list be posted in alphabetical sequence by student name. Grades or other academic information distributed for purposes of advisement should not be placed in plain view in open mailboxes located in public places.
- Papers: Graded papers or tests should not be left unattended on a desk in plain view in a public area nor should students sort through them in order to retrieve their own work.
- Addresses, email addresses and phone numbers: Students’ addresses, email addresses and phone numbers are provided on faculty MyUH class lists. Student email address information is not to be shared with others, including students who may be receiving the same email message. Individual emails must contain only the recipient’s address.
- Class lists/grade sheets: These and other reports should be handled in a confidential manner and the information contained on them should not be redisclosed to third parties. Copies of class lists containing students' UH Numbers should not be routed in the classroom for attendance taking or any other purpose.
- Parents: Parents, spouses and other relations do not have a right to information contained in a student's education record.
- Employers: Employers do not have a right to educational information pertaining to a student.
- Access: Access to the student information system is not tantamount to authorization to view the data. Faculty members are deemed to be "school officials" and can access data in MyUH only if they have a legitimate educational interest. UH staff members may obtain access in Banner if they have a legitimate educational need to know.
- Letters of recommendation: Do not include information about students’ grades or grade point averages in letters of recommendation without the written permission of the student.
- Students’ schedules: Do not provide anyone with a student’s schedule; do not assist anyone other than a university employee in finding a student on campus. Refer such inquiries to the Office of the Vice Chancellor for Students (956-3290).
- Lists of students: Do not provide anyone with lists of students enrolled in your classes for any commercial purpose. Requests of this nature should be referred to the University Registrar in the Records Office.
- When in doubt, please contact the University Registrar, UHM Records Office (956-8010).