

LIS Oral Exam Scenarios

Version of 19 January 2018

Required for non-thesis students who started prior to Fall 2018

Instructions to students: Choose a professional environment for which you have prepared (i.e., Public, School, Academic, Archives, Special) via coursework, internships, experience and your own research. Prepare a personal, professional response to each scenario in the corresponding column in the table below. You should approach the oral exam just as you would a job interview, by doing research in advance. Familiarize yourself with actual LIS environments and concepts from professional and academic literature that are relevant to each scenario.

	Public	School	Academic	Archives	Special
Personal philosophy (SLO1, SLO5)	p. 2	p. 2	p. 2	p. 2	p. 2
Administration (SLO2)	p. 3	p. 6	p. 9	p. 12	p. 15
Public services (SLO3)	p. 4	p. 7	p. 10	p. 13	p. 16
Technical services (SLO4)	p. 5	p. 8	p. 11	p. 14	p. 17

Evaluation: Each scenario includes a list of elements of an acceptable response. Most are common to all scenarios, though some are unique to particular scenarios, so read both the scenarios and the acceptable response elements closely as you prepare. Your responses will be evaluated by two LIS faculty members, using a 0-7 scale. **To pass, your average score on every scenario must be 5/7 or above.** A lower average score will result in a retake of that scenario at a later date.

	Average score
Exceeds standards	6 or above
Meets standards	5-5.99
Approaches standards	4-4.99
Does not meet standards	3.99 or below

Above all, address each scenario from your personal perspective, not a generic one. Speak with your own professional voice: express how your individual skills, interests, coursework, experience and philosophy inform your response to each scenario.

Note: Neighbor Island students taking the exam online are permitted to have a printed copy of this document with them during the exam, subject to verification by the proctor that there are no study notes on the printout.

STATEMENT OF PERSONAL PHILOSOPHY

You have almost completed the UHM LIS Program. This is a good opportunity to reflect on your academic and professional experiences, and make a statement about the skills and understanding you have acquired.

Prepare a statement that addresses the following:

- What is your professional philosophy?
 - What does the LIS profession mean to you, and what do you hope to contribute?
 - Which professional codes influenced your philosophy?
 - Discuss one paper that influenced your professional philosophy and why.
- What specific strengths distinguish you as a job candidate?
- What professional skills or experiences do you plan to acquire in the next five years and why? How will you advance your knowledge and skills in those areas?
- In which professional organizations will you actively participate and why?

(Pre-Fall 2018) SLOs addressed: 1a, 1b, 1c, 1d, 5a

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Links professional goals and interests with critical issues in the profession

PUBLIC LIBRARY – ADMINISTRATION SCENARIO

You are a librarian in a public library. A concern for access permeates your activities and policies.

- Define “equity of access” as a term and concept, as used by public librarians.
- Discuss how the following factors affect equitable access, and provide an example from your own research and/or experience of how equitable access can be encouraged or discouraged by each:
 1. the physical plant – the location, facilities and layout of the library
 2. digital inclusion – accessibility of internet/computers, and electronic materials for library users
 3. professional policies and codes concerning intellectual freedom
 4. librarians’ adherence to the philosophy of intellectual freedom

(Pre-Fall 2018) SLOs addressed: 1a, 1c, 2c, 5a

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Displays understanding of diverse patrons and social and cultural contexts

PUBLIC LIBRARY – PUBLIC SERVICES SCENARIO

You have just been hired as the sole librarian in a small public library that has provided minimal programming and outreach in the last five years. Address the following:

Programming

- What steps would you take to initiate a new program?
- How would you maximize the program's chances for success?

Outreach

- Why is outreach an important mission for a librarian?
- What roles could you take on in terms of outreach to the community?
- Describe an outreach program that you have seen implemented, or would like to implement. Discuss the target audience, steps in developing the program, possible funding sources, and how you would assess it.

Your response should demonstrate general understanding of programming and outreach, and apply your personal interests, knowledge, and experiences.

(Pre-Fall 2018) SLOs addressed: 2c, 2d, 5a, 5b

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Displays understanding of diverse patrons and social and cultural contexts

PUBLIC LIBRARY – TECHNICAL SERVICES SCENARIO

The Pacific Library Federation Council (PLFC) is accepting grant proposals for public library branches or systems wanting to create digital libraries/collections that will engage local communities. In the past they have funded projects such as a digital library for local history and genealogy and online e-book and music collections.

Your job is to create a 5-minute pitch that you will give at the PLFC's next board meeting. The board members are all librarians, so use appropriate professional terminology. Address the following:

- Start with a very brief overview of the library and community (30 seconds).
- Give a brief overview of the digital collection / project you are pitching.
- Will you create the platform or use an existing one? If so, which and why?
- Describe how information is organized, preserved and retrieved in your proposed project. Include relevant professional standards.
- Describe how this digital collection will serve your community, and how you will assess it.

(Pre-Fall 2018) SLOs addressed: 3a, 3b, 3c, 3d, 4a, 4b, 4c, 2c

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Cites a specific instance of how a public library or system has implemented a similar proposal

SCHOOL LIBRARY – ADMINISTRATION SCENARIO

You are interviewing for a position as the librarian at Pacific High School that is striving to be a “school of the future.” The school’s vision statement reads:

We envision an empowered and connected community where learning is continuous, relevant and adaptive. We envision a school that works to close the technology gap and provides our learners with the skills and competencies necessary for problem solving and lifelong learning.

The principal has requested that you prepare a 10-minute talk on how you think the library can help achieve the school’s vision. Members of the school’s advisory council comprised of representatives from the faculty, parents, and student council as well as the administration will be your audience.

- How will you prepare for this presentation?
- What will be your primary message, and why?
- What examples and evidence will you weave into your presentation to make a case that is compelling and convincing?

Create a cohesive and clearly articulated response that incorporates your knowledge of school reform efforts in the 21st century with the professional experiences you have gained through the practicum and other fieldwork. Beyond the required readings and assignments in various courses your response should reflect published research and critical essays that you have independently studied.

(Pre-Fall 2018) SLOs addressed: 2a, 2c, 2d, 2e, 1c, 5a, 5b.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships/practicums and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Focuses on a specific area where a school library makes a major contribution to the school’s vision

SCHOOL LIBRARY – PUBLIC SERVICES SCENARIO

You are the librarian at Honolulu Elementary School, and a member of a team preparing a grant to improve STEM (Science Technology Engineering Math) education for the K-6 students. The other members of the team include the school's curriculum coordinator, the vice principal, and the grade level chairs. You are asked to draft a rationale for the importance of timely and accurate STEM resources, and to briefly describe the types of free and subscription resources that might be accessed by students, teachers, and parents.

- How will you approach this challenge?
- What types of resources would you target and why?
- What examples and evidence will you study in preparing your draft?

Create a cohesive and clearly articulated response that incorporates your knowledge of trends in STEM education and STEM-related information access in the 21st century with the professional experiences you have gained through the practicum and other fieldwork. Beyond the required readings and assignments in various courses, your response should reflect published research and critical essays that you have independently studied.

(Pre-Fall 2018) SLOs addressed: 3a, 3b, 3c, 1c, 2b, 2e, 4c, 5a.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships/practicums and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Demonstrates a systematic and thoughtful approach to dealing with an issue or problem

SCHOOL LIBRARY – TECHNICAL SERVICES SCENARIO

A school administrator wishes to implement a Bring Your Own Technology (BYOT; sometimes called Bring Your Own Device or BYOD) policy in your school, and seeks your input as school librarian. In your response:

- Briefly describe the school, the community it serves, and student age range.
- Describe what a BYOT policy is, and important pros and cons.
- Describe how a BYOT policy has been implemented in a specific school or district for students of similar ages.
- Specifically, what should this school library do to support a BYOT policy, and which elements are out of the library's scope? Why do you think so?

(Pre-Fall 2018) SLOs addressed: 4a, 4b, 2c, 2e, 5b.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly and advocates effectively
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships/practicums and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Cites a specific instance of how a school has dealt with the issue

ACADEMIC LIBRARY – ADMINISTRATION SCENARIO

For this scenario, you are the new University Librarian at the University of Hawai'i at Mānoa (UHM). Your advocacy for Open Access (OA) research has caught the attention of a State Senator who has arranged for you to make a 6-minute presentation to the Higher Education Committee. Your presentation should:

- Explain the concept, and how it is being implemented at UHM,
- Explain why legislators should support the movement, and what they can do to help advance this cause.
- Cite some recent compelling research supporting your argument as well as an example or two of policies they might be motivated to emulate.
- Be sure to address your presentation as if you were giving testimony to the committee, and remember that they are not experts on scholarly publishing, although you should use the proper terminology.

(Pre-Fall 2018) SLOs addressed: 1a, 1c, 2a, 2e, 3a, 3c, 4b, 4c, 5b.

(Fall 2018) SLOs addressed: 1, 2, 4, 6.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Articulates open access issues professionally and convincingly

ACADEMIC LIBRARY – PUBLIC SERVICES SCENARIO

For this scenario, you are an applicant for an Instruction Librarian position at “Spinoza University.” You have been invited to do a campus interview at the new campus, which offers a combination of online and face-to-face courses for 5,000 undergraduates. You are to make a 6-minute presentation on how you would develop a one shot session information literacy module for undergraduate students in the social sciences. Your presentation should:

- Focus on objectives and assessment methods.
- Cite one or two relevant recent articles.
- Demonstrate how this plan is in accord with relevant national standards.
- If time allows, you may conclude your pitch with examples of instruction work you have done, or models that helped you to develop this example.

(Pre-Fall 2018) SLOs addressed: 2a, 2c, 2d, 2e, 4b, 4c, 5a.

(Fall 2018) SLOs addressed: 1, 2, 3, 6.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Articulates information literacy and instruction issues professionally and convincingly

ACADEMIC LIBRARY – TECHNICAL SERVICES SCENARIO

You are a freelance technical services consultant, and you have a chance to pitch your skills to the director of an institution of your choice. Create a 5-minute presentation addressing:

- A real-world LIS institution, and one specific system (OPAC, CMS, etc.) they are using now.
- A weakness of the system, given the goals of the institution and the community it serves. Specifically, what doesn't the system do well, why is it a problem, and why do you think so?
- A solution integrating different tools, software and/or systems than the one being used currently. Which specific solution would you choose and why? Is it proprietary or open source? Discuss your solution making reference to professional standards using appropriate technical terminology, and make reference to a published review or analysis of the solution you propose.
- Identify one specific group within the institution that you feel might be resistant to the change you are proposing (tech services staff, administrators, users or some other group). What are their concerns, and how will you address them?

(Pre-Fall 2018) SLOs addressed: 1b, 1c, 2c, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5b.

(Fall 2018) SLOs addressed: 2, 3, 4, 6.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Articulates technical services issues professionally and convincingly

ARCHIVES – ADMINISTRATION SCENARIO

As the Hawai'i State Archivist, you have been called by the Legislature to present a proposal for a new archives building. Prepare a 5 to 7 minute presentation addressing the following:

- What is the role and value of the archives and records management program in the state of Hawai'i?
- Which functions should be at this main location and why?
- What steps would you take to plan the ideal facility?
- What could happen if the state decided to defund archival services?
- What is your vision for the future of the state archive?

(pre-Fall 2018) SLOs addressed: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4b, 4c, 5a, 5b, 5c

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly and advocates effectively
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Demonstrates a realistic vision of archival services in the near future

ARCHIVES – PUBLIC SERVICES SCENARIO

As the UH University Archivist, you have received a collection of papers by Silla Akapana, a local writer-artist and UH staff member for many years. She signed a deed of gift giving the university archives all rights, and she has no heirs or living relatives. Silla was perhaps most famous for establishing a literary journal that published *Asian Americans*, *Pacific Americans*, and *kānaka maoli*. The press is still operating on campus.

As you open the boxes you see published books (a few by the author, and some by other local writers, and also some bestsellers, a few of which are signed), tax records, contracts, school transcripts, journals since she was a child, and letters to and from friends and other authors. There is a box of plaques and medals she received, and a box of home videos and reel-to-reel tapes that seem to be of her giving a poetry reading. There is a journal labeled “poetry,” but the paper has foxing and it has many rusting metal clips. Another box has a set of her mother’s love letters. The final box has various types of disks with files labeled e-mails, photos of her cat, and galleys, and “Over the Transom.”

- Using established archival theory and practice, which items would you keep in the archives? What would you decide not to preserve?
- What items would you suggest get preservation?
- How would you familiarize yourself with the subject and collection?
- How would you organize the collection? Identify a few major series.
- Which items do you feel would be most interesting to the UH community and why?

(pre-Fall 2018) SLOs addressed: 1a, 1c, 3a, 3b, 3c, 3d, 4c, 5a, 5c

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature and archival guidelines
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Demonstrates awareness of ethical issues related to the question of archival records of Native Hawaiians or other historically underrepresented groups

ARCHIVES – TECHNICAL SERVICES SCENARIO

You are interviewing for a job in an organization that needs an information professional who will become part of a team that manages their digital assets.

- Select one specific archive, museum or related institution where you would like to work. Summarize the institution and its needs regarding planning and managing of one specific digital collection.
- Which metadata standards and attributes are appropriate for this collection?
- Discuss the advantages and drawbacks of open source versus proprietary Content Management Systems (CMS), and provide an example of each.
- For this collection, which primary functions should the CMS support?

(pre-Fall 2018) SLOs addressed: 4a, 4b, 4c, 3b, 1c, 1d, 5b (and 5c if the collection pertains to Native Hawaiian or Asia Pacific communities)

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Cites a specific instance of how an archive or related institution has managed their digital collections

SPECIAL LIBRARY – ADMINISTRATION SCENARIO

Note: Choose a specific special library for this scenario (e.g. law, medicine, business, government, or museum library, etc. Don't confuse a special library with a library's special collection).

You are interviewing for the head librarian position at a special library. The parent organization's administration wants the library to be the public face of the organization in the community, and they are searching for a head librarian who has a vision to make it happen through the creation of an outreach program.

- Describe the special library, and your proposed outreach program
- Who is the target audience, and why did you select them?
- What specific steps would you take to develop the program?
- How would you manage, fund and assess the program?

(pre-Fall 2018) SLOs addressed: 2a, 2c, 2d, 2e, 5b

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly and advocates effectively
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Demonstrates a systematic and thoughtful approach to dealing with an issue or problem

SPECIAL LIBRARY – PUBLIC SERVICES SCENARIO

Note: Choose a specific special library for this scenario (e.g. law, medicine, business, government, or museum library, etc. Don't confuse a special library with a library's special collection).

As the Head of Public Services, you have been asked by the director to study the advantages and disadvantages of outsourcing reference services at your special library, and recommend whether this would be an appropriate way to cut costs. Include the following elements in your response:

- Describe the special library
- What are the advantages and disadvantages of outsourcing reference service in general?
- Would outsourcing reference services be appropriate for this library? Why or why not?
- What ethical issues are relevant to the library's decision?

(pre-Fall 2018) SLOs addressed: 3a, 3b, 3c, 2e, 1d.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly and advocates effectively
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Demonstrates a systematic and thoughtful approach to dealing with an issue or problem

SPECIAL LIBRARY – TECHNICAL SERVICES SCENARIO

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- A real-world LIS institution, and one specific system (OPAC, CMS, etc.) they are using now.
- A weakness of the system, given the goals of the institution and the community it serves. Specifically, what doesn't the system do well, why is it a problem, and why do you think so?
- A solution integrating different tools, software and/or systems than the one being used currently. Which specific solution would you choose and why? Is it proprietary or open source? Discuss your solution making reference to professional standards using appropriate technical terminology, and make reference to a published review or analysis of the solution you propose.
- Identify one specific group within the institution that you feel might be resistant to the change you are proposing (tech services staff, administrators, users or some other group). What are their concerns, and how will you address them?

(pre-Fall 2018) SLOs addressed: 1b, 1c, 2c, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5b.

(Fall 2018) SLOs addressed: 2, 3, 4, 6.

Elements of an acceptable response:

1. Personalizes the response
2. Communicates clearly
3. Expresses enthusiasm and interest
4. Accurately summarizes and critically applies current literature
5. Makes specific reference to coursework, internships and/or other field experiences
6. Demonstrates and applies relevant knowledge
7. Articulates technical services issues professionally and convincingly

LIS Program Student Learning Outcomes (pre-Fall 2018)

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

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

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

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

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

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

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

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

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

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

LIS Program Student Learning Outcomes (Fall 2018 and later)

Students are required to take at least one course corresponding to each of the six LIS Program Student Learning Outcomes (SLOs). Courses on this list not applied toward core requirements can count as electives:

SLO1 Services: Design, provide, and assess information services

LIS 601 Introduction to Reference and Information Services

SLO2 Professions: Apply history and ethics to develop a professional LIS identity

LIS 610 Foundations of the Information Professions

LIS 654 Archival Ethics and Profession

SLO3 Resources: Create, organize, manage and discover information resources

LIS 602 Resource Discovery

LIS 605 Metadata Creation for Information Organization

LIS 615 Collection Management

LIS 645 Asian Research Materials and Methods

LIS 651 Archival Arrangement and Description

SLO4 Technologies: Evaluate and apply information technologies

LIS 661 Informatics

LIS 665 Digital Instruction

LIS 672 Technology for Libraries and Information Centers

SLO5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities

LIS 630 Community Engagement

LIS 631 Introduction to Hawai'i and Pacific Librarianship

LIS 634 Multicultural Resources for Diverse User Groups

LIS 662 Asian Informatics

SLO6 Management: Demonstrate skills necessary to manage and work effectively within information organizations

LIS 614 Navigating Information Organizations

LIS 650 Management of Libraries and Information Centers

LIS 658 Archival and Special Collections Management