

University of Hawai'i Library & Information Science Program
2015-2020 Strategic Plan and Values Statement
Adopted December 2014, unanimously reaffirmed and updated by LIS faculty January 2017, August 2018
****August 2018 status****

Vision: Our 'ohana will be compassionate leaders in a world where information connects, supports and respects diverse populations.

Mission: We educate leaders in the information professions. Through research, teaching and service, we contribute to knowledge, solve problems and prepare individuals to thrive in diverse information environments, with an emphasis on Hawai'i and the Asia-Pacific region.

Values: *Aloha, 'ohana, kuleana*

Our values guide our activities, priorities and interactions, and reflect those of the [State of Hawaii](#) and [University of Hawaii](#). We honor and strive to live up to Native Hawaiian values embedded in the concepts of *aloha, 'ohana and kuleana*.

Aloha (mutual regard and caring): Aloha is how we live. Aloha is the essence of relationships in which each person is important to every other person for collective existence. Some of the ways we act on this value are by creating a cooperative, supportive environment with individual advising, and emphasizing group work and professional service.

'Ohana (family and chosen family): 'Ohana is who we are. We are a diverse community dedicated to connecting people with information, and we respect the right of all views to be represented. We encourage diversity in our curriculum through elective and special topics courses, degree specializations, dual and concurrent degree programs, and coursework outside LIS to support individualized programs of study. We are active members of a range of research, professional and local communities, and we are responsive to their needs. We undertake research projects and coursework that engage the local community, and we stay connected with our 'ohana through outreach, internships and practicums, alumni and professional organizations and regular communications.

Kuleana (responsibility and accountability): Kuleana is what we do. We embrace our responsibility to educate the next generation of compassionate leaders in the information professions, who will preserve and perpetuate access to diverse cultural materials and ideas, and who will inspire others to take action in their own lives to embrace libraries, library services and lifelong learning. Resources are precious, and we are responsible to make sure ours are directed to where they can do the most good. We offer a continuously evolving curriculum, implement the results of assessment into the program, encourage advocacy and outreach, conduct and publish research, and hold our students and ourselves to the highest professional standards.

Goals:

1. Provide a curriculum that meets the evolving demands of the job market for librarians and other information professionals
2. Serve the needs of a diverse student population
3. Provide a quality learning and research environment for students and faculty
4. Advance faculty excellence in teaching, research and service
5. Strengthen the emphasis on Hawai'i and the Asia-Pacific region in teaching, research, and service

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Process: For each activity, leads coordinate work of standing or ad hoc committees that include students and other stakeholders. Leads are responsible for documenting goals and milestones at the beginning of each academic year, reporting progress to full faculty throughout the year, and assessing progress/outcomes at the end of each year via key metrics and archived documentation.

AL(S)	ACTIVITY	EVIDENCE / KEY METRICS	AUG 2018 STATUS, LEAD(S)
1	Assess effectiveness of courses and delivery methods	Graduating student and alumni surveys, oral exam results, course evaluations and SLO course assessment results <ul style="list-style-type: none"> ● Goal: 95% of students (60% meet, 35% exceed) standards 	>60% meet and >35% exceed standard by summative oral exam results. Same for formative SLO course assessment data, excepting SLOs1 and 5 which are slightly lower. Course evaluations average over 4/5. (Noriko, Rich)
1	Revise Certificate in Advanced Library and Information Science (CALIS)	Proposed changes to certificate program approved** by faculty	Completed Fall 2015. (Andrew)
1	Revise archival courses and pilot an Archives specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> ● One additional archival studies course offered ● Students can complete specialization within 2 years ● Goal: 10 students in specialization by 2020 	Revised archives pathway with one new course (654) implemented Fall 2018. (Andrew)
1	Create and pilot an Informatics specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> ● Two new informatics courses offered ● Students can complete specialization within 2 years ● Goal: 10 students in specialization by 2020 	Informatics pathway with one new course (661) implemented Fall 2018. (Rich)
1,2,5	Create and pilot a Hawaiian/Indigenous Librarianship specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> ● One additional Hawaiian/indigenous course offered ● Students can complete specialization within 2 years ● Goal: 10 students in specialization by 2020 Dual degree with Hawai'i inuiakea School of Hawaiian Knowledge documents and reports	Cultures/communities pathway with three new courses (631, 633, 635) implemented Fall 2018. (Vanessa, Rich)
1,2,5	Create and pilot an Asian Studies Librarianship specialization	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> ● One new Asian Studies Librarianship course offered ● Students can complete specialization within 2 years ● Goal: 10 students in specialization by 2020 	Asian Studies Librarianship pathways with one new course (662) implemented Fall 2017. (Noriko)
1,2,5	Increase enrollment, especially from underrepresented groups and neighbor islands	Recruitment plan and events, enrollment demographics <ul style="list-style-type: none"> ● Goal: 100 students enrolled ● 10% increase in students from underrepresented groups and neighbor islands 	Enrollment is 55 as of July 2018; neighbor island and underrepresented student enrollment stable. (Rich)

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1,2,5	Strengthen interaction and partnerships with alumni and other stakeholders	Event announcements/agendas, regular communications, LIS Advisory Board minutes <ul style="list-style-type: none"> ● 2 events/year ● 1 news item/week on LIS Website ● Increase social media contact 	Events/news have met goals (Christian, Rich)
1,3,5	Mentor students engaged in independent study and thesis research	LIS 699 projects and theses, meeting notes <ul style="list-style-type: none"> ● 10% increase in 699s and theses ● Increase research methods courses and enrollment 	699s and theses stable. LIS Masters Seminar established Fall 2018. (Christian)
1,3,4	Establish a research and learning lab	Space and technology plan, budget, course syllabi showing lab integration with curriculum <ul style="list-style-type: none"> ● 20 research and teaching events in lab per year 	Postponed pending available resources.
1,3,4	Modularize core curriculum	Modularized syllabi, alternative core course structure <ul style="list-style-type: none"> ● One merged/modular core course option offered as pilot 	Curriculum revision complete, Fall 2018 implementation (Rich)
2,3,5	Redesign LIS space to better reflect student needs and program values	Space and technology plan, budget <ul style="list-style-type: none"> ● Survey/focus group results 	Phase 1 completed Fall 2015. (Rich) Phase 2: updates to Room 2K, Conference room.
2,4,5	Faculty secure extramural funding, especially for students from underrepresented groups	Grant proposals, Web announcements, news releases <ul style="list-style-type: none"> ● 1 proposal as PI or Co-I every 2 years 	All faculty have met standard, though not all proposals funded. (All)
3,4,5	Create a research center to expand Asia-Pacific scholarly partnerships	Grant proposals, visiting scholars	Postponed (Andrew)
4	Faculty demonstrate excellence in research, teaching and service	Faculty vitae, course evaluations, research metrics <ul style="list-style-type: none"> ● 2 accepted refereed papers/yr average, or equivalent books, chapters etc. ● Upload preprints to institutional repositories ● Track metrics of faculty research impact ● Course evaluations average 4/5 or higher ● Chair one program committee or lead one initiative ● Senior faculty serve on two or more department/university committees 	All faculty have met teaching standard, most have met publication and service standards, institutional repository (Scholarspace) uploads by 1/4 faculty so far. (All)
4	Mentor junior and adjunct faculty	Faculty vitae, meeting notes	Ongoing (Vi and senior faculty)