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

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

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.

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| 1       | Assess effectiveness of courses and delivery methods | Graduating student and alumni surveys, oral exam results, course evaluations and SLO course assessment results  
- Goal: 95% of students (60% meet, 35% exceed) standards | Noriko, Curriculum Committee  
Rich, Assessment Committee |
| 1       | Revise Certificate in Advanced Library and Information Science (CALIS) | Proposed changes to certificate program approved by faculty | Andrew |
| 1       | Revise archival courses and pilot an Archives specialization | Course syllabi, reading lists and assignments, course schedules, enrollment  
- One additional archival studies course offered  
- Students can complete specialization within 2 years  
- Goal: 10 students in specialization by 2020 | Andrew |
| 1       | Create and pilot an Informatics specialization | Course syllabi, reading lists and assignments, course schedules, enrollment  
- Two new informatics courses offered  
- Students can complete specialization within 2 years  
- Goal: 10 students in specialization by 2020 | Peter (informetrics)  
Rich (informatics) |
| 1,2,5   | Create and pilot a Hawaiian/Indigenous Librarianship specialization | Course syllabi, reading lists and assignments, course schedules, enrollment  
- 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`nuiakea School of Hawaiian Knowledge documents and reports | Andrew, Rae, Rich, Na Hawai`i Imi Loa |
| 1,2,5   | Create and pilot an Asian Studies Librarianship specialization | Course syllabi, reading lists and assignments, course schedules, enrollment  
- One new Asian Studies Librarianship course offered  
- Students can complete specialization within 2 years  
- Goal: 10 students in specialization by 2020 | Noriko |
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| 1,2,5   | Increase enrollment, especially from underrepresented groups and neighbor islands | Recruitment plan and events, enrollment demographics  
- Goal: 100 students enrolled  
- 10% increase in students from underrepresented groups and neighbor islands | Rae, Outreach Committee  
Andrew, Admissions Committee |
| 1,2,5   | Strengthen interaction and partnerships with alumni and other stakeholders | Event announcements/agendas, regular communications, LIS Advisory Board minutes  
- 2 events/year  
- 1 news item/week on LIS Website  
- Increase social media contact | Rae, Outreach Committee |
| 1,3,5   | Mentor students engaged in independent study and thesis research | LIS 699 projects and theses, meeting notes  
- 10% increase in 699s and theses  
- Increase research methods courses and enrollment | All faculty  
Luz, Research Committee |
| 1,3,4   | Establish a research and learning lab | Space and technology plan, budget, course syllabi showing lab integration with curriculum  
- 20 research and teaching events in lab per year | Luz, Research Committee  
Noriko, Curriculum Committee |
| 1,3,4   | Modularize core curriculum | Modularized syllabi, alternative core course structure  
- One merged/modular core course option offered as pilot | Rich, Curriculum Committee |
| 2,3,5   | Redesign LIS space to better reflect student needs and program values | Space and technology plan, budget  
- Survey/focus group results | Rich |
| 2,4,5   | Faculty secure extramural funding, especially for students from underrepresented groups | Grant proposals, Web announcements, news releases  
- 1 proposal as PI or Co-I / 2 years | All faculty |
| 3,4,5   | Create a research center to expand Asia-Pacific scholarly partnerships | Grant proposals, visiting scholars | Andrew |
| 4       | Faculty demonstrate excellence in research, teaching and service | Faculty vitae, course evaluations, research metrics  
- 2 accepted refereed papers/year average, or equivalent books, book 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 | Luz, Research Committee  
Peter, Assessment Committee |
| 4       | Mentor junior and adjunct faculty | Faculty vitae, meeting notes | Vi and senior faculty |
Values Statement

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 adopt 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 though 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.