The 2014 LIS strategic planning meeting was held on Friday, November 14, 2014, from 1:00 to 4:00 pm, in Hamilton Library. There were 30 participants including LIS tenure track and adjunct faculty members, LIS students, the past and present ICS department chairs, members of the LIS advisory board, and alumni who also represented working professionals in academic, public, school and special libraries as well as archives (list of attendees in Appendix A).

**Session targets**

The goals for the session were to
- Review the program’s accomplishments and progress in the last five years.
- Discuss target areas for future growth and brainstorm related initiatives.
- Identify knowledge and skills critical for the next generation information professionals.

To achieve the goals, the meeting was organized in three modules: a recap portion, a breakout session for two groups to discuss targets for future growth, and an open forum to discuss knowledge and skills essential for the next generation professionals (agenda in Appendix B).

**Recap portion: where we’ve been and what we’ve done**

Professor Emerita Violet Harada convened the session and briefly reviewed the program’s mission, core beliefs, and targets for the session. Chair Andrew Wertheimer presented a retrospective look at the program’s achievements since the last reaccreditation review in 2009. He organized his talk around the program’s strategic goals of enhancing the curriculum, serving a diverse student population, advancing faculty excellence, providing a quality learning environment, and strengthening the emphasis on Hawai‘i and the Asia-Pacific Rim. The presentation slides are available upon request—contact Dr. Wertheimer.

**Breakout sessions: where we hope to go**

**Group 1: Informatics**

Associate Professor Rich Gazan facilitated the discussion and reported for the group. The focus was on informatics as applied technology and how this might be a specialization in the program. Appendix C includes the recorded notes from this session. High points of the discussion:
- Possible contexts: Participants brainstormed how informatics might be customized to address user needs in fields ranging from health and medicine to working with indigenous and aging populations.
- Themes and issues: Central to the course work might be introduction to data security, digital archiving, statistical analysis, systems analysis, social media, data analytics and data-driven decision making.
- Curriculum: Emphasis should be placed on problem-based, authentic learning situations and involve critical problem solving; physical and virtual learning labs might be created; internships should include more nontraditional options that do not require supervisory personnel to hold MLIS degrees.
- Faculty: Full implementation might require the addition of one or two new faculty members.
Group 2: Indigenous librarianship and service to diverse populations

Associate Professor Noriko Asato facilitated the discussion with LIS graduate student Shavonn-haeyvn-Matsuda reporting for the group. Participants focused on the information needs of increasingly diverse populations with an emphasis on the rich traditions and cultural expressions of indigenous peoples of Hawai‘i and the Asia-Pacific Rim. The possibility of a specialization in indigenous librarianship was introduced. Appendix D includes the recorded notes from this session. High points of the discussion:

- Curriculum: Participants focused on the importance of infusing indigenous (Native Hawaiian) concepts and themes into the existing program as well as the creation of new courses. Doing so would increase the awareness and sensitivity of students and faculty to a place-based appreciation for librarianship in Hawai‘i.
- Outreach and networks: The group encouraged more project collaborations with campus faculty and with community experts on Hawaiian and Pacific scholarship and cultural pursuits.
- Scholarship and research: Participants considered the creation of a research center to promote indigenous perspectives and encouraged writing for grants to fund this initiative. They also supported a Ph.D. program through Hawai‘inuiakae and/or the Communication and Information Sciences interdisciplinary doctoral program. The group also encouraged participation in the UH Digital Arts and Humanities Initiative.
- Faculty: Participants supported MLIS graduates to pursue a PhD in Communication and Information Sciences or the proposed PhD through Hawai‘inuiakae. They also encouraged inviting scholars in Hawaiian and indigenous research to serve as adjunct and guest faculty.

Open forum—what our graduates will need

Violet Harada facilitated this session with ICS Assistant Faculty Specialist Michael-Brian Ogawa recording the discussion. Participants were asked to consider the following questions:

- What skills and knowledge are essential for your present position (or position you may be seeking)?
- Looking five years into the future, what knowledge and skills are going to be critical for your workplace?
- Which two or three areas/topics would you most want the LIS Program to address?

A pervading need expressed was for students to accept the notion of change in a technological society and to hone their leadership prowess in effecting change. Participants emphasized the importance of viewing the notion of community from a cultural lens that allowed for a global and interdisciplinary (kaleidoscopic) perspective. Appendix E includes the recorded notes.

The participants brainstormed a range of skills and topics they deemed important to incorporate in the program. These contributions have been organized under the following categories:

- Conceptual knowledge: Serving diverse populations, copyright and legal issues.
- Technical skills: Digital preservation, grant writing, harnessing emerging technologies.
- Leadership skills: Mentoring, supervising, training, advocating, collaborating.
- Organizational skills: Data curation and data/records management, collection development, adoption of business process models.
• Administrative skills: Practical applications in managing human resources and in fiscal planning and accountability.
• Basic skills: Effective writing, listening and communication skills; creative problem solving.
• Professional behaviors: Flexibility, creativity, ability to monitor personal emotions and be sensitive to others’ emotions (emotional intelligence), dedication to lifelong learning.

In addition, participants suggested that the program consider “modularizing” its curricular offerings, particularly the core courses. Instead of the traditional three-credit courses, key topics and skills might be identified and chunked into shorter modules. Students would then be able to “cherry pick” or customize their course work to a greater degree than it is currently possible. Along with this suggestion, LIS students in the session also wanted more opportunities to connect with our alumni in the field to better understand conditions in the “real world” and to build professional networks.

Next steps—where we go from here
Andrew Wertheimer concluded the meeting by thanking everyone present and promised the following:
• A summary of this afternoon’s session would be distributed to attendees.
• LIS faculty would be studying the recommendations in preparing the 2015-2020 strategic plan for the program.
• The plan will be posted on the LIS Web site and attendees will be notified of the posting and invited to provide feedback.

Submitted by Violet Harada, Session Convener
Appendix A: List of Participants

1. Noriko Asato
2. Sharrese Castillo
3. David Chin
4. Martha Crosby
5. Stu Dawrs
6. Carolyn Dennison
7. Pearl DeSure
8. Deborah Dunn
9. Joanna Dunn
10. Gail Fujimoto
11. Meera Garud
12. Rich Gazan
13. Violet Harada
14. Junie Hayashi
15. Irene Herold
16. Stephen Itoga
17. Vanessa Irvin
18. Peter Jacso
19. Carol Kellett
21. Shavonn Matsuda
22. Keikilani Meyer
23. Rae-Anne Montague
24. Michael-Brian Ogawa
25. Janel Quirante
26. Luz Quiroga
27. Monica Talaroc
28. Gina Vergara-Bautista
29. Kara Plamann Wagoner
30. Andrew Wertheimer
Appendix B: Meeting Agenda

- Registration
- Welcome -- setting the context and goals for the retreat
- Recapping our accomplishments and challenges in the past five years
- Brainstorming breakout sessions: exploring two targeted areas for future growth
  - Informatics
  - Diversity and indigenous librarianship
- Break – networking time
- Sharing brainstorming highlights
- Conducting open forum discussion on workplace trends and needs
- Wrapping up and sharing next steps
Appendix C: Informatics Breakout Session
(Notes recorded by Rich Gazan)

Introduction

**Goal:** brainstorm ways to address the following need identified in previous assessments:

**More applied technology in the LIS Program**

**Resources:** 1-2 faculty FTE

**Timeframe:** 1-5 years

Thumbnail definition of informatics: technology + people = informatics

Not beholden to the word informatics, many ways to reach the goal

Current LIS curriculum includes traditional LIS technology, e.g. professional databases, need to increase opportunities for more hands-on technology experiences, with applications within and beyond LIS

Why not ICS courses? Prerequisites often a barrier

Huge student interest in technology workshops, e.g. recent app building workshop was attended by approximately 20 students.

Example of different senses of “applied technology”

- digital preservation/archives, digitization tools
- data analytics/data science, visualization, data extraction, cleaning
- customized informatics; allow students to apply LIS technology skills to particular populations, via some coursework in other units, e.g. culinary informatics.

Open discussion

How can we extend the current LIS curriculum to address the need for more applied technology, broadly defined?

Participants mentioned the following contexts of application for applied technology:

- Aging population
- Health/medical informatics
- Indigenous populations
- Information in everyday life
- Data security, privacy
- Technology literacy
- Digital archives and preservation standards
- Big (enterprise) and small (personalized) data analytics
- Data-driven assessment
- Social media

Participants suggested the following tools, resources and learning strategies that would allow LIS to support the above contexts of application:

- Project-based learning
- First semester seminar / team taught / more variety within each course
- Make courses more modular
- Digitization and digital preservation
Visualization
GIS systems and place-based applications
Content management systems
Learning Lab (physical and virtual) for hands-on technology

Participants suggested that LIS should expand relationships with the following stakeholders in order to maximize student experience:

Current and future internship sites. (The current requirement for an internship advisor with an MLIS degree at the internship site may limit flexibility for students to do internships in nontraditional environments).
Other units across campus that offer relevant courses

The following foundational skills were identified as necessary to support different aspects of the suggested tools and resources:

Statistics
Programming
Systems analysis
Data analytics/informetrics
Database searching
Appendix D: Indigenous Librarianship Breakout Session
(Notes recorded by Shavonn Matsuda)

Summary
We have an opportunity to be the pioneers for looking at indigenous librarianship. We could establish the research center Dr. Wertheimer discussed and promote indigenous perspectives.

Creating program of indigenous librarianship – reach out to the Native Hawaiian community and its scholars; our program could be the leader
- Not have it be a side bar though – we should have Hawaiian things set the foundation of our LIS curriculum rather than an add-on

Indigenous informatics – allow for different points of view in broad field of LIS (and various formats, incl. digital)

Enhance Hawaiian (librarianship) content
- Why we don’t have Hawaiian focus faculty
- Going to ATALM to meet other indigenous librarianship
- People want to come if they can
- Kawika has carried torch and need to mentor the next generation

NEH IMLS funding to bring people
- Models of Indigenous Librarianship Programs
  - Circle of Learning SJSU
  - Knowledge River/ Arizona

It needs to be about community
Collaboration with Hawaiian Studies and Hawaiian Language Centers

Raise specialists to support campus needs
- Diversity on campus
  - Leeward is very different from other community colleges b/c of diverse population – they have a lot of Native Hawaiian students. LCC has had a Hawaiian LIS intern and from that they saw importance of having someone like her – to bring more of the actual discipline into our collection and what we were trying to get for our students
  - LCC has a Title III grant – trying to get a Hawaiian/Pacific Specialist and then eventually try to justify having that be established as a permanent collection. Would be really great if Leeward could have their own Hawaiian/Pacific Specialist
  - We need more specialists!

Faculty hires
- Let’s hire faculty:
  - Hawaiian
  - Local
  - Others w/ knowledge of indigenous librarianship
    - Hire somebody with indigenous background or knowledge on local and Native Hawaiian things
    - Encourage MLIS graduates to pursue a PhD in CIS Program or in the proposed PhD through Hawai‘inui‘akea
  
This might allow us to offer more classes that touch on Hawaiian librarianship

Hawaiian (librarianship) as foundation for curriculum
• Idea of taking a Hawaiian or Pacific course as a required course similar to UHM undergraduate Focus requirement
• Have students read different books to be exposed to different perspectives
• Feels like you’re leaving Hawai‘i when you come down here to the LIS program – should offer more opportunities for cultural education
• Likes the idea of Hawaiian (librarianship) being the foundation rather than an add-on. Many cultures have specific rules about how they give and receive – this is what we need to include in our program and have respect for that.
  • Dr. Quiroga agreed and mentioned learning this through her students
  • Dr. Herold encountered this while guest speaking on a panel – the idea of being aware and sensitized of where we are and the importance to think about things in the context of where we are right here
• UH Digital Arts and Humanities Initiative is another big opportunity – it’s not an indigenous project but there are people from Hawai‘inuiakea involved. Faculty and students could participate and get involved – having a place and role there focused on indigenous digital information

More interaction/collaboration with community
• See value of LIS program and the impact it could have on communities
• Have project collaborations – not just with Hawaiian and Pacific studies; maybe artists, etc.
• Momentum is going and community sees these needs even if they don’t know LIS practices, they are doing LIS-related work
  • Example: Dr. Arista’s history course related to archives
Try to work with people outside of LIS but in the host culture
Collaboration on-campus
  • Establish Ph.D. course
  • Bring in Hawaiian Studies faculty to guest teach or collaborate

Establish a research center on Asian/Pacific/Indigenous Informatics
• Many LIS scholars and practitioners have come and more want to come here to do research (especially while on sabbatical)
• We could start with existing resources
• Later, we could try to get grants to support this
• We should be using our assets (people do want to come here), so we should be getting out and doing it—can do this without money…money will follow
Appendix E: Open Forum
(Notes recorded by Michael-Brian Ogawa)

1. What skills and knowledge are essential for your present position (or position you may be seeking)?

- Create organizational data in a schema
- Security
- Digital preservation
- Data management
- Social skills
- Listening skills
- Communication skills
- Funding and grant writing
- Supervising
- Learning to teach (workshop > course > curriculum)
- Advocacy
- Flexibility
- Project management
- Collaboration / networking
- Technology (application)
- Collection management
- Creative problem solving
- Serving diverse populations
- Professional development / lifelong learning

2. Looking five years into the future, what knowledge and skills are going to be critical for your workplace?

- Accepting and leading change
- Advocacy
- Mentoring
- Business process transformation
- Changing formats
- Outreach
- Teaching modularity
- Modular professional

3. Which two or three areas/topics would you most want the LIS Program to address?

- Acknowledgement of culture and LIS as a culture and respecting the global and interdisciplinary aspects
- Records management
- Small business management (practical components of library management)
  - Human resource management
  - Budget management
- Indigenous specialization
- Emotional intelligence
- Collection management (preservation, data management)
- Opportunities for alumni connection
Modularity
Legal issues such as copyright
Social media
Professional development
Virtual worlds/environments
Mentoring