

University of Hawai'i Library & Information Science Program
2019-2024 Strategic Plan and Values Statement
Adopted August 2019, unanimously reaffirmed and updated by LIS faculty
Revised January 31 2020

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.

GOAL(S)	ACTIVITY	EVIDENCE / KEY METRICS	FEB 2020 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 SLOs 2 and 4 which are lower. Course evaluations average over 4/5. (Noriko, Cheri)
1	Implement ePortfolio culminating experience	Meeting notes, stakeholder feedback	Develop badging/credentialing for entering students to support ePortfolio (Cheri, Vi, Rich) Create exiting seminar for graduating students (Cheri, Vi) Present guest talks in seminars to emphasize SLO connections with ePortfolio elements (all faculty) Develop ePortfolio rubric and coordination with major assignments (all faculty)
1	Implement archival pathway	Course syllabi, reading lists and assignments, course schedules, enrollment <ul style="list-style-type: none"> ● Students can complete specialization within 2 years ● Goal: 10 students in specialization by 2020 ● One additional archival studies course offered 	Completed 2019: Revised archives pathway with two new courses (651& 654) implemented Fall 2018. (Andrew and Tonia). Tonia proposed 659 to replace 651. Tonia Sutherland hired to offer more archival courses with Andrew, adjunct also offering more per semester Completed: 619 now offered again on a regular schedule.

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1	Implement Informatics pathway	<p>Course syllabi, reading lists and assignments, course schedules, enrollment</p> <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 	<p>Informatics pathway was modified with one new course (661) implemented Fall 2018. (Rich)</p> <p>Adjusted goal to reflect current enrollment levels.</p> <p>Will develop a Community and Cultural Informatics specialization combinable with other pathways (Tonia and Rich)</p>
1	Implement BA ICS / MLISc 4+1 Bachelor's and Masters	<p>Update degree plan documents to reflect new pathways/specializations</p> <p>Coordinate with ICS undergraduate advisors</p>	<p>4+1 approved for Fall 2020 implementation (Rich)</p>
1	Create and implement public librarianship pathway	<p>Course syllabi, reading lists and assignments, course schedules, enrollment</p> <ul style="list-style-type: none"> • Create a public librarianship pathway • Create a course on library programming • Students can complete specialization within 2 years • Explore the possibility of establishing a dual degree with School of Social Work 	<p>Created a public librarianship pathway (Vanessa)</p> <p>Will reinforce the pathway by revising options for core/elective courses (Vanessa)</p>
1,2,3	Explore possible reorganization options with other units	<p>Memo to Provost Bruno, notes of meetings and contacts other units, faculty brainstorming exercise, alumni group and advisory board/stakeholders notified</p>	<p>Contact other units, begin informal discussions on possible reorganization options, keep stakeholders informed (Noriko, Rich)</p>
1,2,5	Create and pilot a Cultures/Communities pathway	<p>Course syllabi, reading lists and assignments, course schedules, enrollment</p> <ul style="list-style-type: none"> • Create a Cultures/Communities pathway • Students can complete specialization within 2 years • Goal: 10 students in specialization by 2020 <p>Dual degree with Hawai'i inuiakea School of Hawaiian Knowledge documents and reports</p>	<p>Created a Cultures/Communities pathway--integrated with Informatics to form Community & Cultural Informatics specialization, combinable with other pathways (Rich)</p> <p>Established Dual degree with Hawai'i inuiakea School of Hawaiian Knowledge</p>
1,2,5	Implement Asian Studies pathway	<p>Course syllabi, reading lists and assignments, course schedules, enrollment</p> <ul style="list-style-type: none"> • Students can complete specialization within 2 years • Develop two new courses by Fall 2021 • Develop an online degree by Fall 2021 	<p>Reflecting current enrollment, will add a specialization as a second-tier option for students in the Academic pathway. (Noriko)</p>
1,2,5	Increase enrollment, especially from underrepresented groups and neighbor islands	<p>Recruitment plan and events, enrollment demographics</p> <ul style="list-style-type: none"> • Goal: 100 students enrolled 	<p>Enrollment is 55 as of February 2020; neighbor island and underrepresented student enrollment stable. 2 international students (Noriko)</p>

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		<ul style="list-style-type: none"> • 10% increase in students from underrepresented groups and neighbor islands 	<p>LIS logo being redesigned in consultation with UHM graphic design class (Cheri)</p> <p>Explore possibility of offering LIS program as a professional masters through Outreach College (Noriko, Rich)</p>
1,2,5	Strengthen interaction and partnerships with alumni and other stakeholders	<p>Event announcements/agendas, regular communications, LIS Advisory Board minutes</p> <ul style="list-style-type: none"> • 2 events/year • 1 news item/month on the LIS Website • Increase social media contact 	Events/news have met goals (Cheri)
1	Increase the number of School Library pathway students who are certified teachers	Enrollment Goal: 10 students in pathway by 2021	<p>Created an outreach plan (principals, librarians, teachers), and a more general list of recruitment strategies</p> <p>8 in SLM (2 are graduating)</p> <p>One of four prospective students has applied (one plans to next year)</p> <p>Table at AASL and SACNAS conference (Meera)</p>
1,3,5	Mentor students engaged in independent study and thesis research	<p>LIS 699 projects and theses, meeting notes</p> <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 for ePortfolio capstone. (Cheri)
1,3,4	Establish a research and learning lab	<p>Space and technology plan, budget, course syllabi showing lab integration with curriculum</p> <ul style="list-style-type: none"> • Fall 2019 LIS 619 Syllabus 	Preservation lab was established for LIS 619 using alumni funds (Noriko)
2,4,5	Faculty secure extramural funding, especially for students from underrepresented groups	<p>Grant proposals, Web announcements, news releases</p> <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	Visiting scholars	<p>Revised Exchange agreement with the University of Tsukuba (Andrew)</p> <p>We had a one year visiting librarian researcher from Peking University in F18-S19. (Andrew)</p>

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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 3 faculty so far. (All)
4	Mentor junior and adjunct faculty	Faculty vitae, meeting notes	Ongoing (Vi and senior faculty)