

# University of Hawai'i Library & Information Science Program 2020-2025 Strategic Plan and Values Statement



**2020-2021 Overarching goals: Take care of each other, Take care of ourselves**

**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

**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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GOAL	ACTIVITIES	SUCCESS
<p><b>1) Create a supportive, engaged environment that prioritizes care</b></p>	<ul style="list-style-type: none"> <li>● Support untenured faculty and staff in whatever ways let them maximize their accomplishments, and thus their job security.</li> <li>● Students, staff and faculty:               <ul style="list-style-type: none"> <li>○ Stay in communication, even if to say that we need to be out of communication for a while.</li> <li>○ Maintain and share work/life boundaries. Say no effectively.</li> <li>○ Have space to do meaningful work as we define it, within or beyond the context of research and coursework.</li> <li>○ Question professional standards and practices, especially in light of local/indigenous knowledge. Understand the power of refusal. Articulate and work toward alternatives.</li> </ul> </li> <li>● Faculty support students outside class, via student group advising, involvement in research, etc.</li> </ul>	<p>Students, staff and faculty report feeling connected and supported, that their curriculum and/or research are relevant, and can be balanced with other life commitments.</p>
<p><b>2) Assess effectiveness of courses and curriculum</b></p>	<ul style="list-style-type: none"> <li>● Engage Hawai'i employers to ensure curriculum addresses changing state and local needs</li> <li>● Faculty share online teaching successes/challenges in every faculty meeting:               <ul style="list-style-type: none"> <li>○ Pedagogical practices</li> <li>○ Interpersonal/practices of care</li> <li>○ How do we know "all is well" in an online course?</li> </ul> </li> <li>● Update course evaluation questions</li> <li>● Update ePortfolio guidelines and checklist</li> <li>● Continue SLO-based assessment</li> </ul>	<p><i>Course-level:</i> We get better at online teaching, and know what works for students and ourselves. <i>ePortfolio:</i> 95% of students meet (60%) or exceed (35%) standards</p>
<p><b>3) Continue to evolve the curriculum</b></p>	<ul style="list-style-type: none"> <li>● Support and grow recently established pathways and specializations</li> <li>● Implement badging/credentialing approach in entering student seminar</li> <li>● Explore new interdisciplinary 4+1 BA/MLISc programs, e.g. Public Health</li> <li>● Explore summers in residence (when safe)/academic year online and other online models</li> </ul>	<p>Pathway and specialization enrollment grows. Course content and/or new degree options evolve with documented stakeholder input.</p>
<p><b>4) Increase community engagement, outreach and advocacy</b></p>	<ul style="list-style-type: none"> <li>● Create opportunities for community-engaged projects, coursework and internships/practica</li> <li>● Increase social media posts/engagement</li> <li>● Virtual grad and career fairs</li> <li>● Online outreach to specific populations, e.g. teachers, working adults</li> <li>● Advocate for LIS with upper administration (possible F20-S21 reorg and budget talks)</li> <li>● Actively explore possible reorganization options with other units</li> </ul>	<p>More inquiries, applications and enrollment, especially from underrepresented groups, neighbor island and international students, and teachers. Greater awareness of LIS university-wide, LIS is represented in any reorganization decision-making process.</p>
<p><b>5) Faculty demonstrate excellence in research, teaching and service</b></p>	<ul style="list-style-type: none"> <li>● Faculty actively conduct, publish and share research               <ul style="list-style-type: none"> <li>○ Faculty send research accomplishment bullet points before every faculty meeting to Research Committee Chair, for discussion and as documentation for accreditation.</li> <li>○ Faculty summarize courses and research in LIS seminars, social media, videos etc.</li> <li>○ Revise LIS DPC procedures within ICS context</li> </ul> </li> <li>● Faculty teach effectively</li> <li>● Faculty engage in committee work and professional service</li> </ul>	<p>All faculty meet indicators of active research and effective teaching as measured by publications, grants, course evaluations and other relevant metrics. All faculty chair one program committee or lead one initiative; senior faculty serve on two or more department/university committees.</p>

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**DOCUMENTATION/EVIDENCE (Goals supported)**

- Faculty and committee meeting notes (1,2,3,4,5)
- Personal communications (1,2,3,4,5)
- Stakeholder communications (1,2,3,4,5)
- Course evaluations (1,2,3,5)
- Course syllabi (1,2,3,5)
- Sample assignments, student work and feedback (1,2,3,5)
- Culminating experience results (1,2,3)
- Advising notes (1,2,3)
- Graduating student surveys (1,2,5)
- Student applications (1,3,4)
- Alumni surveys (1,3,5)
- Prospective student inquiries (1,4)
- Year-end faculty reflections (1,5)
- Number of students in each pathway and specialization (3)
- Employer surveys (3,4,5)
- Social media metrics (4)
- Faculty vitae (5)
- Research metrics/altmetrics (5)
- Institutional repository uploads (5)
- DPC procedures (5)
- Grant proposals (5)
- Others as applicable and appropria