

LIS Strategic Plan: 2022-23 Goals, Actions and Evidence

Approved by LIS faculty 16 December 2022

UHM GOAL	LIS GOAL	ACTIONS (LEADS)	EVIDENCE
<p>Becoming a Native Hawaiian place of learning</p>	<p><i>Nurture a professional LIS community where Native Hawaiian concepts and values support well-being and knowledge building among all members.</i></p>	<ul style="list-style-type: none"> ● Seek new funding and increased access for enrollment into the LIS Program for Native Hawaiian students (Meera, Rich) ● Hire faculty in Hawaiian Librarianship and/or Archives (All) ● Nurture Native Hawaiian faculty and future faculty through tenure-track faculty position(s), the CIS PhD Program and adjunct faculty appointments (All) ● Faculty model community building and engagement in advising, teaching, research, and service (All) ● Create flexible and innovative physical and virtual learning spaces that invite collaborative engagement (Mandi) ● Align LIS values statement with campus-level goals and strategic plan (Rich) ● Continuously review curriculum for issues and topics relating to Native Hawaiian knowledge. (All) 	<ul style="list-style-type: none"> ● Hawaiian Librarianship faculty position(s) requested and approved ● Community participation in developing position descriptions ● Increased access for Native Hawaiian students via funding, online options, technology etc. ● Poster sessions, papers and reflections coming out of coursework and internships ● Schedules and syllabi for courses and internships with Native Hawaiian content ● LIS faculty participation on Native Hawaiian student PhD committees ● Funding collaborations with Native Hawaiian faculty ● Faculty sponsorship of student organizations ● Group projects in coursework
<p>Enhancing student success</p>	<p><i>Faculty, students and staff collaborate to enhance the overall student experience by evolving a program that prepares students to thrive in the present and future workplace.</i></p>	<ul style="list-style-type: none"> ● Faculty design and evolve a curriculum grounded in reflective professional practice (All) ● Incorporate skills identified by employers and other stakeholders within the LIS curriculum (All) ● Faculty demonstrate high-quality teaching throughout the program. (All) ● Evolve SLO-based assessment (Rich) ● Foster stewardship in students to become active and engaged members in the professional community (All) ● Investigate and establish interdisciplinary course options in new School of Communication & Information (Rich) ● Increase flexibility for internships, HSPLS and out of state internship placements (Noriko) ● Explore increased hybrid online and other distance education options (Andrew, Rich) 	<ul style="list-style-type: none"> ● Meeting notes and syllabi showing how curriculum evolves in response to data, planning and stakeholder input ● Pathway enrollment data ● Course evaluations ● Graduating student surveys ● ePortfolio outcomes by SLO ● Internship and experiential opportunities ● Retention, time-to-degree data ● Assignments with reflective components ● Student artifacts and reflections ● Student participation in professional organizations ● Employer and alumni surveys ● Graduate careers and placement data ● Increased student options and participation in distance learning

UHM GOAL	LIS GOAL	ACTIONS (LEADS)	EVIDENCE
Outreach and engagement with the community	<i>Broaden outreach and increase community engagement and advocacy in addressing community information needs and challenges.</i>	<ul style="list-style-type: none"> ● Create opportunities for community-engaged projects, coursework, and internships/practica (All) ● Increase outreach and recruitment efforts (Outreach Committee—Meera, Mandi) ● Identify outreach and engagement opportunities within School of Communication & Information (Rich) ● Recruit and mentor professionals in our community to serve as adjunct faculty in our program (All; pathway leads) ● Faculty conduct community-engaged research (All) ● Faculty engage in committee work and professional service that models leadership and engagement (All) 	<ul style="list-style-type: none"> ● Faculty course schedules, syllabi and assignments with community-engaged aspects ● Student learning artifacts and reflections on community-engaged experiences ● Graduating student surveys ● Adjunct instructor pool ● Guest speakers from community ● Advisory board involvement in program direction ● Participation in community organizations and agencies in research, teaching, and service ● Faculty CVs ● Event documentation
Excellence in research: advancing the research and creative work enterprise	<i>Undertake, document and share research and creative activities with social impact.</i>	<ul style="list-style-type: none"> ● Faculty actively conduct, publish, document, and share research and creative activities (All) ● Coordinate faculty research talks within LIS (Vi) and SCI (Rich) ● Support student and faculty research and creative activities that have social impact (All) ● Faculty seek grants to support their research and graduate student participation (All) ● Recruit, mentor, and retain excellent scholars in our program. (All) 	<ul style="list-style-type: none"> ● Examples of socially engaged research and creative activities by students and faculty ● Faculty CVs ● Scholarly productivity metrics and altmetrics ● Grant proposals ● Faculty earn promotion and tenure ● Faculty hiring requests ● Students completing faculty-mentored research, creative and/or independent study projects ● Program funds/donations to support socially-engaged research