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## ***Faculty***

### **6.1 Overview**

The faculty of the Library and Information Science Program blend their diverse backgrounds, research interests and teaching methods to fulfill the goals of the Program and to provide students with a rich educational experience [Standards III.1, III.2]. Five full-time faculty are supplemented by half-time, adjunct and visiting faculty who teach courses in their areas of expertise. In particular, since the merger with the Department of Information and Computer Sciences, ICS faculty now participate in shaping the LIS Program and will teach some LIS courses in the near future.

The Program invites distinguished scholars, teachers and specialists to teach during the summer session, thereby enriching both the quality and diversity of the Program. Candidates in the Interdisciplinary Doctoral Program in Communication and Information Sciences also teach a small number of courses.

In their survey responses, alumni and students express high regard for the LIS faculty members as researchers, innovative teachers and mentors. Faculty keep in close contact with 15-20 advisees each year. Faculty communicate with advisees, in person, via email and telephone each semester to plan students' education programs, give career advice and provide academic support. Alumni strongly agree that the faculty are well-qualified (5.6 of 6), provide a high quality of instruction (5.7), and are effective mentors (5.4) (see summary results in Appendix 2, complete results available on site). Current students also give the faculty consistently excellent ratings for qualifications (5.8), quality of instruction (5.6), teaching methods (5.5), and academic advising (5.5). The great level of respect students have for faculty is also reflected in focus group data.

Moreover, faculty members received nearly perfect ratings from alumni and students in areas such as approachability (5.8), availability (5.8), and rapport with students (5.8). Creating an open, cooperative learning atmosphere in the spirit of *ohana* (Hawaiian for family) is one of the faculty's proudest accomplishments and is one of the essential ingredients in the Program's unique educational experience.

### **6.2 Planning and Evaluation**

The planning and evaluation of the faculty's activity focuses largely on achieving Strategic Goal 3 of the Program, the furthering of faculty excellence in professional development and teaching. The Program strives to attain this goal through the following objectives:

- Demonstrate use of various teaching/learning strategies in self-contained and distance education environments
- Determine effectiveness of instruction
- Engage in research and/or service partnerships with students, government, university colleagues and the K-12 educational community
- Promote University, state, national, and international recognition of faculty excellence in research, teaching and service
- Identify and support professional development opportunities for faculty
- Hire a sixth faculty member
- Develop asynchronous distance learning courses

These objectives are elaborated in the appropriate sections below.

### 6.3 Full-time Faculty

#### Full-time Faculty, 1999

Name	Degree, Institution	Rank	Hired
Violet Harada, Chair	Ed.D., University of Hawai'i	Associate Professor	1993
Péter Jacsó	Doctorate, Eötvös Loránd Univ., Budapest	Associate Professor	1994
Rebecca Knuth	Ph.D., Indiana University	Assistant Professor	1995
Diane Nahl	Ph.D., University of Hawai'i	Associate Professor	1990
Larry Osborne	Ph.D., University of Pittsburgh	Associate Professor	1983

With five full-time faculty members, each must wear many hats. Faculty have a wide range of teaching and research interests that encompass the essential components of library and information science [Standard III.6]. Three faculty members have received tenure since the last accreditation, and one will be evaluated for tenure in 2000.

- Violet Harada, the Program Chair, specializes in school library management and Asian American literature, coordinates the School Library Media Specialist Certification requirements, and has won teaching, publication and service awards.
- Péter Jacsó specializes in database design, multimedia, and information technology, is a regular presenter at the National Online Meeting, and was an invited keynote speaker at the Australian and the South African Online Conferences. He is an award-winning reviewer of online and CD-ROM databases, and recipient of the ALISE award for innovation in teaching.
- Rebecca Knuth specializes in youth services, librarianship in developing countries and information policy for disaster management and humanitarian assistance, and serves as Chair of the Interdisciplinary Doctoral Program in Communication and Information Sciences.
- Diane Nahl specializes in human-computer interaction, user behavior and information literacy, regularly presents research at the ASIS annual meeting, has been a frequent keynote speaker at ALA, and publishes regularly in research journals.
- Larry Osborne specializes in library automation, system and network hardware, cataloging and systems analysis, regularly teaches and consults in Hong Kong and throughout the Pacific area, was president of the Hawai'i Library Association, and recently received the 1999 Certificate of Merit Award given by the ALA Armed Forces Libraries Round Table.

All members of the full-time faculty hold doctoral degrees and are qualified for appointment to the Graduate Faculty of the University.

In the 1996 ALA Narrative Report, the recruitment of a sixth full-time faculty member was deemed imperative. Since then, the University has operated under a state-wide hiring freeze, which had caused the position to remain unfilled. Due to the persevering efforts of the ICS Department and the LIS Program, this position will be

filled in Spring 2000. A job description was drafted by an ad hoc team of LIS and CS faculty. This new faculty position is envisioned to be the first dual-culture faculty member hired specifically to work at the intersection of library, information and computer sciences. Filling this position will strengthen both the LIS and CS programs.

### 6.3.1 Faculty Diversity

In keeping with the multiethnic population of the State of Hawai'i, the Program has made every effort to recruit faculty members of varying ethnic, cultural and linguistic backgrounds [Standard III.3]. When vacant positions are advertised, the LIS Program emphasizes the fact that it is an Equal Opportunity and Affirmative Action Employer, and that applications from women and minorities are encouraged. The success of these efforts may be measured by the composition of the present full-time faculty; three of the five are women, one faculty member is a Japanese American, and one is a first-generation Hungarian. Part-time faculty members include persons of African American, Japanese American and Chinese American background.

### 6.3.2 Faculty Profiles

The following profiles of full-time faculty summarize their achievements in teaching, research, publishing, and service. Complete curriculum vitae are available on site.

*The LIS Program at UH offers a learning environment that is stimulating and supporting. Professors balance class instruction with individual attention, and courses are structured to encourage cooperation and camaraderie among students. I am particularly grateful for the positive atmosphere generated by the faculty and staff...Professors maintain high academic standards while allowing for the differences in student background, approach and performance that are inevitable in such a diverse group.*

*Julia Denton, 1998*

## Violet H. Harada

### Teaching

#### Focus

- To improve the quality of school librarianship preparation in the state
- To promote information literacy instruction locally, nationally, and internationally

#### Achievements

- Creation of two new courses for school librarianship: LIS 680 Seminar for Beginning Librarians and LIS 689 Asian American Resources for Children and Youth
- Recipient of UH Presidential Citation for Meritorious Teaching (1998)

### Research

#### Focus

- To analyze student engagement in the information search process and identify effective intervention and assessment strategies for K-12 school settings
- To evaluate multiethnic literature for children and young adults, with an emphasis on Asian American resources and the curricular uses of these materials
- To engage students and practitioners in these research efforts

#### Achievements

- Recipient of 2 UH Research Relations grants to study point-of-use instruction with secondary students in boolean searching (with D. Nahl) and to analyze the Asian American content in selected high school history textbooks
- Invited and juried presentations at local, national and international conferences including the Hawai'i Literacy Hui, ALA, AASL, and the Southeast Asian Ministers of Education Organization (SEAMEO)
- Action research projects with local K-12 school teams in identifying effective information literacy practices; content analysis research projects involving graduate students
- Recipient of 1999 AASL/Highsmith Research Grant to study dialogic journaling and its impact on student comprehension of the information search process in two elementary schools (with J. Yoshina and C. Sato)
- Recipient of a 1999 ABC-CLIO Leadership Grant to engage teams of K-12 library media specialists and teachers in studying how best to facilitate learning (with Donna Min Shiroma)

### Publishing

#### Focus

- To share research and reflective practices with colleagues worldwide through a range of publications
- To provide stimulus and leadership for students and practitioners to disseminate their research and reflective practices through jointly and independently authored works

#### Achievements

- Recipient of John Brubaker Memorial Award for best article in Catholic Library World (1996)
- Article (with D. Nahl) selected as one of top 20 by the ALA Library Instruction Round Table (1996)
- Publication of 11 articles in 9 refereed journals and 5 articles in other publications, chapters in 2 books, 1 paper in conference proceedings (1995-1999)

### Service

#### Focus

- To provide leadership at the University, local and national levels in promoting information literacy instruction and in improving the quality of librarianship services

#### Achievements

- Current chair of UH LIS Program
- Member of Editorial Team for Information Power: Building Partnerships for Learning
- Chair of AASL Learning Through the Library National Task Force; co-coordinator of the Learning Through the Library Web site
- Principal coordinator of the Building Teaching and Learning Partnerships Project with the Hawai'i Association of School Librarians and Hawai'i Department of Education; received 1999 ABC-CLIO Leadership Grant for this
- Service on editorial boards of *Teacher-Librarian*, *Knowledge Quest*, and Follett Software Company
- Governor's appointment to the Oahu Public Library Advisory Commission

**Péter Jacsó**

**Teaching**

Focus

To educate librarians/information workers about the:

- Synergy between traditional information management tools/resources and those of the digital age
- Variety and options in information retrieval software and database content
- Use of information technology for effective information collection, organization, and dissemination

Achievements

- Introducing new courses regularly (Database Publishing, Digital Librarianship, Multimedia Databases)
- Recipient of the ALISE Faculty Innovation Award (1998)
- Recipient of the UH Presidential Citation for Meritorious Teaching (1999)

**Research**

Focus

- To explore emerging software and hardware tools for information management
- To evaluate digital information resources by quantitative, qualitative and functional measures
- To design curriculum and course content that fosters the synergy between traditional and digital age tools and resources

Achievements

- Presenting research results at international, national and local fora (Australian Online Conference, National Online Meeting, Online '9x, SLA Hawai'i Chapter)
- Keynoting, organizing and/or chairing sessions and tracks of major conferences (National Online Meeting, Southern African Online/CD-ROM Conference, ASIS '99, Australian Online Conference)

**Publishing**

Focus

- To regularly provide practical information for librarians and information workers in the trenches, in journals with significant impact factor, circulation and/or professional authority
- To review the state of the art in digital age information tools and resources in books/book chapters

Achievements

- Publication of books by ALA and Libraries Unlimited (in progress); article in the *Journal of Library and Information Science Research*; conference papers at the National Online Meeting, ASIS Mid-Year conference; chapter in the *Annual Review of Information Science and Technology*; contribution to the *International Encyclopedia of Library and Information Science*
- Recipient of the ALA/RUSA Award (1998)
- Regular columns in *DATABASE*, *Computers in Libraries*, *Online & CD-ROM Review*, and *Information Today*
- Feature articles in *ONLINE*, *DATABASE*, *Multimedia Schools*

**Service**

Focus

- To reach practitioners in the community unable to participate in formal continuing education courses and mainland conferences
- To help with the editorial, organizational, and refereeing aspects of professional journals and conferences

Achievements

- Special half-day seminars, brown-bags, and pro bono consultation meetings for librarians from UH, Hawai'i Pacific University, HASL, and special libraries
- Member of editorial advisory boards of American, British and Spanish professional journals
- Member of organizational/advisory committees/groups of the National Online Meeting, Institute for Scientific Information, ASIS (1999 program)

## Rebecca Knuth

### **Teaching**

#### Focus

- To educate librarians/information workers and interested graduate students in both professional practices and the theoretical, international, and historical basis of librarianship and information policy
- To use technology to reach off-site students and the community

#### Achievements

- Created an original syllabus for each of seven classes and updated syllabi regularly
- Taught four different classes on HITS (interactive television)
- Participated in a sixteen-session colloquium which was delivered over public television

### **Research**

#### Focus

- To participate in and support interdisciplinary research among students and faculty at the University of Hawai'i and to form research partnerships with local institutions and the military
- To do research and co-author papers with doctoral students
- To contribute to the theoretical base of the profession

#### Achievements

- Conducting a weekly research-oriented seminar for the CIS doctoral students
- Participated in a ten-department semester-long colloquium on Globalization in which each faculty member presented original research
- Co-sponsored two four-week sessions on disaster research with the Center for Excellence in Disaster Management and Humanitarian Aid with CINQPAC (the Pacific Naval Command)
- Publication of one paper co-authored with a doctoral student and another (with a second student) is in submission
- Developed international models of school librarianship, published in *Library Quarterly*, and posited the theory of the diffusion of innovation as explanatory in the spread of school librarianship, published in *Library and Information Science Research*

### **Publishing**

#### Focus

- To address theory, and historical, international, and comparative issues in librarianship and literacy from an interdisciplinary perspective
- To focus on information policy and inform and argue for the importance of human rights, including access to information, in disasters (natural and technological disasters, and complex emergencies)

#### Achievements

- Publication of 13 articles, 3 book chapters, and 3 articles in submission (1995-1999)
- Book in progress: *The Destruction of Books and Libraries During Wars and Revolutions*
- Conference presentations, colloquium presentations, brown-bag talks

### **Service**

#### Focus

- To guide and support graduate students (Masters and Doctoral levels) on the University of Hawai'i campus
- To help with the professional, organizational, and service-oriented goals of an international organization

#### Achievements

- LIS faculty member with a full load of advisees; sponsor to the Hawai'i Student Archivists Society
- Chair of the Interdisciplinary Doctoral Program in Information and Communication Sciences with responsibilities toward doctoral students
- Service on two doctoral committees
- Vice President of the International Association for School Librarianship

**Diane Nahl**

**Teaching**

Focus

- To create relevant educational activities for current and future LIS professionals that develop user-centered attitudes and skills, with an emphasis on user instruction
- To promote professional interest in the research process for data-driven decision making in organizations, with an emphasis on user studies

Achievements

- Created a course in user instruction for academic librarianship: LIS 665 Teaching Information Technology Literacy
- Created fieldwork and user studies components for four courses: LIS 665, LIS 661 Information Sources and Systems in the Humanities, LIS 662 Information Sources and Systems in the Social Sciences, LIS 677 Human Dimension in Information Systems
- Workshops for librarians at the U. of Arizona on teaching information technology, and at the Oregon Library Association annual conference on designing research for data-driven decision-making.

**Research**

Focus

- To discover the variables that influence a searcher's behavior by identifying key elements in the searcher's world, e.g., logical, lexical and semantic errors, and errors made in Web browser tasks
- To construct taxonomic inventories of information behavior, particularly, identifying affective behaviors that influence cognitive decision-making in searching

Achievements

- Recipient of a UH Research Relations Grant (with V. Harada) to study concept analysis and boolean logic skills of secondary students
- Invited and juried presentations of research at national conferences, including ASIS, ALA, LOEX (Library Orientation-Instruction Exchange), Oregon Library Association
- Action research with secondary students/undergraduates on skills and errors in searching/interface use, stages in the Internet learning process, and methods for teaching technology use

**Publishing**

Focus

- To disseminate empirical data on significant variables influencing searchers' success
- To contribute to the development of a cumulative theory of human-computer interaction, particularly the integration of behavioral, cultural, and technological dimensions of the information environment

Achievements

- Two articles selected as one of the Top Twenty on user instruction by ALA, Library Instruction Round Table (1995, 1996 with V. Harada)
- Publication of 7 articles in 4 refereed journals, 3 articles in refereed conference proceedings, 1 book review, 3 chapters in 1 book and 2 encyclopedias (1995-1999)
- Forthcoming book: *Strategic Research: Workbook for Reference Librarians* (Chicago: Kendall-Hunt, 2000)

**Service**

Focus

- To promote the field of library and information science in the University and in the wider local, national, and international communities

Achievements

- Member of the UH Manoa Library Committee, an advisory group made up of faculty from various disciplines (1993-present)
- Service on four doctoral committees
- Chair of the LIS Research standing committee
- Jury Member, Best JASIS Paper Award. (1998, 1999)

## Larry N. Osborne

### **Teaching**

#### Focus

To educate and train students in:

- Theoretical and practical aspects of the organization of data, information, and knowledge
- Application of technology to problems, and understanding the problems of technology
- Working and thriving in the real world of information organizations

#### Achievements

- Strong statements of appreciation from alumni and employers
- Frequent calls from employers asking for suggestions for possible new hires

### **Research**

#### Focus

- Value of data standardization in large distributed databases
- Two-way communication in computer mediated communication

#### Achievements

- \$100,000 research grant to design and create a U.S. National Park Service bibliographic database
- Frequent requests to serve on dissertation committees by students from a variety of disciplines
- Contacts from a number of vendors seeking assistance in developing and implementing their products
- Requests for assistance with communications and implementation problems from the field

### **Publishing**

#### Focus

- To provide useful information in an understandable form to practicing librarians
- To share research which is interesting to the field and which may have some usefulness

#### Achievements

- The only textbook/*vade mecum* on systems analysis for information professionals, *Systems Analysis for LIS Professionals* (Libraries Unlimited, second edition 1999).

### **Service**

#### Focus

- To assist the practitioner community with practical problems
- To support the profession by making organizations work

#### Achievements

- Past president of Hawai'i Library Association
- ALA Councilor
- Organizer of 1997 HLA Conference
- Past LIS Program Chair; Interim Dean of School of Library and Information Studies
- Recipient of 1999 Certificate of Merit, Armed Forces Libraries Round Table, American Library Association, for significant contributions to military libraries
- Numerous consultancies for organizations and agencies at the community and national level, including the U.S. Air Force Pacific Area Command, the Hawai'i Department of Education, the Honolulu Police Department, Iolani Schools, and the Honolulu Zoo



### **6.3.3 Teaching**

#### **a) Assignments**

Faculty assignments are made on the basis of Program needs, taking into account the interests of individual faculty members [Standard III.7]. The Program Chair consults with individual faculty members on matters of teaching assignments, course scheduling, committee assignments and other tasks. Faculty members generally teach two or three courses per semester, allowing time for research, consulting, committee work, community service, and advising doctoral candidates.

The faculty regularly participate in conferences and workshops both as recipients and providers of information. They learn about the latest developments and combine conference participation with their research and service activities. Peer recognition of faculty members is reflected by the fact that they are invited to organize conference tracks, chair sessions, make keynote speeches and presentations in the U.S. and abroad.

#### **b) Innovation in Teaching**

Consistent with Strategic Goal 3, faculty employ a variety of teaching methods, such as lecture with class discussion, small group discussion, online discussion lists, cooperative and collaborative learning, experiential learning, computerized instruction, and role playing to enhance the quality of their teaching and to enliven class sessions [Standards III.2, III.4]. They use instructional aids including transparencies, realia, print handouts, videotapes, and a computer projection system for in-class software demonstrations and live online searching sessions. In recent surveys, alumni and students gave high ratings to faculty for quality of instruction (5.6). In curriculum focus groups in 1997-1998, faculty presented their teaching strategies. In 1998, Péter Jacsó received the ALISE Pratt-Severn award "in recognition of the innovative incorporation of evolving information technologies in the curriculum." Violet Harada received a University of Hawai'i Presidential Citation for Meritorious Teaching in 1998 and Péter Jacsó received the same award in 1999.

Faculty make use of the innovative Hawai'i Interactive Television System (HITS) as a tool for delivering distance learning to students on the neighbor islands. Courses are conducted via live interactive video and allow students who could not otherwise attend classes at the Manoa campus to continue their education. Beginning in Spring 1999, two faculty will design asynchronous distance learning courses to be taught Fall 1999/Spring 2000. One of these courses is being developed as part of the Professional Diploma in Education offered by the College of Education.

The University encourages innovation in teaching through the Center for Teaching Excellence. The Center publishes and distributes to faculty a monthly newsletter with articles on effective and innovative teaching techniques. Many of these articles are written by university faculty; others are prepared by the Center staff. The Center maintains a small collection of books, articles, and Center-prepared materials on teaching in higher education. The staff coordinates and conducts workshops and seminars for faculty interested in improving the quality of their teaching. At the request of a faculty member, the Center will videotape his/her class for the professor's self-evaluation.

#### **c) Evaluation of Teaching Effectiveness**

All faculty distribute anonymous, standardized course evaluation forms to students at the end of each course. Faculty have used different versions of standardized course evaluation forms. These were analyzed for 1995-1999, including summer sessions. The common questions were clustered into three groups: (a) knowledge of the instructor; (b) teaching strategy and style; and (c) course content and overall satisfaction with the course. Appendix 11 shows that faculty received consistently high ratings in course evaluations.

The primary purpose of these evaluations is to gather student perceptions that can help to improve the faculty's teaching effectiveness. Faculty also use this data as evidence of the quality of their teaching in tenure and promotion applications and in post-tenure review. The University makes available a non-mandatory online CAFÉ (Course and Faculty Evaluation) system service, which the ICS Department plans to adopt ([www.cafe.hawaii.edu](http://www.cafe.hawaii.edu)).

Regular evaluations are also gathered from alumni. Together, student and alumni evaluations provide excellent feedback for the planning and implementation efforts of the faculty's work. When asked to rate the LIS Program's overall quality of education, in student and alumni surveys, the mean score given by alumni (5.4) mirrored that of current students (5.4). When asked about the quality of instruction by full-time faculty only, the results were even stronger (5.7). Student focus group reports (available on site) and course evaluation summaries (Appendix 11) confirm that students and alumni feel that all faculty members are effective teachers and that the instruction they received was of the highest quality.

#### **6.3.4 Publication and Scholarship**

Full-time faculty members have continued to demonstrate a sustained record of research and other appropriate scholarship [Standard III.5]. The research and scholarship interests of the faculty are tied directly to their areas of specialization in teaching. Taken as a whole, the faculty's research covers a variety of aspects of system design and use by diverse constituencies. Their work represents a humanistic, process-orientation to the study of the impact of technology.

All faculty members are published in a variety of academic, professional and trade journals, books, encyclopedias and electronic media. Faculty members also present their research results at conferences, symposia and workshops throughout the world. The publication and scholarship activities of the faculty are planned to reinforce their teaching, and in effect serve as tributaries to it.

Current research and publication topics include: systems analysis, interface design, library systems operation, searching patterns of student and novice users, teaching strategies for the information searching process, longitudinal studies of Internet learners, children's literature, database construction, evaluation of online and CD-ROM databases, disaster information systems, global remote sensing, information literacy and international librarianship. Recent funded research has included a \$100,000 grant to design and create a U.S. National Park Service bibliographic database. Complete faculty curriculum vitae are available on site.

Total faculty publications from 1995 to date number over 250, with the following breakdown by category: books (4), journal articles (67), book chapters (6), conference papers (11), electronic publications (6), book reviews (5), bibliographies (2), curriculum materials (4), and regular columns (162). As illustrated below, the faculty has been widely published in respected scholarly and professional journals, by leading publishers in the library and information science field, and in proceedings of several well-known national and international conferences.

## ***Chart of Publications in Professional Periodicals***

## ***Chart of Faculty Publications***

Though *Social Science Citation Index* (SSCI) does not cover the full spectrum of journals in which LIS faculty members publish, a Fall 1998 search on this database shows that the number of publications of LIS faculty members has risen steadily since 1995 (publications from 1998 have not yet been fully added to the database):

Year	Number of publications in SSCI
1998	19 (partial year)
1997	27
1996	21
1995	13

Another Fall 1998 SSCI query shows that the number of publications in which the work of LIS faculty members has been cited has been fairly consistent:

Year	Number of citations in SSCI
1998	12 (partial year)
1997	18
1996	14
1995	18

### 6.3.5 Service to the Profession

The faculty maintain a close and continuing liaison with the field through membership in local, national and international professional associations [Standards III.4, III.6]. This facilitates a continuing exchange of information with working members of the profession and provides valuable input about the need for course offerings and institutes that will help them update their knowledge and skills. Participation in various professional committees, advisory boards, and journal editorial boards ensure that students benefit from up-to-date knowledge about trends, issues, and new developments in the field.

Faculty hold membership in over 30 professional organizations focusing on libraries and librarianship, computer sciences, LIS education, reading and literacy, archives and preservation, children's literature, and international librarianship (see Appendix 12 for complete list).

LIS faculty members have served on the advisory and editorial review boards of the following publications: *ASIS Best Paper Jury*; *Computers in Libraries*; *Infomediary*; *Information Development*; *Internet Reference Services Quarterly*; *Knowledge Quest*; *Online & CD-ROM Review*; *Revista Española de Documentación Científica y Técnica (ICYT)*; *Teacher-Librarian*; and *Third World Libraries*. Violet Harada was on the AASL team that edited the 1998 edition of *Information Power*.

LIS faculty members also serve the profession through various consultancies in Hawai'i and throughout the world. Recent consultancies have included:

- Hawai'i Department of Education: Staff development for teachers and librarians; Curriculum and technology integration, information literacy instruction, and html workshops for high school seniors; Planning a library renovation; Analyzing search process skills of upper elementary grade students
- Private schools—Iolani Schools: Retrospective conversion and library automation
- Pacific Air Forces Command: Library automation planning

- U.S. Air Force Pacific Region: Development of a Union Serials Catalog on CD-ROM
- Soros Foundation: Evaluation, selection and setup of automated medical information workstations and services, training of medical librarians

### 6.3.6 Partnerships in Research, Teaching, and Service

LIS Program faculty are involved in partnerships in research, teaching, and service within the University and beyond. They interact with faculty in other disciplines [Standard III.6] through research collaboration, membership on University committees, interdisciplinary colloquia, guest presentations in courses, service on the University Faculty Senate and other University-wide groups such as the Tenure and Promotion Review Committees and Council on Program Reviews. Through joint projects and consultancies, they also work with community organizations and agencies on initiatives to educate about information technologies and to improve information systems. This complies with the objective of Strategic Goal 3 to expand and strengthen partnerships with the educational community.

As a consequence of the development and growth of the Interdisciplinary Doctoral Program in Communication and Information Sciences (CIS), the faculty has developed close ties with fellow faculty in the departments of Communication, Decision Sciences, and Information and Computer Sciences. As a result of the 1997 merger with ICS, this relationship has become even more active. Both LIS and CS (non-LIS members of the ICS Department) faculty attend, contribute, and vote in regular faculty meetings, and some LIS courses will be taught by CS professors in the near future, e.g. LIS 647, Systems Analysis. In Spring 2000, Larry Osborne will teach ICS 101, a computer literacy course that attracts the largest number of CS students. Peter Jacsó was a guest lecturer in ICS 101 in Spring 1999 and Diane Nahl is scheduled to guest lecture in Fall 1999. It is hoped that these guest presentations will attract more students to the LIS Program.

Dr. Jacsó also developed an ongoing project that spanned several LIS courses covering the design, creation and publishing of a CD-ROM database of the journal *Social Process in Hawai'i*, primarily for use by students in the Department of Sociology. Diane Nahl collaborates on Internet literacy research with a member of the Department of Psychology. Violet Harada maintains close ties with faculty in the College of Education and is a member of the instructional team for the Professional Diploma in Education offered by the College of Education. Rebecca Knuth participated in a semester-long colloquium on Globalization with professors from ten departments. Larry Osborne took a course in discrete mathematics and obtained a student's-eye view of teaching methods in another department. As a result of the Program's efforts to recruit and educate persons of Hawaiian ancestry, faculty have worked closely with the faculty of the Hawaiian Studies Program. Faculty from other disciplines are often invited as guest speakers to LIS classes, and LIS faculty are invited to speak to classes in other disciplines.

The practicum in librarianship (LIS 696) and LIS 690 internships require close collaboration with practicing librarians who have taken on the responsibility of mentoring LIS students during a period of practical experience. Sponsoring these student experiences is one way faculty members maintain strong bonds with practicing librarians. In addition, the Program's continuing education offerings include the Library Automation Institute, School Librarianship Institute, and the Institute for Library Support Staff as well as a number of short courses. The content of these

courses and institutes is rooted heavily in suggestions and feedback from librarians in the field. (See Appendix 7 for a list of special topics and short courses.) Faculty members often conduct formal research and informal consultation with the staff of Hamilton Library. Diane Nahl is on the UH Library Committee, a faculty advisory group involved in University accreditation, Phase III Library construction, and the search for a new Web-based online system. Dr. Nahl and Péter Jacsó conducted usability tests on a Web-based version of the online catalog and incorporated these tests into their courses. Dr. Jacsó collaborated with the UH Library Systems Office on a project to create and expand digital databases for three of the library's collections, funded through a National Leadership Grant awarded by the Institute of Museum and Library Services. He has also advised Hamilton Library staff about CD-ROM and search engine evaluation. Diane Nahl and Violet Harada cooperated on a study with secondary school students, and Dr. Harada has worked with an elementary school librarian on an action research project.

The faculty's professional organization involvement, continuing education, and research collaboration are part of the Program's efforts to meet the objective of Strategic Goal 3 to expand and strengthen partnerships with the private sector, government, and the educational community. The Chair of the ICS Department and the Chair of the LIS Program were invited to participate in the 1998-1999 Hawai'i Leadership Associates Program. This cohort program brings together educators in both lower and higher education for purposes of school renewal and renewal in teacher education. Violet Harada will collaborate with librarians at two elementary schools on a project funded by AASL/Highsmith that focuses on the impact of dialogic journaling on comprehension of the information search process. The 1998 U.S. National Park Service grant, coordinated by Larry Osborne, involved the creation of a bibliography of local flora and fauna, and included faculty from the botanical sciences. With an ABC-CLIO leadership training grant, Violet Harada is principal coordinator for a two-year Information Power project co-sponsored by the Hawai'i Association of School Librarians, the Hawai'i Department of Education, and LIS. The grant money will fund a start-up activity: a three-day institute in July 1999 for selected teacher-librarian teams to examine elements of effective instructional design related to the integration of information literacy skills into the curriculum.

A grant proposal submission for a National Science Foundation Rural Systemic Initiatives grant is the first departmental effort to collaborate on a community partnership project. This project focuses on improving science and technology education in K-12 schools. Violet Harada, Stephen Itoga (Chair of the ICS Department), and Dan Suthers (CS professor) are working with members of the Hawai'i Department of Education, the UH School of Ocean and Earth Sciences and Technology, community colleges, and private sector agencies.

### **6.3.7 Appointments and Promotions**

Newly appointed faculty, in addition to possessing the specialized education and experience needed to round out the overall qualifications of the faculty, are required to have had some teaching experience either as faculty at an academic institution or as part-time teachers while doctoral candidates. New appointees must demonstrate their capacity for research by completion of a dissertation. Preference in appointment is given to job candidates whose record indicates research and publication beyond the doctoral dissertation. A record of community and/or professional service is highly desirable. Candidates with a breadth of experience and interests are viewed most favorably.

All promotion and tenure applications of faculty members are reviewed by the ICS Personnel Committee, which makes recommendations to the Dean of the College of Natural Sciences. These recommendations are then forwarded to the Vice President for Academic Affairs, who appoints the Tenure, Promotion and Review Committee (TPRC). In the case of LIS faculty, the departmental personnel committee

(DPC) is organized by the LIS Program Chair who appoints a committee of five tenured LIS faculty, including CS faculty if needed.

Decisions on promotion and tenure of faculty are rooted in a formal review of a faculty member's capabilities in teaching, research and publication, and service to the institution, the profession and the community [Standards III.2, III.8]. Student evaluations, syllabi and teaching materials, a personal statement of teaching philosophy and peer review are criteria used to assess the quality of teaching. The Program's Personnel Committee reviews all research reports, scholarly publications and plans for future research and publication. Evidence of community service is required.

### **6.3.8 Personnel Policies**

Faculty personnel policies are detailed in the *Agreement Between the University of Professional Assembly and the Board of Regents of the University of Hawai'i* (available on site). This agreement assures that explicit and equitable faculty personnel policies are implemented throughout the University of Hawai'i System [Standard III.3]. All personnel actions are governed by this document.

### **6.3.9 Support for Professional Development**

The University sponsors faculty requests for travel and seed money to fund research through the Office of Research Services and other campus organizations. LIS faculty have received University support for research and travel to present research. The Department and the LIS Program sponsor research presentations by visiting researchers and scholars. LIS faculty participate in the University Faculty Mentoring Program as mentees and then mentors. New faculty are paired with senior faculty in related disciplines for informal mentoring in preparation for tenure and promotion.

## **6.4 Additional Human Resources**

### **6.4.1 Part-time and Adjunct Academic Staff**

The LIS Program could not function without the contributions of part-time and adjunct faculty, who balance and complement the teaching competencies of the full-time faculty [Standard III.1]. After serving as the field director for the Natural Resource Bibliography Project for the U.S. National Park Service, Donna Bair-Mundy, a Ph.D. candidate, was hired in Fall 1998 as a half-time instructor. From spring semester 1999, she began teaching LIS 605 Basic Cataloging and Classification, and LIS 670 Introduction to Information Storage and Retrieval. In Fall 1998, former Dean and Professor Emeritus Miles Jackson came out of retirement to teach LIS 650, Management of Libraries and Information Centers.

The adjunct faculty consists of Hawai'i and Pacific-area information professionals, many of whom are past LIS graduates, who teach courses in their respective areas of expertise. Equally important are the local perspectives and experiences they share with students, which help preserve and perpetuate Hawaiian and Pacific culture and serve the University's goals to focus on Asian-Pacific studies. Part-time and adjunct faculty are important contributors who provide students with exposure to additional areas of expertise and current issues facing practicing professionals.



Professional Positions of Adjunct Faculty	Courses Taught*
Dr. Lynette Wageman, Head, Asia Collection, Hamilton Library	Asian Research Materials and Methods
Dr. Sally Roggia, Head, DOE Library Materials Processing	Collection Development
Mabel Suzuki, Head, Government Documents, Hamilton Library	Government Documents
Ross Christiansen, Reference Librarian, Business, Humanities and Social Science, Hamilton Library	Information Sources and Systems in the Humanities
Kris Anderson, Reference Librarian, Science and Technology, Hamilton Library	Information Sources and Systems in the Sciences
Vickie Lebbin, Reference Librarian, Business, Humanities and Social Science, Hamilton Library	Information Sources and Systems in the Social Sciences
Dr. Chieko Tachihata, Curator of the Hawaiian Collection, Hamilton Library	Information Sources for Hawaiian Studies
Randy Hensley, Acting Head, Public Services, Hamilton Library	Introduction to Reference and Information Services
Dr. Arlene Luster, U.S. Air Force Pacific Area Command Librarian	Management of Libraries and Information Centers
Dr. Miles Jackson, Emeritus Professor	Management of Libraries and Information Centers
Dr. Ron Chapman, Head Librarian, Honolulu Community College	Management of Libraries and Information Centers
Dr. Karen Peacock, Curator of the Pacific Islands Collection, Hamilton Library	Pacific Islands Information Resources
Lynn Davis, Head, Preservation Dept., Hamilton Library	Preservation Management
Nyla Fujii-Babb, Professional Storyteller and Public Librarian	Traditional Literature and Oral Narration

*\*A selection of the syllabi for these courses and curriculum vitae of different adjunct staff are available on site.*

#### 6.4.2 Visiting Academic Staff

The LIS Program offers visiting summer faculty partial travel expenses and inexpensive on-campus housing in addition to a stipend. The Program has used this advantage to attract outstanding members of the profession whose special expertise and reputation as superior teachers add another dimension to the curriculum, enriching the quality and diversity of the Program by teaching in specialties not represented by full-time staff. Summer visiting faculty during the years 1995-1999 have included:

- Nancy Everhart, Assistant Professor, St. Johns University
- Gary L. Fitzpatrick, Geographic Information Systems Specialist, Library of Congress

- Thom Gillespie, Assistant Professor, Indiana University
- F. Wilfrid Lancaster, Professor Emeritus, Graduate School of Library and Information Science, University of Illinois
- Mary Ellen Litzinger, Center for Instructional Design, Pennsylvania State
- Caryl Masyr, President, Framework for Information Inc. and Adjunct Professor, School of Information and Library Science, Pratt Institute
- Herbert White, Dean Emeritus, School of Library and Information Science, Indiana University

Visiting lecturers not only provide rich and varied courses for students in the Program, but provide an opportunity for professional library and information specialists employed in Hawai'i's various institutions and businesses to acquire continuing education of a high level that would not otherwise be locally available. In many cases visiting faculty have spoken at local professional associations and in this way benefited the community outside the university.

### 6.4.3 Professional Guests

In most courses, at least one class session during the semester is dedicated to a guest lecturer, sometimes a member of LIS full-time or adjunct faculty, faculty members from other departments, professionals or students with specialized experience relevant to the course.

Guest lecturers have included the University Librarian, department heads, and area specialists of the UH library system; visiting professors from Syracuse University and the University of British Columbia; state library specialists from the Hawai'i Department of Education; numerous principals and librarians from the public school system; children's book authors; and an indexer and database editor of the Information Access Company.

Also, brown bag presentations are organized and sponsored by student chapters of professional associations and feature faculty members or other information professionals speaking on their recent research, experiences or other topical issues outside the scope of regular classes. These presentations are open to all.

Recent presentations:

- *Library Education Programs: Directions for the New Millennium*  
Dr. Ken Haycock, Director, School of Library, Archival, and Information Science, University of British Columbia and Dr. Mike Eisenberg, Dean, School of Library and Information Science, University of Washington
- *Students and the Information Search Process: Zones of Intervention for Librarians*  
Dr. Carol Kuhlthau, Professor, Rutgers School of Communication, Information and Library Science
- *Information Behavior and Medicine: What We Have Learned from Medical Informatics Research*  
Dr. Ellen Detlefsen, Associate Professor, School of Information Sciences, Uni-

versity of Pittsburgh

- *The Role of Internet Sites in Content &/or Knowledge Management*  
Suzi Hayes, President, Special Libraries Association
- *The Future of Public Librarianship in Hawai'i*  
Virginia Lowell, State Librarian of Hawai'i
- *Internet Search Engines and Student Web Research Reports*  
Dr. Richard Peterson, Professor, College of Business Administration
- *An Overview of Archives in Oceania*  
John Cotton Wright, Founder, The Wright Consultants
- *Electronic Document Management*  
Dr. Ralph Sprague, Professor, Dept. of Decision Sciences
- *Creating a Sympathetic Environment for Library Materials (tour)*  
Lynn Davis, Head, Hamilton Library Preservation Dept.
- *Changes in the Records and Information Management Profession*  
Winona Litaoka, Principal Consultant, Records Management
- *Creating Authentic Learning*  
Dr. Marjorie Pappas, Visiting Professor, University of Northern Iowa

#### **6.4.4 Administrative Staff**

The experienced administrative staff is essential for helping students navigate the complexity of the educational experience. The staff includes one secretary, one computer specialist, one clerk-typist, four student helpers in the ICS Department office and the LIS office, and two student helpers for the computer specialist. The secretary handles departmental matters dealing with personnel. The clerk-typist handles all bookkeeping and other fiscal operations. Both positions assist with student-related and course-related support.

The computer specialist focuses on the Department's technical infrastructure. A systems programmer will soon be hired, and a second computer specialist position is presently being created. As noted previously, approval has also been received to hire a full-time student services specialist who will administer continuing education programs among other duties. This will help extend the faculty's reach to potential students through marketing and asynchronous distance education, an expansion of the successful synchronous distance education pioneered by the Program nearly a decade ago.

In addition, two LIS graduate students have worked on the COA presentation as paid assistants and a third has graciously volunteered her time to desktop publish the updated LIS Program catalog and this accreditation report. Other students and student organizations also give freely of their time to help with projects important to the Program.

#### **6.5 Toward the Future**

The Program's long range plans will continue to encourage faculty excellence in professional development and teaching. The new initiatives to develop asynchronous distance learning courses will be added to the array of instructional methods that will help the Program expand to reach new students with diverse technologies.

In addition, there is a need to establish new partnerships with various segments of the academic and general communities.

The addition of a faculty member who bridges the LIS and ICS dual cultures will strengthen the Program's relationship with the ICS Department and provide a strategic advantage to expanding its human resources to undertake research, development, and training needed by the State's new economic initiatives.

*Anyone thinking about graduate studies should consider the UH LIS Program. It is unlike any other discipline in that its graduates emerge well equipped to handle both the technology and the social issues of our challenging information age. The dedicated, inspiring faculty are the true strength of the LIS Program. The UH LIS Program was the most interesting, most useful, most fun, and most rewarding educational experience I have had.*

*Stephanie Duennebier, 1998*