
Administration and Finance

8.1 Overview

In 1997, the School of Library and Information Studies merged with the Department of Information and Computer Sciences (ICS) thereby creating an expanded department better prepared to meet the dynamic changes of the workplace in an information economy. The merger has established a powerful confluence of computational and communication technologies; it has positioned ICS to provide a premier education and research environment for information, computer and library sciences in the state and in the nation.

At the same time, the merger has necessitated a dramatic change in the administrative structure of the LIS Program [Standard V.1]. While there have been challenges in this reorganization effort, the chairs of the ICS Department and the LIS Program have made concerted efforts to bring about a smooth transition for LIS from an autonomous professional school structure to that of a graduate program within the College of Natural Sciences. As part of this process, the two units are:

- Streamlining administrative procedures and tasks
- Pooling human and physical resources to benefit both programs
- Expanding learning options for graduate students in both programs
- Exploring new avenues for cooperative ICS/LIS partnerships with other community agencies.

In this chapter, we elaborate on the general planning and review process for the LIS Program, the management structure of the LIS Program in the context of the University's administrative framework, financial support, and impact of the merger on the realization of LIS strategic goals.

8.2 Planning and Review Process

As elaborated in Chapter 3, The Planning Process, the LIS Program is striving toward the achievement of its mission and program goals by identifying key strategic goals that define our priorities and action plan. The Program has four broad strategic goals that have been highlighted throughout this presentation:

- Providing a curriculum that meets the evolving demands of the job market for library and information science professionals.
- Serving the needs of an increasingly diverse student population.
- Furthering faculty excellence in professional development and teaching.
- Providing a quality learning and research environment for students and faculty.

Actions taken as a result of the recent ICS/LIS merger have already made a critical impact on realization of the above goals. These actions are described more fully later in this chapter. Importantly, these strategic goals are closely aligned with the University's major goals outlined in *Focus and Quality: The University of Hawai'i Strategic Plan 1997-2007*. The University goals, stated in Chapter 2, Mission, Goals, and Objectives, emphasize providing quality educational experiences and service; championing diversity; and strengthening the University as a premier resource in Hawai'i, Asia, and the Pacific. Underlying the University goals is the importance of the strategic planning process for ongoing program improvement. The complete document is available at www2.hawaii.edu/ovppp/stratplan.pdf and on site.

As a department, ICS also realizes that systematic and sustained efforts in achieving these goals requires long-term planning and the involvement of major stakeholders. Toward this end, several parallel activities are underway:

- ICS has revisited its mission statement in light of an expanded vision for the Department.
- The LIS Program has strengthened its planning efforts by conducting annual retreats augmented by monthly progress sessions on the strategic goals.
- The LIS Program is incorporating into its planning framework a more rigorous and systematic assessment process to determine effectiveness of outcomes.
- LIS faculty and student representatives are participating in monthly meetings of the total Department.
- LIS faculty and student representatives are actively engaged in the Department's strategic planning process.

As an integral part of the total planning process, the LIS Program also participates in the following national, state, and university reviews of the Program

- At the national level, the Program has been accredited by the American Library Association since 1965 on a continuing basis. The Program's ongoing self-study has been an effective assessment tool in identifying administrative and financial needs, involving faculty, staff, students and other stakeholders [Standard V.8].
- At the state level, the Department of Education on a regular basis evaluates the specialization for school librarianship. The review is based on standards established by the National Association of State Directors of Teacher Education (NASDTEC). The Program was last reviewed in 1996 and will be evaluated again in 2001. The 1996 documents are available for onsite examination (LIS is scheduled for review in 2002).
- At the university level, the Program is reviewed on a regular basis by the University's Committee on Program Reviews (COPR). The LIS Program was last reviewed in 1992; the ICS Department in 1994. Documentation for both reviews are available for onsite examination. LIS is scheduled for review in 2002.

8.3 Administrative Structure

To better understand the placement of the LIS Program in the University organizational schema, a brief description of the management structure is presented here.

8.3.1 University Administration

The University of Hawaii is a state-supported system of higher education comprised of three university campuses, seven community colleges, an employment training center, and five education centers distributed across six islands throughout the state. The largest of the campuses is the University of Hawaii'i at Manoa, which is located in Manoa Valley approximately four miles from downtown Honolulu. The University system is governed by the Board of Regents and administered by the President who also serves as Chancellor of the Manoa campus.

Current administrative officers include:

Kenneth P. Mortimer
President, University of Hawaii'i
Chancellor, University of Hawaii'i at Manoa

Dean O. Smith
Senior Vice President, University of Hawai'i
Executive Vice Chancellor, University of Hawai'i at Manoa

Rose Y. Tseng
Senior Vice President, University of Hawai'i
Chancellor, University of Hawai'i at Hilo

Joanne E. Clark
Interim Chancellor, University of Hawai'i-West Oahu

Joyce S. Tsunoda
Senior Vice President, University of Hawai'i
Chancellor for Community Colleges

Alan Teramura
Senior Vice President for Research, University of Hawai'i
Dean of Graduate Division, University of Hawai'i at Manoa

Eugene S. Imai
Senior Vice President for Administration, University of Hawai'i

Doris M. Ching
Vice President for Student Affairs, University of Hawai'i

Colleen O. Sathre
Vice President for Planning and Policy, University of Hawai'i

Academic programs at the University of Hawai'i at Manoa are organized within colleges and schools. In its continuing reorganization efforts, the University is closely scrutinizing all units to achieve improved interdisciplinary integration and cost savings. As an example, the Colleges of Continuing Education and Community Services and Summer Session were consolidated in 1998 to form the Outreach College. In addition, plans to merge the School of Travel Industry Management with the College of Business Administration are presently underway.

At present, the nine colleges are:

- Arts and Humanities
- Languages, Linguistics, and Literature
- Natural Sciences
- Social Sciences
- Business Administration
- Engineering
- Education
- Outreach
- Tropical Agriculture & Human Resources

The nine independent schools are:

- Architecture
- Hawaiian, Asian & Pacific Studies
- Law
- Medicine
- Nursing
- Ocean & Earth Science & Technology
- Public Health
- Social Work
- Travel Industry Management

All units operate within the framework of the University's administrative and fiscal policies. They have the autonomy to plan the intellectual content of their respective curriculum programs, and select their faculties and students [Standard V.1]. Within these guidelines, each unit proposes new courses and modifications for existing courses. New certificate and degree programs must receive final approval from the University of Hawai'i Board of Regents. Faculty, staff and students have opportunities for representation on the University's advisory and policy-making bodies [Standard V.2].

8.3.2 College and Department Administration

Information and Computer Sciences (ICS) is one of seven departments that comprise the College of Natural Sciences. The other departments are Chemistry, Mathematics, Physics, Botany, Microbiology and Zoology. In addition, a Biology Program is jointly supported by the three life sciences departments. The current Interim Dean is Charles Hayes.

The ICS Department is chaired by Dr. Stephen Itoga. It offers BS and BA degrees in Information and Computer Sciences. The LIS Program is one of three graduate programs within ICS, the others being the MS degree in Information and Computer Sciences and a Ph.D. in Computer Science. ICS and LIS also participate in an interdisciplinary doctoral program in Communication and Information Sciences that involves the Communication and Decision Sciences Departments on campus.

As LIS Chair, Dr. Violet Harada reports directly to Dr. Itoga. Dr. Itoga, in turn, reports to Dean Hayes, College of Natural Sciences. Dr. Itoga represents the Department at department chairs' meetings conducted by Dean Hayes. The Dean participates in monthly meetings of the Council of Deans and Directors convened by the Chancellor Kenneth Mortimer. Matters concerning graduate programs are directed through the appropriate channels to Dean Alan Teramura of the Graduate Division.

Faculty appointments are recommended by the ICS Department. Committees for tenure consist of all tenured LIS faculty, in addition to some CS faculty to constitute a committee of five. Tenure and promotion criteria follow standards for LIS faculty. The Dean of the College approves the appointments and forwards the information to the Dean of the Graduate Division. All promotion and tenure applications are reviewed by the ICS Personnel Committee, which makes recommendations to the Dean of the College. These recommendations are then forwarded to the Vice President of Academic Affairs, who assigns them to the appropriate Tenure, Promotion and Review Committee (TPRC). Funding for faculty research, professional development, travel, and leaves with pay are available on the same basis as for all comparable academic units [Standard V.7].

The Program Chair recommends students for admission based upon both the Program's established criteria and those of the Graduate Division. Official admission is done by the Graduate Division's admission officer.

8.3.3 LIS Program Administration

When longtime Dean and Professor Miles Jackson retired in 1996, Dr. Larry Osborne was appointed acting dean, then interim dean, from 1996 to 1997. With the merger of the School as part of the ICS Department in 1997, he was designated Program Chair. Dr. Osborne kept the program running smoothly and morale high throughout his tenure, in the face of continued financial restrictions and uncertainty.

In 1998, Dr. Violet Harada assumed the Chair's post. Dr. Harada's management style is one that emphasizes participative and collaborative working relationships. In her year as Chair, she has sought to involve the newly established LIS Advisory Committee, the LIS Alumni Group, and Hui Dui (the LIS student organization) in working with the LIS faculty to shape the Program's strategic goals and to unite forces in accomplishing them [Standard V.3].

As Program Chair, Dr. Harada works closely with the Department Chair, Dr. Itoga, on all academic, personnel, and fiscal matters. Dr. Itoga has been chair since 1995. Even before the official merger of the two programs in 1997, he participated regularly in LIS faculty meetings and retreats. He continues to display genuine commitment to the LIS Program and seeks new opportunities to bring CS and LIS faculty members together in academic, research, and service pursuits. Since the merger, he and Dr. Harada have sought a collaborative grant and forged partnerships between ICS faculty and the Hawai'i Department of Education. (Further details are presented in Section 8.5.3.)

The Program's management is based on a collegial model of governance. Whereas the daily administrative matters related to the Program are handled by Dr. Harada, the faculty assist in all major decision-making and implementation responsibilities through monthly faculty meetings and through active involvement in LIS standing committees [Standards V.4, V.8]. All faculty members share responsibility for chairing and serving on the following committees:

- Curriculum—guides and monitors affairs related to curriculum. The committee receives and reviews proposals for new courses, and for modification to and deletion of courses. It also recommends changes to degree requirements.
- Personnel—handles all personnel matters related to appointments, promotions, and tenure of faculty.
- Physical Resources—focuses on maintenance of the computer laboratories including policies related to use of the labs. The committee also recommends equipment and software for purchase.
- Research—focuses on increasing opportunities for student and student-faculty research and presents forums with a research focus.

Students are represented in all of the committees except for personnel. Additional ad hoc committees are created as needed.

8.3.4 LIS Program Relations with Other Units

Cooperation with other academic units includes the previously mentioned interdisciplinary Ph.D. program in Communication and Information Sciences, which is a collaborative effort among the LIS Program and the Departments of Communication, Information and Computer Sciences, and Decision Sciences. The doctoral program is currently chaired by Dr. Rebecca Knuth who is a member of the LIS faculty.

The LIS Program also cooperates with other units through six dual-degree programs: MS/MLISc, Information and Computer Sciences; MA/MLISc, Asian Studies; MA/MLISc, American Studies; MA/MLISc, History; MA/MLISc, Pacific Islands Studies, and JD/MLISc, Law. (See LIS Program Catalog, p.17, available on site, and at: www2.hawaii.edu/slis/programs/dual.html)

In addition the Program cross-lists two courses with other departments. LIS 686 Information Literacy and Learning Resources is cross-listed with the Educational Technology Department in the College of Education. LIS 705 Asian Research Materials and Methods is cross-listed with Asian Studies in the School for Hawaiian, Asian and Pacific Studies and with History in the College of Arts and Humanities.

An exceptionally close partnership exists between the University libraries and the Program. The University Librarian, John Haak, is the current chair of the LIS Advisory Committee. LIS students participate in experiential learning assignments and in practicum and internship arrangements in which they receive practical experience in performing professional library work at Hamilton and Sinclair Libraries. LIS faculty are involved in joint research projects with library staff members. Library staff frequently serve as guest lecturers or instructors. As an example, Dr. Chieko Tachihata, Curator of the Hawaiian Collection, and Dr. Karen Peacock, Curator of the Pacific Islands Collection, are adjunct faculty for LIS 687 Information Sources for Hawaiian Studies and LIS 688 Pacific Islands Information Resources. Dr. Diane Nahl sits on the UH Manoa Library Committee, and Dr. Larry Osborne on the selection committee for a new online system for UH libraries.

LIS faculty have also served on various Manoa campus program review and doctoral committees; the Faculty Senate; TPRC; the Academic Advisory, Academic Procedures and Transferring Network Committees; and the committee to revise the University's mission statement. LIS students have been represented on the executive board of the Graduate Student Organization.

8.4 Financial Support

The state continues under a long-standing economic slump. This has resulted in a series of University-wide budget cuts. Fewer prospective students see the benefit in pursuing college degrees to increase their skill levels in preparation for jobs that are not there. As a result, there has been a 17% loss in the University's enrollment for 1994-1998.

Along with declining enrollment, there have been annual budget cuts averaging 4% across all program areas in the last four years. The LIS Program budget has evidenced an annual 2 % to 4% cut in its general allocation funds during this period with the exception of the 1995-96 budget. The dramatic difference between the 1995-96 and 1996-97 budgets can be attributed to the loss of two positions resulting from Dean Jackson's retirement in December 1995, i.e., the Dean's and secretary's positions. The increase in the 1997-98 budget includes a research grant of \$100,000 from the U.S. National Park Service.

LIS Program Budget, 1995-1999

Fiscal Year	1994-95	1995-96	1996-97	1997-98	1998-99*
Total Budget	\$475,621	\$487,331	\$466,094	\$566,944	\$463,417

**Incomplete; fiscal year not over*

Fiscal matters are managed by the Program Chair, in consultation with the ICS Department Chair. There is very little flexibility in budget matters since most of the funds are earmarked for operating costs with approximately 90% of the budget targeted for salaries. More specific academic and administrative salary information

is available upon request. The remainder of the budget is used for telephone and telecommunications costs, printing and photocopying, postage, equipment, supplies, and student help and contractual services.

The ICS Department has experienced its share of belt-tightening strategies along with the other academic units on campus. As part of the Department, the LIS faculty and staff have extended themselves to stretch resources. Through their efforts, the Program has managed to provide an adequate level of service during a difficult period. However, the need to keep our laboratories at current levels of technology usage and to support faculty efforts to design courses using increased instructional technology place increasing fiscal demands on the Program. To achieve its strategic goals, it will be critical for the Program to seek additional funding and alternative means of revenue.

There have been several developments that provide reason for optimism:

- The 1998 Hawai'i Legislature granted the University significant new levels of autonomy in governance and administrative matters. The University now has the authority to manage and invest special funds and a new relationship between tuition revenue and future state appropriations is being negotiated. While it is too early to predict the full impact of this new governance framework, legislators and University leaders believe that the autonomy measure empowers the University to act less like a bureaucracy and more like a business.
- Although the University has experienced a general decline in enrollment, the ICS Department has actually seen an increase in student enrollment due largely to its burgeoning undergraduate population. Dr. Itoga, reported that the Department is currently teaching 3% of the Manoa campus's student semester credit hours with only 1% of the faculty resources. He sees this as strong evidence for seeking increased fiscal support. The Department recently received approval for:
 - 1) A faculty position at the assistant professor level. This will be the first ICS position envisioned as a bridge between the CS and LIS cultures. An ad hoc task force comprised of CS and LIS faculty drafted a job description, and this position is currently being advertised.
 - 2) The student services specialist position will be redescribed and advertised soon. This position will expand specialist assistance to cover the Department's outreach programs and marketing responsibilities.
- As part of a rapidly expanding Department, the LIS Program is in a strategic position to participate proactively with other ICS faculty in entrepreneurial endeavors and research projects that provide additional funds and resources for the Department and raise its visibility in the community.

8.5 ICS/LIS Merger: How It Supports LIS Strategic Goals

The consensus among faculty and students in the LIS Program is that the merger strengthens the Program's curricular offerings, research potential, and integration with other academic disciplines on campus. In the two years since the official merger, there have been several promising actions that confirm this view. We address these actions within the framework of our strategic goals.

8.5.1 Strategic Goal 1: Providing a curriculum that meets the evolving demands of the job market for library and information science professionals

As a first step in pooling departmental resources to strengthen and expand curricular offerings, ICS instituted a “cross-over” course arrangement for the two master’s programs. This arrangement, which was approved by the Graduate Division in Spring 1999, allows students to take a selected number of elective courses in both programs and have them accepted toward their respective master’s degree (see Chapter 4, Curriculum). Four students have taken cross-over courses to date.

Along with the “cross-over” arrangement, the Department is also exploring the possibility of faculty members “cross-teaching” courses. As an example, Dr. Larry Osborne on the LIS faculty is teaching ICS 111 Introduction to Computer Science in Fall 1999 and will teach ICS 101 Tools for the Information Age in Spring 2000. From the CS faculty, Dr. Martha Crosby may teach LIS 647 Systems Approach to Library Operations.

As previously mentioned, the Department is seeking an additional faculty position that reflects the strengths of both ICS and LIS. The person who fills this position is expected to teach courses in database and knowledge management and to develop collaborative research projects with other Department faculty and community partners.

We believe that these actions strengthen our joint capability to meet the evolving demands of the library, information, and computer sciences professions. In addition, we recognize the importance of continuous communication and input from the employer and professional communities. Toward this end, we re-established the LIS Advisory Committee in 1998. Members represent local employment agencies and institutions, the alumni group, various library and information science professional associations, and the LIS student organization. Importantly, both the ICS and LIS chairs sit on the committee; they recognize the value of working with the committee to determine future directions in preparing information professionals for a changing marketplace.

8.5.2 Strategic Goal 2: Serving the needs of an increasingly diverse student population

One of the University’s top priorities is providing opportunities for quality higher education to a wider community audience. To achieve this goal, the University encourages the use of distance education in credit and noncredit offerings. Currently the Manoa campus offers over 400 distance education courses each semester through telecommunications-assisted technology. The LIS Program is one of only five programs which deliver courses toward a master’s degree through distance education. The other programs are ICS, Educational Administration, Nursing, and Public Health.

The ICS faculty is designing 12 courses that utilize the Hawai’i Interactive Television System (HITS) and the Internet. In line with the rest of the Department, the LIS Program is preparing to offer 40% or—16 courses—over a 4-year cycle via HITS. LIS faculty are also developing asynchronous, web-based modules to integrate with synchronous HITS sessions in future semesters. Two courses being redesigned for this purpose are: LIS 605 Basic Cataloging and Classification and LIS 686 Information Literacy and Learning Resources. The latter course will be also offered as part of the new Professional Diploma in Education (PDE) program established by the College of Education.

We have also begun to develop new certificate options together. A Human-Computer Interaction Certificate has been proposed, which includes one LIS course and courses in computer sciences and psychology.

8.5.3 Strategic Goal 3: Furthering faculty excellence in professional development and teaching

Key to building faculty excellence is encouraging faculty to engage in research, teaching, and service partnerships within the University and with the private sector, government, and the K-12 community. Since the merger, ICS and LIS faculty have initiated our first collaborative efforts targeting the University and lower education.

First, the ICS and LIS chairs were appointed to the 1998-1999 Hawai'i Leadership Associates Program (HLAP), which is designed to bring Arts and Sciences faculty, College of Education faculty, and public school principals and teachers together to explore critical issues of K-16 education and the educator's role as a change agent. All participants are expected to initiate or participate in collaborative projects across units. As part of this year's cohort, Dr. Itoga is designing two web-based courses in computer science and discrete mathematics for high school students. He is working with the Hawai'i Department of Education (HDOE) on this venture. Dr. Harada is principal coordinator for a two-year professional development project that will bring together teacher and school librarian teams from across the state to design integrated learning experiences for K-12 students. She is collaborating with HDOE and the Hawai'i Association of School Librarians on this effort.

Second, ICS and LIS faculty are working jointly on a National Science Foundation grant proposal for Rural Systemic Initiatives. The proposal sponsored by the Hawai'i Department of Education on behalf of a consortium of higher and lower education institutions and businesses and community organizations in Hawai'i, focuses on rural, impoverished regions in the state. Using distance education delivery modes, the project planners seek to accomplish significant and sustainable improvements in standards-based science and technology education for K-12 students in these regions.

The merger has also increased the number of professional development and networking opportunities available for LIS staff. Almost weekly, there are programs ranging from formal seminars to informal brown bag sessions featuring scholars from our own campus and visitors from other universities and research institutes. All of these are open to Department faculty and students. In addition, the Dean and Department Chair keep all staff apprised of important conference notices, and research and teaching awards for both faculty and students.

Institutional funds are available from the University for travel and research. Since the last accreditation, three faculty members have received travel grants and two faculty members have been granted research funding through these auspices. These funds are available to LIS on the same basis as in comparable units of the institution.

8.5.4 Strategic Goal 4: Providing a quality learning and research environment for students and faculty

Providing a quality work environment also requires efficient and effective management and delivery of operational services. As a major first task, the merger necessitated the consolidation of office staff work. The ICS and LIS chairs involved the secretary and clerk typist in identifying overlapping services and suggesting ways to streamline operations. What has resulted is a more efficient division of labor

regarding personnel and budget functions and shared responsibilities in the areas of student admissions and support for instructional needs. Although the ICS and LIS units are located in two separate facilities, there is daily communication between the offices via e-mail, fax, phone, and face-to-face meetings.

Access to technology is a critical component for providing a quality learning and research environment. The merger has resulted in LIS students and faculty now having access to cutting edge computer facilities available in the new POST building where the rest of the Department is housed (see Chapter 7, Physical Resources).

Projected plans involve providing a direct ATM connection in the POST Building third floor facilities and the LIS classrooms in Hamilton Library to create a virtual LAN. This will allow for distance education programs to be originated from either site with full motion video capabilities.

Lack of physical space is a perennial concern on the Manoa campus, the LIS Program has also been affected by this problem. Even with Hamilton Library's Phase III addition, the facility falls approximately 29% short of the original projection as a result of funding cutbacks. This has necessitated that the library and the LIS Program reassess current space assignments within the existing facility. In Spring 1999, our Dean and the ICS/LIS Chairs met with the University Librarian and his facility planning team to work out space reassignment. We reached an amicable arrangement. The LIS Program is retaining approximately two-thirds of the current space; in addition, we gain two classrooms. At this time, an ad hoc committee comprised of Hamilton and LIS staff is planning the details of specific space assignments and renovation needs. The actual move is tentatively scheduled for Fall 2000. The renovations will permit us to upgrade computer lab and classroom facilities for more effective use of space.

8.6 Toward the Future

Dr. Joseph Bordogna of the National Science Foundation speaking at the Biennial Meeting of the Commission on Professionals in Science and Technology Today, stated "Even the most scientifically and technologically literate among us have difficulty grasping the full potential of the advances at our fingertips. The computer and telecommunications explosion is already prompting a profound redefinition of such concepts as community, library, corporation, government, university, and technology transfer."

Faced with this overwhelming deluge, survival and success in the information age will demand that people know how to efficiently access and critically evaluate information and then effectively apply it to problem-solving and decision-making. It also means individuals must understand the scientific and mathematical principles and technology required to develop new computer systems and applications in entirely new industries. The merging of the ICS and LIS programs, therefore, comes at a pivotal point in the University's restructuring efforts.

We are committed to re-examining our program in terms of the revolutionary changes in information technology. We feel that the ICS and LIS staffs collectively bring new and richer possibilities in studying the representation, manipulation, distribution, maintenance, and use of information, particularly in digital form.

Finally, we believe that long-term success is dependent on defining and achieving new partnerships within the Department, with other academic units on campus, and with the larger community. Continuing and extensive planning by committees formed from administration, faculty, and students; annual retreats, quantitative and qualitative evaluations from students, alumni, and the information community, and contributions from the LIS Advisory and University committees must all contribute to the Program's agenda for the future.