EXTERNAL REVIEW PANEL REPORT

on

UNIVERSITY OF HAWAI'I

Master of Library and Information Science

By

Mary Elizabeth Wendt, Chair, The New York Public Library (retired)

Daniel Callison, Dean School of Continuing Studies, Indiana University

Steven W. Hagstrom, Director, Library Services, Tarrant County Junior College, TX

Judith Lin Hunt, Dean of Library Services, Montclair State University, NJ

Ann C. Weeks, Professor of the Practice, University of Maryland

Lynn Westbrook, Assistant Professor, University of Texas at Austin

November 25, 2008

Introduction

Members of the External Review Panel are Mary Elizabeth Wendt, chair; Daniel Callison, Steven W. Hagstrom, Judith Lin Hunt, Ann C. Weeks, and Lynn Westbrook. The official campus visit to the University of Hawaii (UH) in Manoa, Honolulu took place on October 19-21, 2008.

The panel collected information in these ways:

- LIS faculty and staff

  - Group meeting attended by 8 faculty members, including the chair
  - Individual meetings with all faculty members
  - Individual meetings with 2 staff members
  - Group interview with 3 staff members
  - Several informal meetings with the chair and associate chair

- Students

  - Group meeting with 25 selected students and 12 students during class time
  - Group meeting with 4 students through Hawaii Interactive Television Service (HITS)
  - Email from 14 students
  - Monitored student listserv for six weeks

- Other stakeholders

  - Group meeting with 25 LIS Advisory Board, alumni, adjuncts and employers
  - Group meeting with 12 adjuncts

- Other UH personnel

  - Meetings with Chair, Department of Information and Computer Sciences, Interim Dean of the College of Natural Sciences, Interim Associate Dean of the Outreach College, Program Specialist of the Outreach College, Interim University Librarian, LIS Subject Specialist at the University Library, Dean of the Graduate Division, Past Chair of the Faculty Senate, Member of the Faculty Tenure Review Committee

- Documents

  - Review of committee minutes, student applications, course syllabi, student work, student evaluations, job descriptions, financial statements and other documents

- Observation

  - Observation of Hawaii Interactive Television Service (HITS) class and 4 other classes
  - Tour of facilities

The four onsite panel members met with the UH Manoa Chancellor, the Vice President of Academic Affairs and the Chair and Associate Chair of the Library and Information Science Program for the exit meeting.

The University of Hawai`i (UH) System is the only public higher education institution in the State. It is made up of a research university at Manoa, which offers degrees at the undergraduate, graduate, and professional levels; a comprehensive, primarily baccalaureate institution at Hilo; an undergraduate institution at West O`ahu, which offers primarily professional programs and graduate degrees; and a system of seven community colleges spread across the islands of Kaua`i, O`ahu, Maui, and Hawai`i. The System celebrated its centennial in 2007.

The University of Hawai`i's Library and Information Science (LIS) Program is housed within the Department of Information and Computer Sciences (ICS), which is part of the College of Natural Sciences (CNS), which is located on the University of Hawai`i's Manoa campus.

The LIS Program was founded in 1965 as the Graduate School of Library Studies to prepare professionals for work in libraries and information centers in a variety of institutional settings. In 1987 the name was changed to the School of Library and Information Studies in response to the rapidly changing world of libraries. The Program merged with the Department of Information and Computer Sciences in Fall 1997 and the name was changed to its current name, Library and Information Science Program. The Master's degree program was first accredited by the American Library Association in 1967 and was re-accredited in 1974, 1980, 1986, 1994 and 2000. (6).

Please note that in the remaining sections of this report, references to the Program Presentation (PP) are given in parentheses with the page number(s). References to other documents or websites are full citations.

Standard I

Mission, Goals, and Objectives

I.1   In its 2002-2010 Strategic Plan, the University of Hawai'i System defines its purpose as "to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment." (Appendix A-1, p. 6) The plan goes on to state that the University of Hawai`i's "system supports the creation of quality jobs and the preparation of an educated workforce to fill them." (Ibid.)

The LIS Program's mission is published on the first page of its web site.

"The Mission of the LIS Program is to educate individuals for careers as librarians and information specialists and to undertake instruction, research and service programs that meet current and emerging library, information and technology needs. The Program supports the Department's and University's missions by developing leadership in a diverse local, national and international population with an emphasis on Hawai`i and the Asia-Pacific region."
(http://www.hawaii.edu/lis/program.php?page=mission last accessed 9/20/08)

The Program's mission is in alignment with that of its parent institution's values, mission, and purpose, as well as the missions of the CNS and the ICS Department as described in the Program Presentation (14-15).

The LIS Program's Mission, Goals, and Objectives reflect "the essential character of the field of library and information studies," as defined in ALA Standard I. It is clear that the Program values excellence in the areas of teaching, research, and service. Its curriculum reflects the foundational elements of the profession. Like its parent institution, the Program takes seriously its "strategic imperative to support improvement in the social, economic, and environmental well-being of Hawai'ians." (15) The Mission and Goals of the Program demonstrate its commitment to preparing information professionals to support the economic health of and educational future of Hawaii.

I.2   The PP and the Program's web site list Program Goals and Objectives in the areas of Curriculum, Research, and Service (20-22). The LIS web site notes that these Goals and Objectives were last revised in April 2008. (http://www.hawaii.edu/lis/program.php?page=mission last accessed 9/20/08.) All the objectives listed under the Curriculum goal and some of the objectives listed under the Research and Service goals are stated in terms of educational outcomes to be achieved. The objectives listed under the

Curriculum Goal reflect "the essential character of the field of library and information studies" The PP also summarizes how the objectives are to be assessed (23-24). The assessments are more fully described in later sections of the PP.

Although the relationship between the LIS Strategic Plan's 2008-2012 Goals, Objectives, and Activities (Appendix 1-G) and the LIS Program Goals and Objectives (20-22) was not clear in the PP, additional documentation provided by the Program on 9-18-08, clearly demonstrated the connections among the Strategic Goals, the Program Goals, and the Curriculum Objectives. The broad-based, well-defined, ongoing planning process used by the Program is recognized as a model by individuals within the Department and the University. Although the onsite visit confirmed the positive view of the Program by others in the University, the viability and visibility of the Program might be heightened if the LIS Program Goals were more closely tied to the UH System Goals.

I.3   The PP outlines an ongoing, broad-based strategic planning process that involves students, faculty, alumni, and members of the LIS Advisory Board (18-19). Documentation provided by the Program and information gathered during the onsite visit confirm that the broad-based planning process has supported changes in the curriculum, in student advising, and in the rebuilding of the learning and teaching space. However, it appears that this strategic planning process generally has been done by the Program in isolation. The PP plan states that neither the College nor the Department in which the Program is housed engage in formal strategic planning (Ibid.) This practice of strategic planning in isolation, which is independent of coordination and/or participation by representatives from the Department and College in which the Program is housed, may be an area of concern as the organization of the College, its administrative structure, and leadership undergo significant change.

According to the PP (16), no member of the LIS faculty is a member of either of the advisory group that is making recommendations regarding the restructuring of the Colleges of Arts and Sciences or the group that is identifying reorganization models. It will be important to ensure that the LIS Program's mission, goals, and objectives can be realized within any new structure that is introduced and that the expertise of the members of the LIS faculty can be used in future College and Department strategic planning processes. As the Chancellor of the University, the Interim Dean of the Colleges of Arts and Sciences, and other administrators continue their review of the organizational structure, it is hoped that members of the Program's faculty will be encouraged to contribute to the process.

Standard II

Curriculum

The PP provides a description of the curricular planning process, a summary of recent developments in both the curriculum and in major courses, and an explanation of the multiple means used in gathering data on curricular impact. The appendices augment these narrative explanations with concrete data points and specific responses from stakeholders.

II.1   The program documents a set of objectives (30) that are well keyed to both required and elective courses (32-33). Those objectives are rooted in an appropriate planning structure and use the LIS Strategic Plans as a guide for curriculum committee work (31). The overall curriculum management is integrated into the program's strategic planning by the Curriculum Committee's own work as well as its collaboration with the faculty as a whole (minutes of FAC and CC; strategic planning documents). The documentation provides evidence of careful, tiered adjustments to course lists based on well-reasoned analysis of each course (33; 35) as part of a continual review process. On-site meeting minutes indicated that five faculty participated in the planning process through monthly meetings. This involvement reflects an opportunity for junior faculty to learn about and participate in curriculum management.

The nine competencies (31; Appendix 2G) and the 12 objectives (30) are integrated in that the research, service, and curriculum components are established and under continual review by both the Curriculum Committee and the faculty as a whole (supplemental document provided on 10/18). Together they provide a "defining framework" for the curriculum (31) by setting priorities and codifying values.

Throughout the planning process, technology skills and content appear to be carefully incorporated into the tracks for various library professions. Graduates of the program must master fundamentals of both information technology design and service implementation.

II.2   The required courses combine with the required selection of ICT courses to cover each of the essential curricular areas (27-29) required by Standard II. A number of elective courses enhance these baseline classes with both specialized areas (e.g., Cartographic and Geographic Sources, 39) and advanced courses (e.g., Asian Research Materials and Methods, 45). Hiring a faculty member who supervises the internships directly is a useful addition since students are earning graduate credit for this culminating experience (55). Interviews indicate that faculty, students, and stakeholders find the balance among curricular components to be appropriate to stakeholder needs. Course descriptions indicate both

variety and depth in technology (43) and multicultural courses (44-45). The required courses address core content such as ethics (41) and the value of management expertise.

II.3.1   Leadership is incorporated in the mission, goals, objectives, and vision; it is reflected in the curriculum through class discussions on the value and role of leadership (observation of LIS684, 10/20) and assignments (core course syllabi).

Meetings with alumni and current students indicated that leadership, library advocacy, and assertive service provision are not viewed as primary responsibilities despite the state's ongoing economic difficulties that continue to result in hiring freezes and library closures. Building community networks and nurturing advocates among those who influence funding decisions would seem to be particularly crucial responsibilities in the geographically isolated and tourism-dependent environment of Hawaii, but students and alumni gave little evidence of understanding the value of assertive leadership. Faculty indicate a strong awareness of the need to incorporate leadership material in the curriculum and have begun to strengthen this aspect of their work.

II.3.2 The readings and assignments are revised regularly to reflect modern theory, technological developments, current practice, and professional developments (syllabi). Although most courses require few readings outside of the required textbook, many include assignments that require students to locate, examine, synthesize, and analyze both theoretical and applied research from LIS and sister disciplines (student interviews 10/20; syllabi; classroom observation 10/19 and 10/20).

The list of "major curricular activities" mentions research methodologies (31) but there is neither a required course in the area nor an obvious incorporation of it in the curriculum. Students and alumni were unable to speak to their ability to locate, analyze, and apply the latest research in LIS although they were well aware of the reference function as a professional service.

II.3.3 Information technology theory, application, and use are incorporated into virtually every course through assignments and in-class work (syllabi, classroom observation 10/19 and 10/20, faculty interviews). Despite the lack of electronic classrooms (e.g., their interim primary classroom contains only 8 workstations) and students-as-IT-support, faculty strive to incorporate principles and applications of information technology in their courses through both in-class discussions and homework assignments (observation and syllabi; student interviews).

Students and alumni articulate the role of information technology almost solely in terms of traditional library services with little cognizance of its potential role in other information-centric settings

(interviews). This limited view of information technology may well reflect the limited access they have in the classroom and the lack of a well-staffed, learning-based information lab.

Classroom observation indicates that at least some students lack basic technology skills (e.g., the ability to use a stick drive) and expect their faculty to fill the gap (e.g., plug in the stick drive for them) rather than teach them how to do it on their own. Although there is technical support for equipment malfunctions available from the ICS Department's on-call technical staff during regular business hours, students who need help in learning to implement information technology projects (e.g. using software, building web sites, designing databases) have no access to on-call instructional support, a learning lab, or other mechanisms for instructional support. Workshops are provided by an all-volunteer peer "web team." University support for instructional technology resources appears to be extremely limited and the students have worked hard to fill that gap on their own. Such a process, however, fails to support the development of cutting-edge, information-centric incorporation of technology into students' daily classroom activities.

II.3.4   The specialized courses in cultural issues, from collections to users, are a substantial contribution of this program to the field. The faculty's cultural, ethnic, and linguistic diversity contributes to several courses (syllabi; interviews with adjuncts).

II.3.5   Cross-listed courses provide a richer experience and strengthen the technological offerings available (53-54). The rich diversity of the student body contributes to a continual focus on the global society.

II.3.6   The curriculum is quite traditional as seen, for example, in its requirement of cataloging and lack of a usability course. Little in the curriculum examines the future development of the field outside of the traditional library context but most courses include an examination of the latest trends and issues pertinent to librarianship. Overall the curriculum does incorporate the value of information technology (e.g., database searching classes) and the role of the Internet in service provision (e.g., web design and database management classes).

II.3.7   Faculty weave into virtually every course a strong commitment to professional growth from students' initial semester in the program. Students' participation in research and service forums is substantial (47, 49) and faculty encourage professional growth through a wide variety of techniques including mentoring, volunteering, reading, and serving in the community (observation, student interviews, faculty interviews).

II.4   The combination of personal advising, a structured course rotation, and the capstone experiences (oral examination and optional thesis) fosters a process that customizes student experiences within a solid intellectual structure (50-52). Student interviews indicate that they find advising an effective means of developing a coherent program of study. Although the focus on traditional library settings and the geographic limitations require a core of internship sites to be used repeatedly, both faculty and students find the experiential opportunities effective (interviews). The documentation of course activities (36-37) indicates the use of community-based assignments, the opportunity to learn how to work in teams, and the use of application-based experiences. Internships, practica, and field work opportunities augment the praxis-based instruction (54-57). The oral exam (web site) coordinates curricular goals with courses and outcome measures. The 43 standard courses (39) are deepened by incorporation of specialized courses (39). The six Dual Master's programs provide opportunities to connect the degree to other disciplines. While only five students are currently enrolled in these programs, their variety is valuable (52). Cross-listed and cross-disciplinary courses emphasize technology (53).

II.5   The school library media sequence (36) offers special options for additional concentration in children and youth services; the program is nationally ranked (ninth) in this area (*U.S. News & World Report*, 2009).

II.6   The two courses offered each term via the HITS interactive television system provide access to the program for neighbor island students (57). The ratings for these courses are high (58) and the on-site interviews indicate that students deeply appreciate the courses, the faculty dedication, and the technical support for televised delivery. In addition three courses are now available entirely online and several others are offered in a hybrid format (58). The process of moving to online and hybrid formats is driven by demand from off-site students and general faculty discussions (faculty interviews, Curriculum Committee meeting minutes).   The distance students do face "challenges" in terms of technical support and access to research materials. The three web team workshops which provide virtually all the technical support for students are not available at other sites at which students make do with "emailed tutorials" from peers (student interviews). Distance students make use of local community college libraries (when they are not closed for renovation) and public libraries that, as they note, do not meet the needs of a graduate program. The university's interlibrary loan system works well and effectively but students also rely on faculty to "make adjustments" in assignments when off-site students cannot get what they need (interviews).

II.7   The Curriculum Committee continually reviews, adjusts, updates, and enhances the curriculum with the input of the faculty (meeting minutes). Major curricular changes have been made on the basis of

substantial stakeholder input. The program provides substantial evidence of both stakeholder input and action on that input – e.g., adding collection management to the list of required courses (27) and structuring the ICT course selections (28). Assessments of courses and overall program by all parties are high (38). The survey results (Appendices 2-A, B, and C) which summarize that input indicate alumni feel the need for more web site and database design education. Additional support in these areas may need to be addressed. The "multi-year plan for phasing in the assessment" of courses (32; Appendix 2E) builds on a clear coordination of the 12 objectives and the nine competencies (additional documentation provided on site). The internship program concerns expressed by the supervisors indicate the need for a greater diversity of sites and note the uneven quality of faculty administrators of the program (Appendix 2-O, pg 5); however, the feedback is primarily positive.

Standard III

Faculty

During the onsite visit, each fulltime faculty member responded to a private 45-minute to one-hour interview concerning their personal teaching assignments, research production, advising responsibilities, and vision for the future of the LIS program. In addition, all research publications, including recently published books, authored by fulltime faculty were provided. Teaching syllabi, student evaluations, and minutes of faculty meetings were examined onsite. General interview sessions with adjunct faculty and student groups also served to inform and confirm the impressions reported in this section.

III.1   The core faculty of the LIS Program is composed of eight fulltime appointments. Although this number is small, these faculty members cover a sufficient range of research and teaching expertise to meet the objectives of the graduate program in library and information science. This number also represents a reasonable ratio of one fulltime faculty member to eight master's degree graduates. Ethnic heritage, gender and professional experiences also appear to be adequately diverse and match the intended student population (62). Questions during the onsite visit were raised in each faculty interview to determine if any areas of library and information science are not adequately covered by the current fulltime faculty. Responses consistently indicated that areas of expertise in practice were covered by fulltime faculty and extended and enhanced by an experienced group of adjuncts. A growing collegial relationship with the computer science program (ICS), including two joint appointments with LIS, provides a foundation for future growth in the areas of information technology, data analysis, and data synthesis. As these information management areas become more refined by current and future faculty, the LIS program may increase graduate placements in the information industries beyond the traditional library environments.

III.2   Publication of research and teaching studies seems to be of high merit and of exceptional frequency across the fulltime faculty membership. The current fulltime faculty group ranks third "per capita" in publishing productivity among ALA accredited program faculty (64). During the External Review Panel visit it was announced that a book publication, *Information and Emotion*, edited by and containing chapter contributions from LIS faculty was awarded the 2008 SIG Publication of the Year from the American Society for Information Science and Technology. In addition, invited papers and conference presentations ranging across state, national and international forums are represented by each of these fulltime faculty members over recent years. The fulltime faculty appears to be an active professional group, focused on their individual research interests, and recognized in their respective areas

of specialization based on documented invitations to present and publish (64). Onsite interviews with each faculty member confirmed an established and growing commitment to national forums for research and publication in areas that include intellectual freedom, young adult literature, school media instruction and management, information user education, and database analysis and synthesis.

Fulltime faculty members are responsible for teaching two thirds of the total courses offered annually. Over the past year, 68% of the total student enrollment attended courses taught by fulltime faculty (Responses to 9/19/08 Queries from COA Panel, 9a and 9b). The balance of the courses are taught by adjunct or visiting faculty, often selected because of specialized experiences they hold in various library and information center management or specialized areas of literature, such as Pacific information sources. Several of the adjunct faculty have won service and teaching awards. Teaching evaluations across fulltime, adjunct and visiting faculty reflect quality educational engagements with students. Adjuncts seem to adequately complement the fulltime faculty by bringing an additional practice prospective to the classroom. An interview session on October 21 with over a dozen adjunct faculty confirmed this group to be of professional status, representing content areas ranging from youth services, to storytelling, to medical and business librarianship, to library automation, to Pacific heritage documents and government documents. The interviewed adjuncts confirmed constructive and frequent communication channels with fulltime faculty that involved course content development and validation of assignments as well as means for student evaluation. Adjuncts were strongly supportive of the quality of the fulltime faculty and the high demands for professional instructional performance by all. A very selective group of recognized, senior visiting professors from other accredited LIS programs teach a portion of the course offerings in the summer sessions (65).

III.3   LIS follows standard policies for equal opportunity and affirmative action in recruitment of fulltime faculty. The current faculty reflects the wide diversity of its student body. Counting adjuncts, the faculty membership includes first generation Colombian, Hungarian and Japanese, as well as Native Hawaiian, African American, Chinese American, Japanese American, and Indonesian descent (78; onsite interviews of fulltime and adjunct faculty).

III.4   There is sufficient attention placed on teaching, research and service by the fulltime faculty. Several have attracted research funding, although this does not seem to be true of all fulltime faculty nor of an exceptionally high dollar amount, except in one case involving field curriculum development in school media. During the ERP visit, however, it was announced that a junior faculty member had just been selected as part of a team to investigate interdisciplinary metadata analysis in a multi-million dollar grant from NASA.

Special start-up funding to support junior faculty is established as common practice. Such funding is used for conference travel, research materials and may be used to hire student research assistants. Onsite interviews with junior faculty confirmed they receive course release time in their first year to encourage course development and to seek grant funding. The University also provided recovery funding to six faculty to help recover materials and equipment lost in a tragic flood four years ago (75 – 76).

Teaching experience has been an important expectation of newly appointed faculty along with proven capabilities in social science research. Quality of teaching by fulltime and adjunct faculty is documented from student surveys. Consistently, from data reported as far back as 2002, faculty are rated high for the quality of instruction, diversity of teaching methods, availability and rapport with students, involvement with professional association, and academic advising (80). Faculty members systematically revise and update their courses, and also develop and experiment with new special topics courses. Adjunct faculty may also create new course offerings based on their area of expertise. Visiting faculty often bring new course content as well (84). While standard teaching practices seem to be solid, the degree to which instructional technology innovations, including the use of online learning and interaction to enhance graduate education through emerging telecommunications is just emerging. Most faculty members have established skills in the use of interactive television allowing up to three courses each semester to be delivered to the other islands. Two junior faculty members are beginning to explore online course design, but such innovation was generally viewed as an exception and not a dominate format for future course delivery.

III.5   Fulltime faculty members provide a sustained record of research. Each generates several papers, conference presentations, book chapters, and all but two have book publications. Practitioner and research publishers include the Library of Congress Center for the Book, Linworth Publishing, Libraries Unlimited, the American Library Association, Praeger, Information Today, Scarecrow Press, and the Japanese Library Association (82). Several faculty members, but not all, have received recognition for excellence in their publications and presentations (83). Collaborative research projects are also evident, including a major initiative funded by the National Science Foundation and developed in cooperation with the Hawaii Department of Education for sustainable improvements in standards-based science, math and technology education (85). The frequency of publication is exceptional, and the citation impact by one of the senior faculty is among the highest in the profession. Cooperation with various departments of the University results from the interdisciplinary doctoral program. LIS faculty members often participate as dissertation committee chairs or members. This practice has resulted in useful associations with the School of Communications and the Department of Information Technology Management (86). Onsite interviews revealed that a junior LIS faculty member will chair the doctoral program in the near future.

Such activities may allow the program to build on its collaboration with other academic units across the campus as was the case when an LIS faculty member held the chair position four years ago. LIS faculty also collaborate with peers by serving on journal advisory boards, reviewing manuscripts for academic journals, editing books, and organizing conferences (86).

LIS fulltime faculty teach a maximum of two courses per semester, which allows the time necessary for research, consulting, professional development, advising, and university committee work and community service. Release from teaching can be provided when major research projects are funded. Most fulltime faculty use the summer months to concentrate on research projects and to prepare for teaching during the regular academic year. Noted visiting faculties assume a substantial portion of the teaching schedule in the summer months (87).

III.6   Each fulltime faculty member holds an earned, research-based doctorate. Their expertise areas include not only library and information science, but also advanced or terminal degrees in computer science, sociology, Asian studies, communication, education and political science. Doctoral degrees have been earned at a variety of respected institutions, demonstrating another facet of diversity among the fulltime faculty. A clear research agenda has been established by each and over recent years, four have met the requirements of the University of Hawaii to hold the rank as full professor with tenure. One additional LIS faculty member was granted tenure and associate rank, but later left the faculty to accept a deanship for technology management at a local college. Four others are currently tenure-track, junior faculty appointments at the assistant professor level (63). This dichotomy raises questions concerning the extent of departmental mentoring and the full nature of support for junior faculty to meet their teaching and research responsibilities. Course load responsibilities seem fair, and junior faculty are not over-burdened with greater student advising, larger enrollments in their courses, or greater administrative responsibilities than senior faculty (onsite faculty interviews). Interviews with both junior and senior faculty confirmed that mentoring agreements, although informal, were in place and productive. Each junior faculty member attested to clear guidance and evaluative feedback from senior members. There was mutual admiration among the faculty from the two ranks and praise voiced for collegial interaction among all involved.

Within the ranks of the eight fulltime faculty are two "cross-over positions." These two individuals hold teaching and advising responsibilities in both library science and computer science. These joint appointments increase the opportunities for communication and cooperative projects between the academic units representing these professional fields. Emphasis on community engagement has also resulted in special outreach projects involving database development and digital video production based

on the technological expertise of these two positions (64). Initially, this appeared to be a workable and constructive arrangement, and was verified as such through onsite interviews with the joint appointed faculty as well as the chair of the department.

III.7   Since the last accreditation review, fulltime faculty teaching loads have been reduced from 3/2 to 2/2 for the academic year. This adjustment allows the time needed for additional research and advising activities. Faculty teach a fair share of both core and elective courses and carry course assignments that reflect their respective specializations. While fulltime faculty have the option to also teach in the summer, most invest that time in research and grant projects. The department has supported course release time when appropriate to allow faculty members involved in recent major research and grant opportunities to fully participate in such non-teaching efforts. Course teaching assignments are planned on a long term basis projecting up to four years in advance the courses each faculty will cover. Such planning also allows the Program to seek visiting and adjunct faculty when necessary (87; and confirmed during site visit through interviews and examination of course schedules).

III.8   LIS tenure-track faculty members are evaluated annually in accordance with standard University policy. Evaluations, as well as initial tenure and promotion review, are conducted by the members of the ICS Department's Personnel Committee. The process is constructive as recent promotion and tenure decisions have been positive (88). Senior faculty take mentoring of junior faculty to be a serious matter and provide time and guidance to help new faculty advance their teaching and research responsibilities, and eventually compile the necessary documentation for promotion and tenure review (88). The Directorship of the LIS program is shared among the fulltime faculty on a two-year rotating basis. Senior faculty members have held this role in the past, with a junior faculty member recently assuming the position (68). Although examination of the full impact of such directorship responsibilities are examined in detail in the Administration section of the review, questions and concerns were raised during the visit relative to the positive and negative nature of placing junior faculty in levels of administrative responsibility, especially just prior to meeting tenure requirements. A deeper investigation of the practices for effective faculty governance took place onsite. Through faculty interviews and faculty meeting minutes it became clear that the LIS faculty share an open conversation on the issues and decisions made to govern the program.

Standard IV

Students

IV.1   The Program maintains and graduates an ethnically diverse population that closely mirrors the ethnic diversity of the state. The percentage of graduates for the past 8 years has been 53% Asian and Pacific Islander (state population is 51%), 35.8% Caucasian (state population is 24.3%), 0.3% African/American (state population is 1.8%), and 5.3% Hispanic (state population is 7.2%). During the past 8 years the minority enrollment has been generally been in the high 40% range to mid 50% level with a high point of 60% in 2004 and a low point of 42% in 2007. Gender diversity is not as evident as ethnic diversity. Historically in the past eight years female graduates have outnumbered male grades by a factor of 5 or 6. The percentage for the state residents by gender is 50.2% male and 49.8% female. There appears to be a trend over the past two years of this ratio evening out with an increasing number of male graduates while the number of female graduates is stable. (96-97)

Following a 52% enrollment increase from 2000-2005 (without a corresponding increase in faculty lines), the Program has faced a 35% enrollment decrease in the past three years that shows no signs of abating. (93) Recent funding shortfalls, including a 10% budget cut at the Hawaii State Public Library, as reported in the local Honolulu media, appear to indicate a reduced number of opportunities for the library field in the near future. It is unknown to what extent these funding losses will impact on the student population of this program.

Tuition plays a critical role in the enrollment levels of the Program. Of particular concern is the recent jump in 2006-7 of tuition (both resident and non-resident) in excess of 20%; however, students interviewed on site did not feel that tuition increases would affect their ability to continue their studies. Higher tuition costs become critical when coupled with a high cost of living and relatively low salaries found in the library field in Hawaii. This condition coupled with a low rating given by graduates on access to financial aid information has encouraged the Program to increase its efforts in this area. The Program has increased the number of Achievement awards, tuition waivers, and scholarships through alumni and friends groups' contributions. In addition the Program's website has been redesigned to make finding financial aid information easier. (100)

IV.2   The Program provides information concerning the School and the Program through several different sources. These include various electronic methods including website and listservs. The information provided through these sources include LIS announcements, LIS events, recruiting information, advising assistance, course descriptions including course syllabi, placement assistance,

financial assistance information, ethical standards, and video recordings of orientations and guest lecturers. Student response to the effectiveness of these efforts is extremely high. In addition the Program prepares a wide variety of brochures that are made available to the public. The program has been able to communicate information concerning itself through various media events and articles. (102-103)

IV.3   Students initially send applications for admission to the Graduate Division. Admission requirements are standard including possession of an undergraduate degree and scholastic achievement. The admission request is then sent to the LIS Program where a more rigorous criterion is applied including 1. Evidence of professional promise, 2. GRE test scores, and 3. Basic computer literacy. There is a procedure for students to be granted conditional admission if they have not yet completed all admission requirements. Conditionally admitted students who are able to correct any issues or deficiencies through additional information or academic performance are able to change their status to regular. (105-107). Examination of student records on site confirmed that the Program follows its stated procedures.

IV.4   Academic advisement, prior to 2007, had received moderately positive feedback from Program graduates. A new advisement form was developed which helps "students plan their coursework and to link coursework with ALA Core Competencies and to the LIS Curriculum Objectives". The development of the form was done with input from both faculty and students. In addition to the new advising form, students are required to meet with their advisor once a semester in order to be eligible to register for the following semester. Faculty rapport with the students is rated very high. (110) Given the obvious student satisfaction with this rapport, and the new advising form, it is anticipated that there will continue to be a greater degree of satisfaction with advising as a whole.

Despite the somewhat chaotic and confusing physical facilities in use because of the 2004 flood, the students feel very comfortable with the current physical environment. The students indicate that these facilities are both acceptable for educational activities and are technologically current. The projected move to new facilities should include plans to maintain that sense of integration and currency that prevails now.

IV.5   One of the important aspects of the Program that is reported by students is the opportunity for student involvement through membership in several student organizations and through student representation on program committees. There are student representatives on most faculty committees who regularly attend meetings and actively participate. Off site student representatives are consulted by email and phone. In addition recent student and graduate surveys have consistently ranked overall student

rapport as one of the most valued strengths of the program. There are student chapters of the American Library Association, the American Society for Information Science and Technology, Special Libraries Association, and the Society of American Archivists. (114-122)

IV.6   At meetings with alumni and employers, the overall response was very positive. They reported that the students emerge from the program well prepared and motivated, with good work habits and work ethic, and a real interest in their careers. Graduates believe that the program is of value to their career. This perception is reinforced by the very high positive student feedback regarding their willingness to recommend this program to another interested person.

Standard V

Administration and Financial Support

<u>Administration</u>

V.1   The Library and Information Science Program (LIS) has the autonomy to plan the intellectual content of its curriculum, to select its own faculty and students, to allocate its own funds and set its own teaching schedules and degree requirements. (131-132).   The LIS program is one of three graduate programs within the Computer Science Department. The LIS Chair, Dr. Andrew Wertheimer, reports directly to the ICS Department Chair, Dr. Martha Crosby. Dr. Crosby reports to the Interim Dean of the College of Natural Sciences, Dr. Alan Teramura. The Program receives consistently increasing funding from the University and the College with additional funding from tuition revenue through courses offered via the Outreach College. Funds for Flood Recovery for faculty research were allocated immediately after the 2004 Flood. (124-135)

V.2   The LIS faculty have the same opportunity for representation on University committees as other faculty members. Dr. Harada is a member of the Graduate Council, Dr. Jasco is a member of the Tenure and Promotion Committee, Dr. Nahl is a member of the UH Libraries, Systemwide Information Literacy Committee and a member of the Manoa Library Committee of the Faculty Senate and Dr. Knuth has been a member of a variety of committees in past years. Each year an LIS student is elected as a representative to the Graduate Student Organization (GSO). The current GSO President is an LIS graduate. (136)

LIS participates in several interdisciplinary programs including the interdisciplinary PhD program in Communication and Information Sciences (CIS) with ICS, the Department of Information Technology Management and the School of Communications. The chair of this program rotates among the sponsoring groups and will rotate to LIS in 2010. CIS students often take LIS courses. The LIS Program offers six Dual Master's programs.   While few students take advantage of these programs, discussions with students found that they are aware of these possibilities and appreciate the opportunities. Several students have completed certificates in Museum Studies in tandem with their MLISc degrees. (137)

LIS cross-lists two courses with other departments: LIS Information Literacy and Learning Resources is cross listed with the Educational Technology Department and Curriculum Studies Department in the College of Education; LIS 705 Asian Research Materials and Methods is cross listed with Asian Studies in the School of Pacific and Asian Studies and with History in the College of Arts and Humanities.

Following the merger with the ICS Department, the faculty agreed to a two-year rotating chair position starting in 1998. Since the last accreditation in 2000 the following faculty members have served as Chair: Dr. Peter Jasco (2000-2002), Dr. Diane Nahl (2002-2004), Dr. Rebecca Knuth (2004-2006), Dr. Diane Nahl (2006), and the current chair Dr. Andrew Wertheimer (2007-present). This rotational cycle is common among other programs on campus. (133). Having a junior faculty member as Program Chair is an unusual occurrence. At the time that Dr. Wertheimer assumed this position none of the senior faculty were available to take on that responsibility due to health, sabbatical and other major LIS responsibilities.

Given the many duties associated with the Chair position, other faculty members have assumed additional responsibilities: Dr. Violet Harada serves as LIS Associate Chair and Dr. Peter Jasco served as COA Program Presentation Chair.   The planning retreat in 2008 began a discussion of future changes to the chair rotation process. In the meantime, Dr. Peter Jasco will be the Program Chair beginning in 2009 and there are no plans to appoint junior faculty to this position in the future (faculty interviews).

V.3   The Chair of the Program has title, salary, status and authority comparable to heads of similar units in the University. Since joining the UH faculty in 2003, Dr. Wertheimer has taken an active role within the LIS program. As faculty advisor to the ALA-Student Chapter he worked to revitalize the group as well as revitalizing the Student Archives group; he established a successful Job and Internship fair and helped coordinate recruiting activities with out-of-state library systems. He continues to be active in ALA, ALISE and the Hawai'i Library Association, among others. He is continuing his strong research tradition and his scholarship has been recognized abroad (139). Dr. Wertheimer agreed to serve as Chair as a junior faculty member and has performed his many duties in a highly satisfactory manner. (interviews with Department and College administrators).

V.4   The LIS administrative and support staff are provided by five full-time ICS Department staff members: the Department Secretary, Administrative and Fiscal Support Specialist, Assistant Faculty Specialist, Information Technology Specialist and an Office Assistant. The LIS Program has two student employees assigned to administrative duties. The Administrative and Fiscal Support Specialist and the Assistant Faculty Specialist are new positions since 2000. (141) While these staff members provide a good level of support in the areas of personnel, budget and administration, the Chair's responsibilities have continued to expand (Appendix 5-A) and more administrative help would be appropriate. Interviews with the support staff members verified that the LIS program receives sufficient attention in all administrative areas.

The LIS program is based on a collegial model of governance with the Chair and Associate Chair managing the day to day decisions and the faculty as a whole participating in broader decisions and

discussions during the monthly faculty meetings, annual LIS and ICS planning meetings and involvement in LIS and ICS committees. Students are represented on all LIS committees, except the Personnel and Student Affairs committees, and actively participate in them. (committee meeting minutes) The strategic planning process includes regular evaluation and discussion. (141)

<u>Financial Support</u>

V.5   The LIS Program has continued to receive adequate financial support from the University, the College and the Department in the past eight years. Four new LIS faculty members have been hired, a 63 % increase. These new positions were funded through a special $ 1 million supplemental allocation from the Hawaii State Legislature directly to the ICS Department. (144). The merger with ICS has allowed LIS faculty and students to have access to the latest technology. Flood Recovery funds for reconstruction and recovery of faculty research were made available in an expedient manner. The base funding from the University Budget for LIS and ICS is constant from year to year with salaries, including increases, allocated first. Any projected cuts will be taken from other than personnel budget areas. (interview with the Fiscal and Administrative Support Specialist). Additional funds come to the Program through the Outreach College from tuition charged for courses taught by adjuncts. These funds are allocated to support student based needs. The Program also has a small endowment, which is used for incidental expenditures.

V.6   Salary and benefits for LIS faculty are comparable to faculty in other programs and departments. UH faculty and staff are unionized and have received a 33% raise over the past six years. (145), negotiations are underway for the next contract in 2009/2010. The Chair's compensation is comparable to his rank and tenure status. "In Spring 2008, the faculty voted to use Outreach College funds to pay the LIS Chair or designate an additional month's salary to compensate for the additional two months of work not covered by the regular teaching contract." (146).

V.7   Faculty and students are offered opportunities for funding comparable with their peers in other programs and departments. All LIS faculty have received funding for research and professional development. All tenured LIS faculty have received paid sabbatical leaves since the last accreditation visit. Students are encouraged to apply for student aid as needed. LIS has secured additional funding for tuition assistance in 2008. (147)

V.8   The program's planning and evaluation process involves faculty, students, LIS Advisory Board and employers in wide ranging discussions, including issues related to administration and finance. (148-149)

Standard VI

Physical Resources and Facilities

VI.1   The flash flood of 2004, depositing eight feet of mud and debris, destroyed the ground floor of Hamilton Library where the LIS Program was located. The then newly-renovated facility appeared to have had adequate space and equipment for the various curricular and research activities and for administrative operations.

The flash flood occurred on a Saturday evening during a class session and required students and professor to exit the building through a window during the emergency. LIS Program faculty and staff were on site on Sunday to survey the damage and attempt some rescue of materials. Classes were held on Monday, without any interruption in the teaching schedule.

Since the LIS Program is part of the ICS Department, temporary housing for offices was immediately located in the Department and classrooms, laboratories, and equipment were shared. Faculty members have been using offices in the Pacific Ocean Science and Technology (POST) building, where ICS is located. Also in POST are classrooms and computer labs which are now shared with the LIS Program. Some classes are held in an instructional technology classroom in a nearby building (Bilger 319) and also in an adjoining classroom of computers and a cataloging laboratory.   The HITS classes are held in the interactive television studio classrooms in Kuykendall Hall.

While not ideal, the temporary location of and access to physical resources and facilities has enabled the Program to continue with its educational, research, and administrative objectives and to plan for the future.

VI.2   The new facility will be located in Hamilton Library on the ground floor in approximately the same space as previously and is scheduled to reopen in November 2009. The plan calls for two classrooms, one combined technology classroom/laboratory, eleven faculty offices, three administrative offices, one IT laboratory (web publishing/multimedia creation and management), one research laboratory, one conference room, three storage rooms, one server room, one copier room, one student organization room, an eating area, and one large meeting study room with a cataloging laboratory. (Self-Study Report for Review of Library and Information Science Program, February 2008. V. Staff Support and Facilities C. Space and equipment for instruction, and D. Space and equipment for research.) All areas will be ADA compliant. Faculty and students believe the improved environment will support their educational, research, and administrative endeavors.

VI.3   Faculty and students have access to the University libraries (Hamilton and Sinclair). The library and information science materials are integrated into the collection in Hamilton Library. There is an array of monograph, periodical, and professional resources available in print and online formats. There is access to ICS labs and the facilities and services of the University wide Information Technology Services (ITS), which include a Digital Media Center. Some LIS Program courses are being delivered through the Hawaii Interactive Television System (HITS).

VI.4   The location of the LIS Program in Hamilton Library and the natural affinity of the professional and academic nature of the Program and the Library's resources and services have resulted in a close relationship between the two entities. A librarian, Susan Johnson, is designated to work with the LIS Program, developing the collection, conducting orientation programs, teaching classes, and consulting with the faculty, ensuring the resource and service needs of the students and faculty are met. The Library faculty give lectures to classes and also teach as adjuncts in the Program. Students often undertake their internship course in the Library and many operations of Hamilton Library serve as laboratory for them. The Interim University Librarian, Paula Mochida, is a member of the LIS Program's Advisory Board.

       The ICS Department's Information Technology Specialist, his assistant and student employees support all units of ICS, (Computer Science Program, LIS Program and the PhD program), and will continue to do so when the LIS Program moves back to Hamilton Library. ITS also supports the Program. However given the increased dependency on technology within the Program and the Department, additional support staff is needed.

VI.5   There are informal and formal ways that faculty and students have had input into the planning and design phases of the new facilities. Shortly after the flood, "there was an ad-hoc group of students and faculty who met to discuss the issue." (156) This group was followed by an "LIS Space Redesign visioning meeting," comprised of faculty, staff, and students. By January 2005, the Library Recovery Task Force (Ground Floor Committee) had been formed. (167). There followed an all-campus committee with further meetings and design proposals. LIS Chairperson Dr. Rebecca Knuth assumed primary responsibility for the implementation of the design, selection of furnishings, and equipment. Consultation with students, faculty, staff, and the university community has been open and ongoing to elicit recommendations about location of the facility (returning to Hamilton Library) and the design.

       The Strategic Plan following the flood added a new Strategic Goal to "respond to flood-driven imperatives and create a new LIS facilities, instructional and research resources and services." (166 and Appendix 1-D, LIS Strategic Plan 2006-2010, 15)

There has been representation by LIS faculty on all University and Hamilton Library committees involved with recovery, planning, and design. There appears to be open communication and a cooperative environment, despite the understandably stressful circumstances.

After the relocation of the LIS Program to Hamilton Library, it is hoped that the close collegial relationship developed between Computer Science and LIS faculty will continue and the relationship between the Library faculty and LIS faculty will be further strengthened. ICS had indicated that computer facilities in POST will remain available to LIS faculty and students (in addition to those in Hamilton Library) and that technology support will continue to be provided. Strategic planning should address the need for adequate library resources to support the program and for the continuous upgrade of computer-related resources and facilities.

Conclusions

Standard I.   The LIS program has in place a comprehensive ongoing strategic planning process, which involves all faculty and stakeholders, including students, alumni, employers and members of its Advisory Board. They regularly evaluate their progress toward goals and make needed additions to their plan. They work within the mission and goals of the University, the College and the Department. This practice of strategic planning in isolation, which is independent of coordination and/or participation by representatives from the Department and College in which the Program is housed, may be an area of concern as the organization of the College, its administrative structure, and leadership undergo significant change.   As the Chancellor of the University, the Interim Dean of the Colleges of Arts and Sciences, and other administrators continue their review of the organizational structure, it is hoped that members of the Program's faculty will be encouraged to contribute to the process.

Standard II. The LIS curriculum is responsive to its stakeholder needs and community requirements for library services. It incorporates technology and the latest library science research. The curriculum is carefully planned, coordinated with their strategic planning process and developed by the faculty as a whole while also including student voices.   There is a need for the curriculum to include ways to show students the value of advocacy for traditional library services and institutions and how to use their skills in such advocacy efforts. The other area to be expanded is in developing non-traditional careers using library information skills to serve the state of Hawaii in a multiplicity of disciplines—especially with job freezes in traditional settings.

Standard III.   The LIS faculty are collegial, supportive and are serious in their mentoring of each other. They are all experts in their own areas of research and teaching. They blend well with the computer science faculty and have developed multiple ways of collaboration, both inter- and intra-departmental. . They are respected by their students and the State library community. They have a nationally recognized publication record and a growing grant and external funding record.

The challenge for the future will be to think outside of the realm of the traditional library science zone and incorporate new areas of information science that will move the program beyond its current boundaries. The next program director, along with the fulltime faculty members (onsite interviews), seem to be committed to ensuring that students will gain the necessary information analysis, synthesis, and interpretation skills that will enable them to be successful in emerging information management professional careers.

Standard IV. The student diversity reflects the diversity within the state of Hawaii and through the HITS program residents from all islands are offered the ability to complete the degree program. Admissions information and processes are clearly communicated and handled efficiently. Faculty members are responsive to student requests and suggestions –the new advising process is an excellent example of their responsiveness. Students are involved in faculty and curriculum meetings and have many opportunities to participate in student organizations. Recent tuition increases and state budget cuts do raise concerns for the future. Also the current job freeze at the Hawaii State Library may mean fewer job opportunities for future graduates.

Standard V. The LIS program's autonomy for its curriculum, faculty and students is clear and works well within the Department of Information and Computer Science. LIS faculty are involved in university-wide committees, and with interdisciplinary grants and initiatives. They have good support staff and the resource sharing within the ICS Department works well. The appointment of a junior faculty member as chair was an unusual one made to address specific problems at a specific time and will not be repeated.

In the financial area, the University has provided consistent funding and the LIS program has been able to add additional new positions during the past eight years. Flood recovery funds were made available in an expedient manner. Funding for travel, supplies and day to day needs are on a par with other units and departments. There is a concern that this level of support be maintained despite the down turn in the economy.

Standard VI. The LIS and ICS faculty and staff demonstrated collegial efforts after the 2004 flood. Students did not miss a day of classes and the Department and University worked quickly to provide accommodations for faculty, staff and students. The design process led by Dr. Knuth for the new LIS program space was of a careful consultative nature, involving faculty, staff and students. Concerns for the future include sufficient funding for continued technology upgrades and increased IT support in the new quarters. It is hoped that there will be continued collaborative efforts with ICS faculty even when the LIS faculty are in their own space at a distance from the Departmental Office.