

HUI 'EKOLU: BRIDGING EDUCATIONAL, CULTURAL, AND TECHNICAL EXCHANGE AMONG NATIVE AND PUBLIC LIBRARIES IN HAWAII

Abstract.

Hui 'Ekolu is a three-year project which aims to create a library and information science (LIS) professional development and continuing education program which involves all stages of librarianship for the purpose of cultural learning and growth amongst the LIS community, so that ultimately, patrons are best served. The Hawaiian terms “hui 'ekolu” mean “three groups” or “group of three”. We use this term to convey the collaboration between three LIS groups in Hawai'i: The Library and Information Science Program at the University of Hawai'i-Mānoa (UHM LIS), in partnership with the Hawai'i State Public Library System (HSPLS) and ALU LIKE, Inc.'s *Ka Waihona Puke 'Ōiwi* – Native Hawaiian Library (NHL). As Hui 'Ekolu, we respectfully seek funding (\$240,503.82) for a **project grant (funding category)** to develop and implement a three-year professional development and **continuing education program (project type)** to bridge cultural knowledge and LIS technical services at three levels: pre-service (UHM LIS), para-professional (NHL), and professional (HSPLS).

The institutional partners for this project seek to create a strategically collaborative professional development model for public library services that, as a blended learning opportunity, can be replicated across library settings in Hawai'i and public library services, elsewhere. As **community anchor organizations (project category)**, each entity of Hui 'Ekolu provides vital LIS services via education (UHM LIS), indigenous values and cultural knowledge (NHL), and mainstream public library services (HSPLS). Hui 'Ekolu seeks to combine institutional strengths to support indigenous and mainstream library professionals enhancing their professional agency and practices in effort “to support the role of libraries as community anchors that facilitate lifelong learning; enhance civic and cultural engagement; and support economic vitality, through programming and services” (IMLS, <http://bit.ly/2vnUWgu>).

Hui 'Ekolu brings together the expertise of the Hawai'i LIS community into one nexus point. The Native Hawaiian Library has a workforce of 13 paraprofessional library workers who work across five locations across the state. We privilege the NHL's cultural and indigenous knowledge and expertise while at the same time, we support their desire and need for professional learning of mainstream LIS practices. In turn, the professional knowledge of HSPLS degreed librarians is honored as a learning tool for NHL library workers to engage in enhanced professional practices. The addition of LIS students to the cohorts adds the professional learning opportunity to accompany LIS classroom discourse.

Nā Hawai'i Imi Loa (NHIL) is a Hawaiian LIS professional organization whose mission is to “[t]o advance Hawaiian knowledge systems, services, and research in the library and information science profession” (<http://www.nahawaiiimiloa.weebly.com/>). *NHIL* has experience collaborating with the LIS community for teaching cultural competency practices from a Native Hawaiian perspective, leading and facilitating conferences and workshops. In this vein, *NHIL* is the perfect organization to serve as facilitator of training workshops for Hui 'Ekolu to present the balance between indigenous knowledge alongside LIS knowledge and practices.

Over a three-year period, Hui 'Ekolu intends to create a viable professional development model that can be replicated across cultural contexts within public library systems and services working with indigenous and mainstream library workers so that we all learn from one another, together.

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Statement of Need

To enhance legibility of this acronym-heavy document, we offer the following legend of acronyms:

| Acronym | Entity Name |
|---------|--|
| UHM LIS | University of Hawai'i-Manoa, Library and Information Science Program |
| NHL | Native Hawaiian Library, a unit of ALU LIKE, Inc.'s <i>Ka Waihona Puke 'Ōiwi</i> |
| HSPLS | Hawai'i State Public Library System |
| NHIL | <i>Nā Hawai'i 'Imi Loa</i> , Native Hawaiian LIS professional association |
| CIS | Communication & Information Sciences PhD Program, of which UHM LIS is a unit |

In Hawai'i there exists two public library systems: the Hawai'i State Public Library System (HSPLS), which provides mainstream, Western library and information services; and the ALU LIKE, Inc.'s *Ka Waihona Puke 'Ōiwi* – Native Hawaiian Library (NHL), a public library system that specifically provides library services for indigenous Native Hawaiian communities. The HSPLS is a statewide system, while the NHL provides library services in communities where primarily indigenous populations reside. As a requirement for employment, HSPLS librarians must hold MLS-degrees from ALA-accredited institutions and be skilled with traditional LIS skills and competencies. Conversely, NHL library workers are Native Hawaiians paraprofessionals, who need not possess MLS degrees, but they must hold experiential and degreed levels of Hawaiian knowledge, history, and cultural values.

The HSPLS has 50 branch locations across the state of Hawai'i while the NHL employs 13 Native Hawaiian staffers across 5 locations. Emerging research data from UHM LIS faculty (<http://www.linqforum.com>) exploring HSPLS public services as well as the cultural services of the NHL (historical and contemporary), reveals that NHL staffers are strong in cultural knowledge and services yet require support in library technical services. In turn, HSPLS librarians are strong in technical services yet need assistance in affording native cultural values to public library services. Additionally, in line with the UHM LIS Program's mission to "prepare individuals to thrive in diverse information environments, with an emphasis on Hawai'i and the Asia-Pacific region" (<http://www.hawaii.edu/lis/about-us/mission/>), UHM LIS students will be immersed in a holistic approach to LIS practice (cultural – NHL; technical – HSPLS), while NHL and HSPLS staffers will acquire skills and knowledge that will strengthen LIS professional practice so that communities throughout Hawai'i (and beyond) are best served.

As a project grant, Hui 'Ekolu seeks to solidify NHL, HSPLS, and the UHM LIS Program as collaborative community anchor entities whose missions share the common value of aloha in the form of lifelong "care and respect for librarianship and community service, [guided by] a symbiotic relationship between all" (Nā Hopena A'ō (HĀ), State of Hawai'i Department of Education, 2015; ALU LIKE Vision Statement, 2017).

Hui 'Ekolu is seeking collaborative support and training by *Nā Hawai'i 'Imi Loa (NHIL)*, a a Hawaiian LIS professional organization whose purpose involves "facilitate dialogue, relationship building, and knowledge sharing between librarians who manage Hawaiian collections, as well as partnering with local professional organizations ... and local library systems ... to address Hawaiian librarianship/archival topics." (<http://nahawaiiimiloa.weebly.com>). As a professional organization founded on a mission "[t]o advance Hawaiian knowledge systems, services, and research in the [LIS] profession" (<http://nahawaiiimiloa.weebly.com>), *NHIL* librarians are situated to provide the training to synthesize the reciprocal learning of Hui 'Ekolu participants.

Dr. Vanessa Irvin, Assistant Professor with the UHM LIS Program, performed a pilot study of the HSPLS over an 18-month period during 2015-2016, visiting 38 locations, to experience the "patron stance" of library services within a public library system that is situated within a specific indigenous cultural context. Consequently, from 2016-2017, Irvin conducted an ethnographic practitioner study working with a group of 16 HSPLS librarians to learn ways in which their professional practices are enacted and how they can be applied as learning

opportunities from colleague to colleague in an inquiry-based community of practice that is situated within an indigenous cultural context¹.

From this research, HSPLS librarians revealed a need for learning and implementing more culturally competent ways in which to perform public library services to attract indigenous patrons. In turn, informal interviews with veteran Native Hawaiian librarians during Spring of 2017 revealed that the NHL is in need of learning more professional skills for more efficient delivery of information services. Lastly, collaborative discourse with the directors of both the NHL and the HSPLS, along with longstanding Native Hawaiian LIS leaders, revealed a mutual need for cross-cultural and cross-professional learning between the two systems. Thus, the framing questions that Hui 'Ekolu seeks to explore are:

- 1) What does NHL need that HSPLS can provide?
- 2) What does HSPLS need that NHL can provide?
- 3) In what ways do LIS students benefit from the whole experience of working with LIS professionals within a specific cultural context?
- 4) All in all, how can we, as LIS professionals, learn from one another, develop professionally, and grow together, across the lifespan of the LIS career?

In other words, the NHL, with its paraprofessional staff of Native Hawaiian workers, needs professional support, while the HSPLS professionals need organic cultural support. Together, along with the fresh perspectives of pre-service LIS students, everyone can learn from each other. This can be achieved by creating 3-pronged “cohorts” as the skeletal structure by which Hui 'Ekolu could foster a cyclical learning and development process across the three phases of the career of librarianship: pre-service, para-professional, and professional.

LIS students (pre-service) will learn from the NHL workers (paraprofessionals) about cultural knowledge in libraries; NHL workers will learn LIS practices from HSPLS librarians (professionals), and, HSPLS librarians will gain critical cultural awareness from NHL workers, as well as have the opportunity to mentor the next generation of LIS students.

This cycle of professional learning preliminarily revolves around the ideas of *professional experience* (UHM LIS), *information services* (NHL) and *mentorship and library programming* (HSPLS). Once the cohorts are convened and then trained by Native Hawaiian librarians (*NHIL*) with culturally specific LIS concepts, all participants will be fortified to employ those concepts to establish their own dynamics, as well as identify their respective communities' socio-informational needs. The independent creativity of co-mingling the three main elements of Hawai'i-based LIS is the elegance of this project's design. Hui 'Ekolu also has the potential to be replicated across public library systems throughout the U.S., particularly in regions where primarily indigenous, minority, and underserved communities are served.

Project Goals

Hui 'Ekolu's Specific Goals:

- 1) **Mentorship:** LIS students will learn cultural and technical knowledge from frontline professionals and be able to synthesize professional experience with theoretical and ethical models learned in the UHM LIS Program.
- 2) **Continuing Education:** NHL staffers will learn and apply professional LIS skills to enhance public library services to indigenous communities.
- 3) **Professional Development:** HSPLS librarians will learn how to best include and apply Native Hawaiian values to provide more culturally engaged information services via the reference interview/readers'

¹ Irvin, V., & Reile, W. (2018). LINQing for better practice: Using Slack to Facilitate Librarian Professional Development. *Public Library Quarterly* 37(4), 1-14. doi:10.1080/01616846.2017.1396198.

advisory, staff leadership and training.

- 4) **Communities of Practice:** All Hui 'Ekolu participants will experience heightened networking, cross-institutional and cross-cultural engagement between colleagues.
- 5) **Broad Impact:** Hui 'Ekolu will establish a viable, replicable LIS professional development curriculum and model that offers ways in which library professionals on all levels, across all institutions, can collaborate and learn together throughout the lifespan of their LIS career.

Program Design

Planning and Administrative Setup. The beginning months of Hui 'Ekolu will be an intensive time for the Advisory Board to meet, possibly on at least three occasions, to confirm the project's design, timeline, and participant assignments. The planning phase will occur for the first five months of the project. During this time, a doctoral Research Assistant will be hired from the CIS PhD Program² at UHM to work with the Program Administrator to handle all clerical and administrative aspects of running the program, including gaining UHM IRB approval for data collection and analysis for the purpose of dissemination of project progress and results within the LIS and Literacy Studies research communities (locally, nationally, possibly internationally). Lastly, the Program Administrator and Research Assistant will set up online communications channels for the cohorts via email, the online collaboration platform, *Slack*, and a project website.

Cohort Assignments and Recruitment. During the planning phase, the "three groups" will be working with their respective organizations to select or recruit participants for Hui 'Ekolu. The NHL will be readying their workers to identify projects for collaboration with HSPLS, and in turn, the HSPLS administration will be assigning 13 librarians/locations to work with NHL. Given that this project depends on the NHL's staffing, the 13 cohorts will be located on three islands: O'ahu (Nanakuli and Kalihi locations), Moloka'i (Hoolehua location), and Hawai'i "Big" Island (Miloli'i location) (a map is provided as an appendix to this presentation).

For the first semester of Hui 'Ekolu (Fall 2019), the cohorts will consist of HSPLS and NHL workers. These professionals will be convening together for training with *NHIL* in summer 2018, and then for the fall of 2019, they will work together visiting one another's sites to identify needed projects to enhance LIS competency (at the NHL locations) and to enhance cultural/Hawaiian knowledge competency (at the HSPLS locations). Meanwhile, UHM LIS will be recruiting students to register for the independent study course for students to join the Hui 'Ekolu cohorts, starting Spring semester 2019, for course credit.

Some NHL projects that might be identified to benefit from HSPLS expertise include subscription database searching, cataloguing materials, reference services, and collection management. Some HSPLS projects that may benefit from NHL expertise include cultural programming, materials selection of culturally relevant materials and formats, searching of indigenous databases, and reference services.

UHM LIS students will be recruited to enroll in LIS 699: Directed Reading, the independent study course within the LIS curriculum, for their participation with Hui 'Ekolu. All students registered with Dr. Irvin for LIS 699, will be considered Hui 'Ekolu participants, with a cap of 13 enrollees. Once enrolled, students will be assigned to cohorts by Dr. Irvin, based on their interest and location. There will need to be two students who are interested and willing to work with Hui 'Ekolu with the Moloka'i cohort and the Big Island cohort. The UHM LIS Program has neighboring-island students on Maui (closest to Moloka'i) and the Big Island. Thus, it is plausible and conceivable that there will be interested students to serve on these cohorts. Additionally, it is not outside of the realm of possibility that an O'ahu-located student might be willing and able to work with Moloka'i or Big Island cohorts, because the Program does have on-campus students who have come from neighboring islands, specifically Maui and Big Island.

² UHM LIS is one of four sponsoring units of the Interdisciplinary PhD Program in Communication & Information Sciences (CIS). Several LIS graduates are now students in CIS, with research interests specifically in Native Hawaiian information services.

Curriculum Development. The *NHIL* will be developing and finalizing the curriculum for the training workshops in the realm of Native Hawaiian cultural knowledge and technical competency for LIS. During the planning phase, they will create materials as appropriate, and update materials throughout the stages of the project. *NHIL*'s training towards cultural, technical, and mentoring competencies for cultural sensitivity and engagement of indigenous communities. At the discretion of the *NHIL* Executive Board, there will be 2-3 *NHIL* facilitators for each training session. The *NHIL* will be responsible for workshop training, and the PI and RA will document training outcomes via (1) participant online interactions on *Slack*, (2) cohorts submitting project reports at the end of each project year, and (3), participants' culturally appropriate feedback on programs that are created and executed at NHL and at HSPLS.

Cohort Learning. Hui 'Ekolu honors Native Hawaiian knowledge and LIS knowledge as the driving forces for collaboration, learning, and professional development for cohort participants. HSPLS participants will be learning Hawaiian ways of knowing and interacting for library services, from NHL workers. In turn, the NHL workers will learn need technical LIS skills from the MLS-degreed HSPLS librarians. The UHM LIS student participants will be learning from the best of all worlds: they will learn from frontline experience what native/indigenous library service looks like, they will learn and see traditional LIS practices enacted as well. The cohorts will be independent communities of practice that will independently determine LIS needs for the NHL locations, cultural needs for the HSPLS locations, and professional identity and practice needs via direct mentorship, for the UHM LIS students.

In the beginning few months of Hui 'Ekolu, the cohorts will consist of the NHL and HSPLS professionals, to give them time to visit one another's sites, to determine what one another's needs are, and to establish rapport. For logistical reasons, in terms of when grant funding becomes available, as well as the academic calendar of the university, LIS students will join the cohorts for the second semester of the project, but from there, will be fully on board as cohort members.

Since there are 4 NHL locations with an average of 3-4 paraprofessional workers, this means that at various times there will be multiple HSPLS librarians at the NHL sites. We see this aspect of the project design as an excellent opportunity for multiple LIS professionals to contribute to the enhancement of services at the NHL sites. For HSPLS, the advantage is having 13 NHL workers spread out across 13 branch locations offering their expertise to enhance community outreach and engagement within the HSPLS system. UHM LIS students are free to request new locations as their interests arise, or they can stay with the same cohort for a maximum of two semesters, or a full academic year. The structured yet organic nature of the Hui 'Ekolu approach respects the non-linear fashion in which learning often occurs in native and indigenous cultures³.

Training Site. The Sullivan Family Library of Chaminade University will be Hui 'Ekolu's training site. The Hawaiian/Pacific Collections Librarian will spearhead preparation of the library for workshop trainings to host about 50 persons, as well as hosting Hui 'Ekolu Advisory Board meetings, including providing technology for virtual attendance of off-island Advisory Board members.

³ Lee, D. (2011). Indigenous Knowledge Organization: A Study of Concepts, Terminology, Structure and (Mostly) Indigenous Voices. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 6(1), 1-33.

Once the project's design is complete and in place, the cohorts' activity cycle will be as follows:

Hui 'Ekolu Cohort Activity Cycle

| | Year 1 – 2018/2019 | Year 2 - 2019/2020 | Year 3 – 2020/2021 |
|--------------------|---|---|---|
| June-August | HSPLS and Native Hawaiian Library participants assigned by the library directors | Full cohorts submit report to program administrator to outline outcomes from first year, and plans for year 2. Program administrator shares data with advisory board. | Full cohorts submit report to program administrator to outline outcomes from first year, and plans for year 2. Program administrator shares data with advisory board. |
| August-September | HSPLS and Native Hawaiian Library cohorts attend Fall training session | Full cohorts attend Fall training session | Full cohorts attend Fall training session |
| September-December | HSPLS and Native Hawaiian Library cohorts independently identify and plan projects for upcoming Spring semester; consistent communication via <i>Slack</i> . | Full cohorts identify/plan projects for Year 2, and/or working on continued projects from Year 1 | Full cohorts identify/plan projects for Year 3, and/or working on continued projects from Year 2 |
| October-December | LIS students register into independent study course in order to join cohorts, starting Spring semester | LIS students register for Spring semester independent study | LIS students register for Spring semester independent study |
| January | All cohort members attend training at beginning of Spring semester | All cohort members attend training at beginning of Spring semester | All cohort members attend training at beginning of Spring semester |
| January-May | Cohorts begin working on identified projects (2 projects per cohort – 1 project at HSPLS branch location; 1 project at NHL location) | Cohorts working. | Cohorts working. |
| March-May | LIS students register during the Spring, to continue working with cohorts (via the independent study course) for the Fall semester; Cohorts submit outcomes report at end of May. | Cohorts working. | Program Administrator, along with Advisory board, plan and execute Hui 'Ekolu mini-conference, highlighting cohort projects, learnings, and outcomes. Held for LIS community at-large, at training site |

Year 1 | Fall 2018 - Spring 2019

Establishing Project Structure and Design. With administrative preparations in place, Hui 'Ekolu will officially launch in August 2018, with the first *NHIL* two-day training workshop, as the kickoff event. For the initialization of the cohorts, NHL and HSPLS librarians will travel to O'ahu and attend a training hosted at Sullivan Family Library at Chaminade University of Honolulu⁴. Cohort members will give a Fall 2018 presentation in the LIS research seminar (which is open to all LIS students), to familiarize/recruit interested students wishing to participate in the Spring 2019 semester. This first *NHIL* workshop will allow NHL and HSPLS workers to meet in-person to establish rapport for collaboration that will extend to online communications and independent meet-ups between cohort members.

⁴ Sullivan Library has been chosen as the training site for two salient reasons: 1) the library employs multiple Native Hawaiian librarians, thus giving the project more networking and collaboration opportunities for cross-cultural interaction and professional learning; and 2) the library hosts a Native Hawaiian/Polynesian collection that is more publicly accessible.

Once training is concluded, NHL and HSPLS cohorts will cross-visit library sites and collaborate to identify needed service projects at each location. Meanwhile, LIS student registration will occur to enroll 13 students to join cohorts for the Spring 2019 semester. This project will support the curriculum of the UHM LIS Program with an elective independent study course where all LIS students can enroll to participate in Hui 'Ekolu (with a cap of 13 students, total): LIS 699: Directed Reading. During the Spring 2019 semester, students will be assigned to a Hui 'Ekolu cohort, working with a NHL and HSPLS person on their cross-site projects. Assignments in LIS 699 will require deliverables from field experience that students can use as artifacts for the Program's e-portfolio curricular model, and each semester LIS participants will return to the LIS masters seminar course to reflect on their experiences and assist in recruiting the next generation of student participants.

Special topics courses can be taught two times before needing to go for application as a fully registered course with the university. Additionally, students can register for the LIS 699 course a maximum of two times at 3.0 credits per course. Thus, students can enroll for just a one-semester experience with Hui 'Ekolu or a two-semester experience. Course promotion and registration for Year 2, Fall 2019 semester will occur during the Year 1, Spring 2019 phase.

The UHM LIS Program will be starting a new curriculum in Fall 2018, which allows for a maximum of 18.0 credits (6 courses) as electives. The new curriculum also allows students a choice of concentrations called "pathways" where they can customize their curriculum to focus on a specific area of librarianship. Within the UHM LIS Program, archives and public libraries are the pathways with the most students. Thus, Hui 'Ekolu is a compatible avenue of professional learning to support student interests. The transition of students from the cohort groups will be based on their enrollment from semester to semester.

Slack - Online Community of Practice. The online collaboration platform, *Slack* (<http://www.slack.com>), has proven to be an effective communications tool for librarian professional learning and development (Irvin & Reile, 2017). *Slack* will be used with Hui 'Ekolu to facilitate daily, ongoing collaborative communications between the 13 cohorts, as well as record follow-up dialogue and reflection from *NHIL* training sessions. The platform will be set up with a channel for each cohort plus a program-wide channel for cross-cohort communications. This online community of practice promises to be an important tool for data collection of professional ideas, questions and practices for all participants. *Slack* subscription also provides detailed usage statistics, which will provide meaningful data as well. The Project Administrator will be responsible for registering and de-registering participants on *Slack*, as appropriate, and as Instructor for the LIS special topics and independent study courses for UHM LIS Hui 'Ekolu students. Particular attention will be paid for LIS student registration as they transition on and off Hui 'Ekolu via class enrollment.

Year 2 | Fall 2019 - Spring 2020

Refining Project Design. In response to analysis of response data collected in Year 1 (NHL & HSPLS = surveys; UHM LIS = course evaluations; *Slack* = ALL posts), enhancements and modifications to the design and implementation of Hui 'Ekolu will occur. A new cycle of LIS students will be assigned to the established cohorts. Along with the new enrollees, we anticipate some students will re-enroll for a second semester of special topics coursework on community engagement (LIS 693), or independent study (LIS 699). Cohorts will continue projects or identify new projects based on collaborative response to *NHIL* training and NHL and HSPLS site needs. Activities will continue at pace with the program schedule: Fall *NHIL* 2-day training, planning for Cohort 4-month projects, Spring 1-day training, and implementation of Cohort 4-month projects. All cohort activities will be interwoven with cohort interactions via *Slack* channels. It is anticipated that the cohorts will remain intact from Spring 2019 with the desire and need for cohort members to continue working together on their self-identified projects/programs.

Dissemination of findings and impacts will begin to occur locally, nationally and possibly, internationally at LIS and Literacy Studies conferences such as ALA, IFLA, HLA (Hawai'i Library Association), LRA (Literacy Research Association), and ILA (International Literacy Association). Additionally, peer-reviewed articles will be

submitted to important publications such as, *Public Library Quarterly*, *Journal of Library and Information Science Research*, *Journal of Library Administration*, *Journal of Community Informatics*, and *Reading Research Quarterly*.

Year 3 | Fall 2020 - Spring 2021

Dissemination of Outcomes. In addition to the activities as Year 2 (including online community practices via *Slack* and continued dissemination of ongoing local, national and international findings and impacts), enhancements and modifications will be applied to the program based on assessments of Year 2's outcomes. This includes (re)assigning UHM LIS students to the established cohorts; Fall and Spring trainings; regularly scheduled Advisory Board meetings and projects enacted by all cohorts.

Capstone Culminating Event – Spring 2021. Hui 'Ekolu will close out with a capstone mini-conference held at Sullivan Family Library where the entire LIS community will be invited to attend for statewide professional learning and networking. It is possible that this event might coincide with *NHIL's* Annual Spring Symposium, or the Hawai'i Library Association's Annual Spring Meeting.

Sustainability. After the funding period, Hui 'Ekolu will sustain its design by utilizing the *Slack* platform to maintain communications to create new cohorts with new projects. Sustainability could be a matter of keeping participants connected as a means of continual support and mentorship for librarianship, and Hui 'Ekolu could serve as an impetus for NHL paraprofessionals to pursue their masters' degrees in library science.

Program Assessment. Program assessment lies in outcomes of what the participants deem as professional learning and development, in relation to Hui 'Ekolu's goals. *The vision for Hui 'Ekolu's outcomes are as follows:*

| GOAL | DATA | OUTCOME |
|--|--|---|
| 1) Mentorship: LIS students will learn cultural and technical knowledge from frontline professionals and be able to synthesize professional experience with theoretical and ethical models learned in the UHM LIS Program. | <ul style="list-style-type: none"> • reflective class assignments from LIS 699 independent study course • ethnographic documentation in the form of field memos, images, informal interviews • poster sessions / lectures | LIS students' learned experiences as evidenced in reflective assignments and discourse within the LIS community, as well as applicable artifacts featured in their e-Portfolio packages for graduation. |
| 2) Continuing education: NHL staffers will learn and apply professional LIS skills to enhance public library services to indigenous communities. | <ul style="list-style-type: none"> • informal interviews • discourse on <i>Slack</i> | NHL staffers' reported learnings of specific LIS skills learned and applied to their work environment. |
| 3) Professional development: HSPLS librarians will learn how to best include and apply Native Hawaiian values to provide more culturally engaged information services via the reference interview/readers' advisory, staff leadership and training. | <ul style="list-style-type: none"> • informal interviews • shared library data via <i>Slack</i> • discourse on <i>Slack</i> | HSPLS librarians' reported outcomes from reference work, staff leadership, and library programming. |
| 4) Communities of practice: All Hui 'Ekolu participants will experience heightened networking, cross-institutional and -cultural engagement between colleagues. | <ul style="list-style-type: none"> • Cohort channels on <i>Slack</i> • Direct statistical data of <i>Slack</i> usage (contribution of content; response to content; use of <i>Slack</i> for informational purposes) | Data outcomes will convey the efficacy of the Hui 'Ekolu model as a platform that closes geographic space for the purpose of cross-institutional and inter-professional engagement and networking between colleagues. |
| 5) Broad impact: Hui 'Ekolu will establish a viable replicable LIS professional development curriculum and model that offers ways in which library professionals on all levels, across institutions, can collaborate and learn together throughout the lifespan of an LIS career | <ul style="list-style-type: none"> • <i>NHIL</i> trainings | Publications in the form of peer-reviewed articles, but also, there is the possibility of a book being written to fully share the Hui 'Ekolu model as a viable, replicable professional development model for LIS. |

Project Personnel

UHM LIS, NHL, and HSPLS are the institutional partners for Hui 'Ekolu. *NHIL* is an organizational partner who will spearhead the development of the Hui 'Ekolu training curriculum for workshop facilitation and participant workshop activities. Below are the proposed Hui 'Ekolu's personnel. Their job descriptions are listed below, and their resumes are attached as appendices. UHM LIS, NHL, and HSPLS are the institutional partners for Hui 'Ekolu. *NHIL* is an organizational partner who will spearhead the development of the Hui 'Ekolu training curriculum for workshop facilitation and participant workshop activities. Below are the proposed Hui 'Ekolu's personnel. Their job descriptions are listed below, and their resumes are attached as appendices:

Program Administrator / Principal Investigator:

- *Dr. Vanessa Irvin*, Assistant Professor, UHM LIS Program. Dr. Irvin will be responsible for leading the Hui 'Ekolu project. She will act as conduit for keeping the three groups coordinated with the design and tasks of the project, serving as leading communicator and organizer for all events. Dr. Irvin will also be Instructor for the Hui 'Ekolu independent studies courses to ensure that LIS students remain a viable part of the project.

Graduate Research Assistant: The Graduate Research Assistant will be hired from the student body of the Communications & Interdisciplinary Studies Doctoral Program at the University of Hawai'i-Mānoa, of which the UHM LIS Program is a unit. As a part-time position requiring a workload of 20 hours weekly, tuition waiver is a university benefit for UHM graduate Research Assistants. RA duties and responsibilities are listed in the job description provided in the appendix.

- *To Be Hired*

Institutional Partners:

- *Dr. Rich Gazan*, Professor & Chair, UHM LIS Program
- *Valerie Crabbe*, Director, Native Hawaiian Library
- *Stacey Aldrich*, Director and State Librarian, Hawai'i State Public Library System

Advisory Board. The Hui 'Ekolu Advisory Board will serve as a guiding force for ensuring that the program stays on course with its goals and objectives. The Board includes the institutional partners as well as leading Hawai'i-based librarians who are experienced in grant project administration, management, and assessment. The Advisory Board members are:

- *Dr. Violet Harada*, PhD., Professor Emeritus, UHM LIS Program
- *Sharon LePage*, MLIS, Library Director, Sullivan Library, Chaminade University of Honolulu. This site will be serving as the training venue for Hui 'Ekolu orientation, workshop, and administrative sessions and the only costs Sullivan Library is seeking funding for is to provide venue, refreshments, and materials for Hui 'Ekolu meetings, and the culminating mini-conference close-out event.
- *Mahealani Merryman*, MLIS, Founding Director, NHL, and current Program Director, Papahana Kuaola, a Hawaiian cultural knowledge organization
- *Annemarie Paikai*, representative, *Nā Hawai'i 'Imi Loa (NHIL)*, a Hawaiian LIS professional organization, who will be facilitating the training/orientation workshops
- *Dr. Loriene Roy*, PhD., Professor, School of Information, University of Texas at Austin, will lend her renowned expertise on public library services towards indigenous/native communities so that Hui 'Ekolu is consistently guided towards maintaining consideration of the project as a model for national/broad impact. Project personnel's resumes (and job description for graduate assistant to be hired) are attached as appendices within this presentation.

Diversity Plan

Hui 'Ekolu is a natural outcome of the embedded diversity that exists within the presence of *Kanaka Maoli* (Native Hawaiians), multiple additional Polynesian groups, as well as many ethnic groups from all over the world who have migrated and lived in Hawai'i for multiple generations. The strength of this project is bringing together different units of public library services into a one concerted effort to educate LIS workers at various stages of librarianship. Diversity of services offered from the cultural lens of the NHL, alongside the traditional approaches of the HSPLS provides opportunities for students and professionals to share and learn innovative ways of providing library services to indigenous communities. The training from *NHIL* serves as a strong component of this project's design as a culturally-focused project where participants learn indigenous ways of seeing and knowing that can be understood and respected for considering the unique information needs of indigenous patrons when delivering library and information services. Underserved communities will be positively affected by the heightened professional competencies of Hui 'Ekolu participants: NHL locations will experience heightened technical services, HSPLS locations will experience heightened culturally competent services, while LIS students will experience a more secure professional identity formation which promises to equip them for strong professional services throughout their careers.

Broad Impact

LIS professional development is often focused on creating best practices and resources to share with patrons. Fairly and understandably, we often think outwardly to consider, what can we do to be better for patrons? Reflection on this question is a wholistic approach to improving librarian practice for better-best library service. In this vein, Hui 'Ekolu takes a reflective, inward approach to help librarian workers at various stages of LIS professional status help one another to consider ways in which librarians can be better, for librarianship and for the communities they serve. Hui 'Ekolu is a design-based practitioner learning model that is innovative in its collaborative approach to professional development, which involves pre-service LIS students, paraprofessionals and practicing librarians. Hui 'Ekolu's design includes the online collaboration component with *Slack* so that practitioner data is easily created, shared, viewed, and collected, and also; so that the structure of the program closes the gap between geographical distances of LIS professionals branch-to-branch, town-to-town, city-to-city, state-to-state. Hui 'Ekolu integrates traditional LIS values in nurturing human connection and understanding with online communications tools appropriate for this digital age.

Professional Development. The major outcome of Hui 'Ekolu will be the creation of a viable replicable culturally competent professional development curriculum and model that library professionals on all levels, across institutions, can use to serve cultural communities. For example, Hui 'Ekolu can be employed to connect LIS students with rural library workers and professional librarians located in large public library systems with urban and rural locations. Another possibility is to scale the model to only connect library assistants (paraprofessionals) with professional librarians of different branches within the same library system. The Hui 'Ekolu model can serve as a significant approach for mentoring LIS students and preparing for culturally competency on the frontlines, while simultaneously engaged in MLS training in library school. The potential for this project includes heightening culturally competent library services where indigenous, minority, and/or underserved communities are best served.

Research Agenda. Hui 'Ekolu will serve as a landscape for exploring meaningful questions that can contribute to advancing LIS research in the areas of cultural competent library services, indigenous library practices, and professional development. With university IRB approval, the Program Administrator for Hui 'Ekolu will be asking questions for the purpose of profoundly learning about the nuances and unexpected dynamics that can arise when librarians across the professional lifespan collaborate for project-based communities of practice. As discussed earlier, some overarching questions that Hui 'Ekolu is asking include:

- What does NHL need that HSPLS can provide?
- What does HSPLS need that NHL can provide?
- In what ways do LIS students benefit from the whole experience of working with LIS professionals within a specific cultural context?
- All in all, how do we, as LIS professionals, learn, grow, and develop, with one another, together?

Additional research questions consider the possible risks involved in a project-based community of practice that leans heavily towards invoking cultural competency practices:

- Is LIS, in its traditional, western-centric framework, welcomed as a learning tool in an indigenous library? Will HSPLS librarians appreciate NHL and interpersonal knowledge as a learning tool within branch library services?
- In what ways will HSPLS librarians create space to leverage Native Hawaiian knowledge from NHL workers? In what ways will NHL workers do the same for HSPLS librarians? Will any of the experts (NHL and HSPLS) within their own realms resist collaboration from 'the outside'?
- How self-motivating will the cohorts be with approaching online collaborative interaction (via *Slack*)? What will cohort members share, contribute, ask, consider, or discuss?
- Will Native Hawaiian or Polynesian LIS students be most interested in Hui 'Ekolu? If so, what funds of knowledge will they bring to the cohort experience?
- What impact will *NHIL* trainings have on cohorts' ideas, perceptions, and learnings for collaboration? In what ways will the Native Hawaiian approach to LIS (*NHIL*) be accepted or resisted as part of LIS practice, mentorship, and collaboration?

Undoubtedly, more questions will arise as Hui 'Ekolu's activities progress. As qualitative data is shared, gathered, and analyzed, it is clear that there is much to share and to learn from everyone involved in Hui 'Ekolu. The data outcomes from this project, alongside the possibilities for a curricular model for LIS professional development deems Hui 'Ekolu an important endeavor that needs the opportunity to be planted, nurtured, and bloomed. In this vein, dissemination of this project's outcomes intends to be multi-fold via traditional avenues of peer-reviewed publication, conference discussions, and possibly a book.

Additionally, Hui 'Ekolu could serve as a model for native and indigenous library workers to learn ways in which to incorporate LIS practices in their own way, on their own terms. With an enormously experienced team of advisors who are practitioners of both LIS and native/indigenous knowledge systems, we look forward to our own learning within this possibly-historic project, Hui 'Ekolu.

Project Schedule – Year 1

| Year 1 2018-2019 | May '18 | Jun '18 | Jul '18 | Aug '18 | Sep' 18 | Oct '18 | Nov '18 | Dec '18 | Jan '19 | Feb '19 | Mar '19 | Apr '19 | May '19 | Jun '19 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| PROJECT BEGINS | | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board project launch/planning meeting (@Chaminade) | | | | | | | | | | | | | | |
| PI hires Research Assistant (RA) | | | | | | | | | | | | | | |
| Project administration begins (paperwork, online communications, website, curriculum for LIS practicum, promote course to students) (PI & RA) | | | | | | | | | | | | | | |
| Librarian and para-professional cohort participants assigned via HSPLS and <i>Alu Like</i> | | | | | | | | | | | | | | |
| Hui 'Ekolu NHIL 2-day training retreat with HSPLS and AluLike (@Chaminade) | | | | | | | | | | | | | | |
| Cohorts collaborate to identify and organize cross-projects via cross-visit library sites; documentation via <i>Slack</i> ; data collection via RA | | | | | | | | | | | | | | |
| UHM LIS students register for Spring semester practicum with Hui 'Ekolu (PI and RA) | | | | | | | | | | | | | | |
| Hui 'Ekolu NHIL 1-day spring training retreat (w/LIS students) (@Chaminade) | | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board mid-point site visits | | | | | | | | | | | | | | |
| Cohorts working on projects with weekly check-ins/reports via <i>Slack</i> , site visits | | | | | | | | | | | | | | |
| UHM LIS students register for Fall semester practicum | | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board year-end/next year planning meeting (in-person) = review and assess compiled project data | | | | | | | | | | | | | | |
| Year-end assessment: compile, analyze, compose, and disseminate progress reports, documentation, participant surveys, student evaluations | | | | | | | | | | | | | | |

Project Schedule – Year 2

| Year 2 2019-2020 | Jun '19 | Jul '19 | Aug '19 | Sep '19 | Oct '19 | Nov '19 | Dec '19 | Jan '20 | Feb '20 | Mar '20 | Apr '20 | May '20 | Jun '20 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Data collection: survey HSPLS and <i>Alu Like</i> ; Spring course LIS student evaluations | | | | | | | | | | | | | |
| Year 2 project development (i.e. curriculum, contracts, etc.) and redesign (incl. any new assignees), based on survey and <i>Slack</i> data analysis | | | | | | | | | | | | | |
| NHIL 2-day fall training retreat (incl. Fall semester LIS student practicum enrollees) (@Chaminade) | | | | | | | | | | | | | |
| Cohorts working on projects with weekly online check-ins/reports via <i>Slack</i> , site visits | | | | | | | | | | | | | |
| UHM LIS students register for Hui 'Ekolu practicum course for Spring semester | | | | | | | | | | | | | |
| NHIL 1-day spring training retreat (incl. Spring semester LIS student practicum enrollees) (@Chaminade) | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board mid-point check-in and site visits (in-person and/or online) | | | | | | | | | | | | | |
| Cohorts working on projects with weekly online check-ins/reports via <i>Slack</i> , site visits | | | | | | | | | | | | | |
| UHM LIS students register for LIS course for Fall semester practicum with Hui 'Ekolu | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board year-end meeting (in-person) = review and assess compiled project data | | | | | | | | | | | | | |
| Year-end assessment: compile, analyze, compose, and disseminate progress reports, documentation, participant surveys, student evaluations. | | | | | | | | | | | | | |

Project Schedule – Year 3

| Year 3 2020-2021 | Jun '20 | Jul '20 | Aug '20 | Sep '20 | Oct '20 | Nov '20 | Dec '20 | Jan '21 | Feb '21 | Mar '21 | Apr '21 | May '21 | Jun '21 |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Data collection: survey HSPLS and Alu Like; Spring course LIS student evaluations | | | | | | | | | | | | | |
| Year 3 project development (i.e. curriculum, contracts, etc.) and redesign (incl. any new assignees), based on survey and Slack data analysis | | | | | | | | | | | | | |
| NHIL 2-day fall training retreat (incl. Fall semester LIS student practicum enrollees) (@Chaminade) | | | | | | | | | | | | | |
| Cohorts working on projects with weekly online check-ins/reports via Slack, site visits | | | | | | | | | | | | | |
| UHM LIS students register for Hui 'Ekolu practicum course for Spring semester | | | | | | | | | | | | | |
| NHIL 1-day spring training retreat (incl. Spring semester LIS student practicum enrollees) (@Chaminade) | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board mid-point check-in and site visits (in- person and/or online) | | | | | | | | | | | | | |
| Cohorts working on projects with weekly online check-ins/reports via Slack, site visits | | | | | | | | | | | | | |
| Hui 'Ekolu mini-conference capstone event (@Chaminade) | | | | | | | | | | | | | |
| Hui 'Ekolu advisory board year-end meeting (in-person) = review and assess compiled project data | | | | | | | | | | | | | |
| Year-end assessment: compile, analyze, compose, and disseminate progress reports, documentation, participant surveys and student evaluations | | | | | | | | | | | | | |
| PROJECT ENDS | | | | | | | | | | | | | |

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

We will be collecting digital content that is shared by participants in the format of narrative content and images throughout the lifespan of the project. Quantities of each type is dependent on participant frequency of posting to the online collaboration platform, Slack, for the purpose of cohort interaction. Narrative content may be downloaded in .doc or .pdf format. Images may be downloaded in .jpg or .png format.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

The platform we will be working with is Slack. It's url is: <http://www.slack.com>. We will be subscribing to Slack for full access to all the features of its platform. With paid educational institution subscription, Slack provides statistical usage data. The project administrator and/or graduate assistant will download collected digital content for the purpose of data analysis to enact any necessary modifications to the project's design.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

.doc
.pdf
.png
.jpg

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

Participant activity will be monitored by the program administrator and/or the graduate research assistant on an ongoing daily basis, throughout the duration of the project. We will be logged in to the Hui 'Ekolu platform at all times and will receive notifications on all applicable devices (computer, tablet, mobile device) of participant activity.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

After the award period, digital assets will be preserved in a Dropbox drive, accessible only by login of the program administrator. Research results will be shared via peer-reviewed publications, conference proceedings, and possibly within introductory text of an organized, publication of the emerging professional development model of this project.

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

No metadata will be produced.

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

n/a

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

n/a

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

Specific data outcomes may be shared as part of a public website that will be developed to promote the Hui 'Ekolu program. The website will serve as a landing platform primarily for public informational use. The website will be created via weebly.com platform, and a custom domain name will be purchased for the url (to be determined).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

The Librarians' Inquiry Forum (LINQ): <http://www.linqforum.com>

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?