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

I. OVERVIEW. 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 ʻŌiwi* – Native Hawaiian Library (NHL), respectfully seeks funding **($248,137.50)** 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 are *hui ʻekolu* ("three groups") seeking 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 beyond. As community anchor organizations **(project category)**, each entity of Hui ʻEkolu provides vital LIS services via education (UHM LIS), indigenous values and cultural knowledge (NHL), and mainstream public library services (HSPLS) in Hawai'i. Hui ʻEkolu 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).

II. IDENTIFIED NEED AND IMPACT. The NHL employs 13 Native Hawaiian staffers (across 5 locations) who possess experiential and degreed levels of Hawaiian knowledge, history, and cultural values. Conversely, the HSPLS has 50 branch locations and employs MLS-degreed librarians. 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 need support in library technical services. In turn, HSPLS librarians are strong in technical services yet need support in applying native cultural values as part of 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 Hawaiʻi 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. To frame the cultural knowledge of NHL and the technical knowledge of HSPLS, Hui ʻEkolu is seeking collaborative support and training by Nā Hawaiʻi ʻImi Loa *(NHIL),* a graduate/alumni LIS student organization whose purpose involves "strengthening the Native Hawaiian presence in [LIS] and building the capacity of the Hawaiian community in [LIS] practice" (http://nhil.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 ʻEkolu participants. As a project grant, Hui ʻEkolu seeks to further solidify NHL, HSPLS, and the UHM LIS Program as collaborative community anchor entities whose individual 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 Aʻo (HĀ), State of Hawaiʻi Department of Education, 2015; ALU LIKE Vision Statement, 2017).

III. GOALS AND OUTCOMES. Hui ʻEkolu's specific goals are: 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' advisory, staff leadership and training. 4) Communities of practice: All Hui ʻEkolu participants will experience heightened networking, cross-institutional and -cultural engagement between colleagues. 5) Broad impact: Hui ʻEkolu will establish a viable wholistic 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. **Outcomes/Measurables:** Hui ʻEkolu will be analyzing data from project processes (via online community of practice), participant interviews, project outcomes (via presentations, poster sessions, etc.) and surveys, to assess improvements in library skills, evidence of culturally proficient services, and enhanced library worker (and student) agency and identity (perceptions of their own work in the world). Hui ʻEkolu seeks to create a replicable professional development model that addresses and honors cultural/indigenous knowledge as an aspect of LIS professional practice.

IV. PROPOSED WORK PLAN. The design of Hui ʻEkolu is structured as thus:

Year 1 (7/2018-6/2019): a) Hui ʻEkolu will create 13 triad cohort groups consisting of one UHM LIS student (enrolled in a seminar course for credit), one NHL staff person (per NHL Director, all staffers will be participating), and one HSPLS librarian (assigned/volunteered via Hawaiʻi State Librarian). **b)** Cohorts will attend a two-day orientation and training workshop to learn the project's purpose, structure, and design, as well as cultural knowledge applicable to LIS practice. **c)** After training, each cohort will visit their representative library locations where they will collaboratively identify, organize, and implement a project to meet a technical service need at NHL, and a cultural knowledge need at HSPLS. **d)** At the end of Project Year 1, cohorts will present their project outcomes at the Hawaiʻi Library Association (HLA) annual conference and, if accepted, at ALA Annual. **e)** LIS students will earn course credit and artifacts for their capstone requirement at UHM LIS; NHL and HSPLS staffers will earn continuing education credits from UHM LIS, as appropriate for their corresponding employer policies and procedures. **f)** In-between trainings, ongoing online communications will take place via the social media platform, *Slack,* for sharing and recording questions, answers, experiences, ideas, artifacts, and resources, and; for establishing a sustainable community of practice across organizations.

Year 2 (7/2019-6/2019): Enhancements and modifications to Hui ʻEkolu may occur based on outcomes and assessments from Year 1, a new cycle of LIS students will be assigned to the established cohorts; continuing projects or identifying new projects by all cohorts; same activities as Year 1, including online community of practice via *Slack*; disseminate ongoing findings and impacts locally, nationally and internationally at LIS conferences such as ALA, IFLA, and HLA.

Year 3 (7/2019-6/2020): Enhancements and modifications to Hui ʻEkolu may occur based on outcomes and assessments from Year 2, a new cycle of LIS students will be assigned to the established cohorts; same activities as Years 1-2, plus meetings to close out and finalize results for final formulation of Hui ʻEkolu as a permanent professional development model; disseminate findings and impacts locally, nationally and internationally. Hui ʻEkolu will have UHM IRB clearance and be eligible for analysis and publication within LIS research and trade literature.

V. PROJECT PERSONNEL. UHM LIS, NHL, and HSPLS are the institutional partners for Hui 'Ekolu. Additional organizational partners have already been collaborating with us to shape the work plan and model for Hui ʻEkolu, and will continue to collaborate to advise on training curriculum, workshop facilitation, participant assignments, and project outcomes. Overall, Hui ʻEkolu's personnel is as follows: **Project Director:** *Vanessa Irvin,* Assistant Professor, UHM LIS. **Institutional Partners:** *Rich Gazan,* Professor & Chair, UHM LIS; *Valerie Crabbe,* Director, NHL; *Stacey Aldrich,* Director and State Librarian, HSPLS. **Advisory Board:** *Mahealani Merryman,* Founding Director, NHL - current Program Director, Papahana Kuaola, a Native Hawaiian cultural knowledge organization; *Violet Harada,* Professor Emeritus, UHM LIS; *Keikilani Meyer*, Organizational representative, Nā Hawaiʻi ʻImi Loa (*NHIL)*, Native Hawaiian LIS student/alumni organization who will be facilitating the training/orientation workshops; *Sharon LePage,* Dean, Sullivan Library, Chaminade University, whose site will be serving as the training venue for Hui ʻEkolu orientation, workshop, and administrative sessions; the only costs Sullivan Library is seeking funding for is to provide venue, refreshments, and materials for workshops, planning and assessment meetings.

VI. ESTIMATED BUDGET. The 3-year funding needed for Hui 'Ekolu includes cohort project development and implementation; program administrator stipends; cohort training facilitators, travel, transportation, and lodging for cohort participants and program personnel; technology subscription costs; hospitality and materials expenses for hosting training venue, as follows:

-- COHORT PROJECTS: = ($2.3K per cohort @ 13 cohorts = ($29.9K/year * 3 years = $89.7K).
-- GRAD ASSISTANT: @.50 FTE per year = ($22,140 (salary) + $2657 (fringe) = $24,797.00 * 2 years = $49,594.00).
-- PROJECT DIRECTOR: summer salary for PD = ($10.5K/year + fringe [avg] * 3 years = $32,092.00).
-- COHORT TRAINING: Nā Hawaiʻi ʻImi Loa *(NHIL)* consultancy: @ 2 workshops/year = ($8K/year * 3 years = $24K).
-- COHORT TRAVEL: neighbor island participants to attend workshops and trainings on O'ahu = (* 3 years = $9K).
-- PERSONNEL TRAVEL: site visits to neighboring islands = (2 persons, 2x/year * 2 years = $7,600.00).
-- TECHNOLOGY: *Slack* platform at 85% educational discount rate = ($922.50/year * 3 years = $2,767.50).
-- TRAINING SITE: hospitality and venue for workshops, orientations, meetings = ($2.5K/year * 3 years = $7.5K).
-- PROJECT TOTAL = $222,253.50 + UHM overhead @26% / year over 3 years ($25,884.00) = **$248,137.50.**