

## ***Lingít Shkalneegí-Lingít Tundatáani: Processing the Dauenhauer Literary Estate***

### **I. Statement of Need**

Sealaska Corporation is an Alaska Native regional corporation based in Juneau, Alaska, established by the Alaska Native Claims Act of 1971 to serve the Tlingit, Haida, and Tsimshian people of Southeast Alaska. Sealaska Corporation is applying for a Native American Library Services Enhancement Services Grant to process the Dauenhauer Literary Estate and create an Archival Resource Guide. Sealaska Heritage Institute (SHI) will carry out the project on behalf of Sealaska Corporation. SHI was incorporated by the Sealaska Corporation in 1980. SHI is an Alaska Native 501(c)3 nonprofit operating with a mission to perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures of Southeast Alaska – and a goal to promote cultural diversity and cross-cultural understanding. SHI was conceived at the first Sealaska Elders Conference in 1980.

SHI is governed by a nine-member Board of Trustees of Alaska Native heritage and is guided by a seven-member Council of Traditional Scholars, a five-member Native Artist Committee, and a Southeast Regional Languages Committee. SHI employs 54 people and its current Native hire rate is 65%. SHI implements cultural and language revitalization programs, designs and co-sponsors culturally sustaining educational courses with school districts and universities, administers scholarship programs, perpetuates Alaska Native Northwest Coast arts throughout the region, state, and nation, and maintains a public archives, library, and exhibit hall.

SHI is headquartered at its Walter Soboleff Building located in Juneau, Alaska’s state capital and the most populous town in Southeast Alaska. Approximately 19% of Juneau’s 32,000 residents (and 20% of the region’s 73,000 residents) are of Alaska Native heritage. SHI serves more than 22,000 Tlingit, Haida, and Tsimshian people who are Sealaska Corporation shareholders (and their descendants) who reside throughout Alaska and the United States. SHI’s programs, archives, library, and exhibits are inclusive and open to its constituents, scholars, students, and the general public. In 2019, SHI served 24,746 people.

SHI’s archives and collections hold 3,100 linear feet of historical documents, manuscripts, and personal papers; 60,000 photographs; 5,000 audio and video recordings; a library of 2,500 books; and a collection of 950 art/cultural objects which come to SHI through donation, commissioned purchase, and repatriation. The archival collections housed by SHI are nationally and internationally significant in their content, and include the largest available audio collection of Tlingit, Haida, and Tsimshian oral literature and language resources in the world.

### **Specific Need Being Addressed**

Richard *Xwaayeenák* Dauenhauer passed away on August 14, 2014. His wife, Nora *Keixwnéi* Dauenhauer, “Walked into the Forest” on September 25, 2017, at the age of 90. SHI acquired the Dauenhauer Literary Estate by donation from their literary executor in 2020. SHI’s Archives and Collections Manager estimates that the collection consists of 4,940 folders in 138 boxes and 36 file drawers. The 275 linear feet of documents are a mix of the personal and professional papers documenting the Dauenhauer’s lifework. There are also three (3) boxes of journals, 18 boxes of media (reels, cassettes, slides), and 89 boxes of books. The previous steward of the estate has donated many books locally; SHI will do the same with the most of the remaining books.

SHI conducted the ***Lingít Shkalneegí-Lingít Tundatáani Needs Assessment*** in 2020 through a survey of Tlingit language speakers/learners, and 100% of respondents reported they: *“think the work and legacy of Nora and Richard Dauenhauer are very significant to the preservation of Tlingit language.”* The needs assessment also asked respondents from the Tlingit language speakers/learners community to reflect on the importance of the Dauenhauer’s work and legacy to their own work and knowledge of the Tlingit language. One respondent explained: *“It’s simple, we would have little to none of the resources we have today if not for their work.”*

SHI seeks to process the Dauenhauer Literary Estate and make it available to the public consistent with SHI’s Collections Management Policy, which prohibits public access to unprocessed collections. When processed, the Dauenhauer Literary Estate will comprise 8% of SHI’s archival collection. SHI is also steward to four smaller collections previously donated by Richard and Nora. Over 20% of SHI’s annual research requests are for those collections, making the Dauenhauers’ materials some of the most accessed in SHI’s archives. As stated in the needs assessment survey: *“All of the language teachers I’ve ever had were taught by the Dauenhauers. So basically, everything I know about the Tlingit language is a direct result of their work.”*

## SHI's Culture and History Department's Role in the Community

SHI's Culture and History Department serves the general and the scholarly Alaska Native and non-Native communities by managing and making SHI's library, archival, and ethnographic collections available to the public for educational and research purposes. The Department also hosts an annual Native American Heritage Month public lecture series; mentors visiting scholars and researchers; conducts ethnohistorical and cultural research; publishes academic essays and books; presents papers at scholarly conferences; and curates exhibits. The department contributes to the documentation of Tlingit oral literature by developing publications that draw from SHI's extensive oral and audio-visual recordings. SHI's education and art departments also rely on the library and archival collections to develop culturally sustaining programming for students, teachers, and artists.

SHI's Culture and History Department is open daily from 10 am to 4 pm to accommodate its patrons' research and educational needs. It is staffed by SHI's Culture and History Department Director (PhD), Archives and Collections Manager (MLIS), Exhibits Curator (PhD), Research Associate (PhD), Research Specialist (MA), college interns, and volunteers. The department provides Wi-Fi and computer access to its patrons and catalogs its books and archival collections in OCLC WorldCat and the Alaska Library Catalog (ALC). Membership in the ALC includes the Alaska State Library, the University of Alaska Southeast's Egan Library, and Juneau's three libraries. In 2019, SHI's Culture and History Department served 13,251 individuals.

## The Significance of the Dauenhauer Literary Estate

Nora Marks Dauenhauer was a Tlingit transcriber, translator, author, and poet born on May 8, 1927. Nora's first language was Tlingit and she did not speak English until she was eight years old. Like her mother, Nora was a member of the Raven moiety, *L'ukaaxádi* clan and the *Shaka Hit* or Canoe Prow House. Nora was asked to teach Tlingit at the Juneau-Douglas High School in 1969, after which time she moved to Anchorage to attend college where she met Richard Dauenhauer. Nora had previously started working on a Tlingit oratory project, transcribing and translating the speeches delivered at her father's potlatch in Hoonah. She showed her work to Richard who was an instructor of comparative literature at the university she was attending.

Richard saw that Tlingit oratory was the equivalent of the best oral literature found in Homer and other ancient and revered literary traditions. Thus was formed Nora and Richard's vibrant partnership, championing Tlingit oral literature and breaking ground with highly significant transcriptions and translations of Tlingit oratory from older generations of speakers trained in this tradition. Nora earned an anthropology degree and married Richard in the 1970's. Like Nora, Richard Dauenhauer was also a poet, author, and Tlingit transcriber and translator. He earned his Ph.D. in comparative literature with a dissertation titled *Text and Context of Tlingit Oral Tradition*. In 2012, Alaska's Governor named Nora as Alaska's Poet Laureate, making the Dauenhauers the only married couple to both hold the distinction (Richard was Alaska's Poet Laureate in the 1980s).

Nora and Richard were hired by SHI during the 1980s and 1990s to continue their work transcribing and translating Tlingit oral narratives, during which time they produced SHI's highly regarded Classics of Tlingit Oral Literature Series: *Haa Shuká, Our Ancestors: Tlingit Oral Narratives* (1987); *Haa Tuwanáagu Yis, for Healing Our Spirit: Tlingit Oratory* (1990) [winner of the 1991 American Book Award]; *Haa Tuwanáagu Yis, for Healing Our Spirit: Tlingit Oratory* (1992); and *Haa Kusteeyí, Our Culture: Tlingit Life Stories* (1994). These volumes were published jointly by SHI and the University of Washington Press and they serve as models for all subsequent work by SHI and others. The Dauenhauers also developed several publications designed to assist students to learn to speak Tlingit, also published by SHI. Richard later taught Tlingit language courses at the University of Alaska Southeast, where he was the President's Professor on Alaska Native Languages.

Nora and Richard continued to collaborate with SHI throughout their careers, including the publication of *Anóoshi Lingít Aani Ká: Russians in Tlingit America, The Battles of Sitka 1802 and 1804* (2008) which won an American Book Award from the Before Columbus Foundation and the 2009 Alaska Library Association's Alaskan Book of the Year Award. SHI's Research Specialist (a member of the proposed *Lingít Shkalneegí-Lingít Tundatáani* Project team) and others in the Tlingit language speaker/learner community are completing the Dauenhauers' final work, a book of Raven legends entitled, *Neechx̄ Yaa Nagút Yéil: Raven is Walking Along the Beach*. It will be volume five of SHI's Classics of Tlingit Literature series.

Tlingit oratory is a formal rhetorical tradition using metaphor to convey emotion, condolence, and support

in memorial ceremonies, the central religious practice in Tlingit culture. The Dauenhauers were pivotal in calling attention to this form of speech and the need to document and preserve it for future generations. While describing her lifework at the 2007 Clan Conference, Nora explained it was through studying *Lingít shkalneegi* (Tlingit oratory) that “*I discovered Lingít tundatáani – the thoughts of my Tlingit people and how they are conveyed. The words are beautiful and show how the visual art is an image of our ancestors.*” [Attachment 1].

The Dauenhauer Literary Estate will provide a holistic view of the Dauenhauers’ intellectual pursuits and sources, which extended beyond the Tlingit language and oral literature to include their interests in poetry, theology, folklore, and other languages and oral traditions – which constituted necessary elements in making their work with Tlingit oral literature and pedagogy so valuable. The collection will also provide a view of the developments and changes in the Dauenhauers’ approach to Tlingit language, history, and oral literature over the course of their careers, thus indicating important areas for future research and scholarship.

The unfinished works in the Dauenhauer Literary Estate (such as curricular materials on *Aak’wtaatseen* and their unfinished Intermediate Tlingit) will fuel the development of further resources for teaching, learning, studying, and enjoying Tlingit language and oral literature. For instance, if there are going to someday be well-crafted pedagogical materials with a unified and systematic progression through Beginning, Intermediate, Advanced levels, the availability of material in the collection will be crucial to that effort. Similarly, the papers are expected to provide substantive contributions for future volumes of Tlingit oral literature.

The Dauenhauer Literary Estate is of immense significance to members of the Tlingit language speaker/learner community in Southeast Alaska – and to Tlingit scholars throughout the world [Attachment 2: Dr. Spellberg]. The collection will provide this audience, students, teachers, and the public with access to a unique resources that will open a window into the Dauenhauers’ thought processes. As stated by a respondent to SHI’s needs assessment: “*They were both [Nora and Richard] highly intelligent and prolific scholars. Nora’s work is valuable as she was so deeply rooted in her culture. She taught many and is loved by many. We should do everything we can to preserve her work. It is not a matter of money. The value of her work is immeasurable.*”

### **Project Purpose as it Relates to Need for Project and its Target Audience**

From its inception, SHI has focused on documenting and perpetuating Tlingit, Haida, and Tsimshian oral literature. During SHI’s 40 years of operation, tribal elders, tribal constituents, and scholars have been deeply concerned that these three indigenous languages might be lost to time. However, in recent years, a community of Tlingit language speakers and learners has emerged. Members of this community credit Nora and Richard with creating the resources that sparked and now sustain this revitalization of the Tlingit language. “*I have been using their work to further my language learning for 20 years; without their work to use as the basis of my teaching and learning Tlingit, there is no way I could have ever attempted to learn and teach my language.*”

The Dauenhauer Literary Estate contains untapped language resources that Tlingit speakers/learners need. In 2019, the Juneau School District unanimously approved an indigenous language program for students in the borough. “*The policy is the first of its kind in the state and could be a model for other Southeast communities in adopting language-related policy*” (KINY, 8/13/2019). Furthermore, in 2019, SHI was awarded a \$4.9 million grant by the U.S. Department of Education to partner with the University of Alaska Southeast (UAS) to create a Heritage Language Certificate program that will allow Tlingit, Haida, and Tsimshian language speakers/learners to obtain their teaching credentials [Attachment 2: Dr. Thornton/University of Alaska Southeast letter].

SHI surveyed 19 members of the Tlingit language speaker/learner community for the Needs Assessment conducted for this project [Attachment 3]. While the public also embraces the Dauenhauers’ work (as evidenced by the numerous awards the books have garnered), SHI sought out Tlingit language speakers/learners to share their thoughts and needs in relation to the proposed project. Nearly 50% of survey respondents (47.4%) have been speaking/studying Tlingit for more than 10 years. In combination with those who have been speaking/studying the Tlingit language “*all my life*” and those who have been speaking/studying for 6-9 years, 84% of respondents are very well versed in the Tlingit language. Asked to rank the significance of the Dauenhauers’ lifework, 100% of respondents reported that Nora and Richard’s work was: “*very significant.*”

Making the Dauenhauer Literary Estate accessible will allow Tlingit language speakers/learners to further their understanding of the Tlingit language and the Dauenhauers’ contributions to Tlingit language pedagogy. It

will also increase the use of SHI's archives and collections. For example, 52% of needs assessment respondents reported having accessed SHI's archives onsite, 58% have accessed SHI's archives and collections online, and only 16% of respondents have never accessed SHI's archives and collections (baseline project data). However, when asked if they would access the Dauenhauer Literary Estate, 74% are "very" or "somewhat" likely to access the collection onsite – and 100% indicated they are "very" likely to access any materials shared online.

### **Approaches to Meeting the Needs of Two Target Audiences**

SHI is (1) processing the Dauenhauer Literary Estate and creating a finding aid to meet the needs of Tlingit language speakers/learners and scholars. SHI will also contract with the State of Alaska's Division of Libraries, Archives, and Museum's Imaging Services to digitize documents from the collection [Attachment 3]. These approaches meet the community's needs by providing access to primary source documents. SHI will also (2) create its first Archival Resource Guide (ARG) to meet the needs of middle/high school children, teachers, and the public. The ARG will be modeled on LibGuides, easy to navigate content management and information sharing systems highlighting a particular subject field (<https://springshare.com/Libguides>). SHI's ARG will provide an overview of the Dauenhauer Literary Estate, the other Dauenhauer collections in SHI's archives, and contextualize the history of the four decades Nora and Richard spent revitalizing the Tlingit language.

## **II. Project Design**

SHI's ***Lingít Shkalneegí-Lingít Tundatáani Project*** aligns with the IMLS agency-level goal to Increase Public Access to information through libraries. The project is also responsive to the Native American Library Enhancement Grant program's Preservation and Revitalization category. During the planning process, questions inspired the conceptual design process for the project. One question was specific to increasing public access: "*How can SHI process the large collection within the available timeline and budget?*" The question led to the decision to use "More Product, Less Processing" (MPLP) standards to process the collection (see: **Work Plan**).

Other questions that shaped the project include: "*Should the collection be digitized?*" And, if so: "*How much of the collection should be digitized?*" These questions led the project team to the idea of creating an inventory of items that should be digitized while the collection's folders are being assessed (Objective 4). SHI will maximize its use of IMLS funding in this project by digitizing/uploading approximately 2,700 documents and the collection's finding aid to SHI's online archives and collections content management database, Proficio by Re:discovery. SHI will gauge document use to assess the need to digitize more of the collection in the future.

The final question that shaped the ***Lingít Shkalneegí-Lingít Tundatáani Project*** design is: "*The public enjoys the Dauenhauers' books; how can SHI interest the public in the Dauenhauer Literary Estate?*" This led to the planning team's decision to pilot a new feature on SHI's website, an ARG. SHI's Archives and Collections Manager is a member of SHI's website redesign team. The website redesign is already funded by a grant from the U.S. Department of Education. SHI's website contractor will create a webpage on SHI's website with functionality for project staff to build the ARG by 7/1/2021 – 6 months before it is needed for this project.

**Performance Goal 1:** Perpetuate the Tlingit language. Process the Dauenhauer Literary Estate, create a finding aid for 4,950 folders of documents they created while working with Tlingit speakers, upload the finding aid to Proficio, publicize the collection at SHI's lecture series in Month 15, and document use of the collection.

**Performance Goal 2:** Increase public access by digitizing a portion of the Dauenhauer Literary Estate. Create an inventory of folders containing important Tlingit language/cultural documents, digitize 2,700 of the documents, upload them to Proficio, use google analytics to assess online use of documents, use these primary source documents to write/present a scholarly paper, and use excerpts from the paper for the ARG in Month 16.

**Performance Goal 3:** Increase public access to the Dauenhauer Collections. Create a *Lingít Shkalneegí-Lingít Tundatáani*: The Lifework of Nora & Richard Dauenhauer ARG and publicize it at SHI's lecture series in Month 15 and at the 2021 Association of Tribal Archives, Libraries, and Museums (ATALM) meeting.

### **Project Team Members**

**Project Manager/Archives and Collection Manager (5% FTE):** will hire and train the Archivist on MPLP standards and SHI's Collection Management Policy. She will supervise the Archivist and review his/her work, ensure that monthly meetings are held, monitor the schedule and budget, and prepare/submit IMLS reporting.

Processing Archivist (100% FTE): SHI will hire an Archivist to process the collection, create a DACS-compliant finding aid, create the project’s Archival Resource Guide, and make presentations about the project.

Research Specialist (12% FTE): will review box content lists created by the Archivist weekly during Year 1 and assist the project team to select folders of documents to be digitized by the Alaska State Library. He will use the selected primary source documents to write and deliver a paper that will also be excerpted in the ARG.

Linguist (2 hours/month = 34 hours): will attend monthly team meetings, further assist staff to select folders of documents to digitize in Year 1, and review and comment on the specialist’s paper in Year 2.

Culture and History Director (2% FTE): will attend monthly team meetings, assist to identify materials for deaccession and digitization, monitor the budget, and supervise the Project Manager, Specialist, and Linguist.

**Work Plan and Rational for Procedures**

SHI’s will use More Product, Less Processing (MPLP) standards to process the Dauenhauer Literary Estate (Greene & Meissner, 2005). Some institutions using MPLP have processing times of 1.5 hours per linear foot (Toth, McDavid, Spears & Gagne, 2016). However, SHI will also need to transfer and freeze boxes/drawers to avoid contaminants/pests; identify materials for deaccessioning; create a basic inventory of folders containing documents to digitize in this project and/or in future projects; and have documents digitized by the State of Alaska. Thus, SHI estimates 6 hours per linear foot is necessary. SHI will process the collection in **Year 1**.

Collection in Linear Feet	Months 1-2: Project set-up	Months 3-12: Processing Hours
4,940 folders x 100 sheets of paper per folder = 494,000/1,800 sheets of paper per box = 275 linear feet in the collection	Hire & Train the Processing Archivist; move boxes from UAS & storage unit to SHI	1650 hours/6 hours = 275 linear feet (SHI work week is 37.5 hours x 44 weeks = 1650 hours)

In **Year 2** (Month 13), the Processing Archivist (Archivist), will create a DACS compliant finding aid for the Dauenhauer Literary Estate in the lower hierarchy (Series, Folder) by using the box content lists of folder titles created while processing the collection in Year 1 (Objective 4). In Months 14-15, the Archivist will expand the finding aid to include item level description of the digitized resources and upload the finding aid – and the digitized documents – to Proficio (Month 15). Creating metadata using Dublin Core takes about 5 minutes per document to enter 15 bibliographic elements (Title, Creator, Subject, etc.). The Project Manager will expedite response time by creating Proficio dropdown menus for data entry. SHI estimates each box holds 900 records x 3 boxes = 2,700 records x 5 minutes per record = 13,500 minutes/60 minutes = 225 hours/37.5 = 6 weeks. To mitigate risk, two months are allotted to enter bibliographic data for the digitized records.

In Month 15, the Archivist will deliver a lecture at SHI’s Native American Heritage Month Lecture Series about the project, the availability of the collection for onsite research, the availability of digitized documents, and the ARG being developed. The Research Specialist (Specialist) will assist the Archivist to select folders of documents for the State of Alaska to digitize in Month 13, and throughout the project he will write a paper about the timeline/history and the legacy of the Dauenhauers’ work, highlighting significant documents from their Literary Estate. He will present the paper at SHI’s annual lecture series. The Archivist and Specialist will also co-present at the Association of Tribal Archives, Libraries, and Museums (ATALM) conference in Year 2.

In Month 16-17, the Archivist will create the *Lingít Shkalneegí-Lingít Tundatáani: The Lifework of Nora and Richard Dauenhauer* ARG. Excerpts from the Specialist’s paper will be used in the ARG, which will also provide patrons with information about and hyperlinks to SHI’s other four Dauenhauer collections.

**Objective 1: Form *Lingít Shkalneegí-Lingít Tundatáani* Team and Meet Monthly (Months 1-17)**

The Project Manager and Culture and History Director advertise for and hire the Processing Archivist (Archivist). These three staff members, the Research Specialist, and the Linguist comprise the project team.

- Activity 1: Project Manager advertises position; SHI hires Processing Archivist (Month 1).
- Activity 2: Project Manager trains Archivist on MPLP standards (Month 2).
- Activity 3: Project team and hired movers transfer boxes/drawers currently offsite to SHI (Month 2).

### **Objective 2: Assess 4,950 folders in the Dauenhauer Literary Estate Collection (Months 3-5)**

The Archivist conducts basic preservation assessments of the contents of the 138 boxes and 36 drawers, starting with 35 boxes in SHI's vault. Boxes stored off-site will be frozen to avoid pests/contaminants.

- Activity 4: Archivist identifies possible environmental contaminants of files in SHI's vault.
- Activity 5: Archivist prepares boxes/drawers from UAS and the storage unit for freezing.
- Activity 6: Archivist freezes boxes and then assesses contents for environmental contaminants.

### **Objective 3: Identify 4,950 folders in the Dauenhauer Literary Estate; Rehouse Folders (Months 6-12)**

The Archivist records each folder title in each box/drawer and creates box lists of folders to: a) keep; b) remove; c) digitize (NTE three archival boxes of folders); and/or d) digitize in the future. The collection is rehoused.

- Activity 7: Archivist creates lists of the contents of each box/drawer by folder titles.
- Activity 8: Archivist identifies the folders complying with SHI's Collection Management Policy.
- Activity 9: Archivist, Research Specialist, and Linguist identify folders of documents for digitizing.
- Activity 10: Project Team reviews/refines box lists during its monthly project meetings.
- Activity 11: Archivist transfers folders to remain in SHI's Archives and Collection to archival boxes.
- Activity 12: Archivist contacts institutions with missions related to deaccessioned items.
- Activity 13: Archivist organizes deaccessioned files/books and transfers them to other local institutions.
- Activity 14: Archivist transfers folders of documents to the Alaska State Library to digitize.

### **Objective 4: Create a DACS-compliant Finding Aid for the Full Collection (Months 13-15)**

The Archivist creates a DACS-compliant finding aid with folder and series level collection hierarchy using the box lists created during Objective 4. Finding aid will include record level metadata for digitized documents.

- Activity 15: Program Manager designs template to import metadata into Proficio.
- Activity 16: Archivist uses template to enter folder level description of 4,950 folders.
- Activity 17: Archivist incorporates document level descriptions for the digitized documents.
- Activity 18: Archivist uploads the DACS-compliant finding aid and digitized documents to Proficio.

### **Objective 5: Communication plan for the *Lingít Shkalneegí-Lingít Tundatáani* Project (Months 13-17)**

The Processing Archivist drafts press releases (PR) about the project for SHI's Media Department to refine (as per SHI's standard practices) and distribute to local media outlets. The Research Specialist completes his paper.

- Activity 19: Archivist/Media Dept. send out PR: Full collection available at SHI/finding aid in Proficio
- Activity 20: Archivist/Media Dept. send out press release: Digitized documents/finding aid in Proficio
- Activity 21: Research Specialist completes paper about Dauenhauers' Literary Estate and lifework.
- Activity 22: Research Specialist delivers Dauenhauer Literary Estate/lifework paper at Lecture Series.
- Activity 23: Archivist demonstrates finding aid at SHI's Lecture Series and provides overview of ARG.
- Activity 24: Archivist/Media Dept. send out press release (PR): ARG is available on SHI's website.
- Activity 25: UAS provides links on its websites to the collection's finding aid and the ARG.
- Activity 26: Project staff demonstrate project deliverables and deliver paper at ATALM conference.

### **Objective 6: Create the Dauenhauer Literary Estate Archival Collection Guide (ARG) (Month 16-17)**

The Processing Archivist uses the webpage/functionality developed by SHI's website contractor to create SHI's first ARG: *Lingít Shkalneegí-Lingít Tundatáani: The Lifework of Nora and Richard Dauenhauer*.

- Activity 27: Archivist creates ARG and uploads it to SHI's website.
- Activity 28: Archivist creates ARG user survey instrument and links it to ARG webpage.
- Activity 29: Archivist compiles/analyze survey data for IMLS project report.
- Activity 30: Project Manager writes final IMLS project report; project team reviews; Manager submits.

### **Justification of Procedures Selected**

SHI is justified in using MPLP standards based on: (1) the size of the Dauenhauer Literary Collection; (2) SHI's Collections Management Policy prohibiting public access to non-processed collections; and (3) universities and other research institutions' successful implementation of MPLP standards (Toth, et al., 2016). SHI is also justified in deaccessioning materials from the collection. SHI's Collections Management Policy and the Society for American Archivists support deaccessioning materials outside of an institution's mission

(<https://www2.archivists.org/glossary/terms/d/deaccessioning>). Furthermore, SHI wrote a deed of gift for the accession specifically stating that SHI may remove and share items from the collection that do not comply with guidance in its Collections Management Policy to maintain archival materials that are specific to SHI's mission.

### **Other IMLS Projects**

The Dauenhauer's previously donated materials to SHI. From 2015-2019, SHI received 332 research requests from the public for access to onsite materials, and 21% of research requests over this period of time were for one of the four Dauenhauer collections in SHI's archives. For example, 14% of SHI's requests from 2015-2019 were for the Dauenhauers' Oral Literature Recordings Collection. The Dauenhauer Oral Literature Recordings Collection consists of 500 audio recordings dating from 1899 to 1999. An IMLS Enhancement Grant (2011-2013) allowed fluent Tlingit speakers to review the collection and provide detailed comments. The recordings (primarily in the Tlingit language) document an array of topics: Tlingit history, culture, subsistence, land issues, and language. Item descriptions were updated, providing a better documentation of the collection (<http://collections.sealaskaheritage.org/MADetailG.aspx?rID=MC005&alevel=ALL&dir=ARCHIVES&list=res&osearch=dauenhauer&rimage=&rname=>) **Digital Content:** Please see Digital Products Form.

### **III. Project Impact (Goals and Results)**

SHI's goal for the *Lingít Shkalneegí-Lingít Tundatáani Project* is to provide public access to the Dauenhauer Literary Estate and to increase use of SHI's onsite and online archival collections. Specifically, SHI seeks to promote use of the Dauenhauer Literary Estate and SHI's four other Dauenhauer collections by: (1) Southeast Alaska's Tlingit speaker/learner community and (2) middle and high school students, their teachers, and the general public. To achieve its goal, SHI will process the Dauenhauer Literary Estate, create a finding aid for the collection that includes a digitized sub-set of the collection, write and present a professional paper about the Dauenhauers' Literary Estate and lifework, and pilot its first Archival Resource Guide (*Lingít Shkalneegí-Lingít Tundatáani: The Lifework of Nora and Richard Dauenhauer*) on its website.

Outcomes for Tlingit speakers/learners and scholars accessing the materials in the Dauenhauer Literary Estate will be a deeper understanding of the evolution of the Dauenhauers' thought processes over four decades of collaborative work to revitalize the Tlingit language; and increasing their knowledge of the practical and scholarly methods, techniques, and linguistic practices found throughout the Dauenhauers' work. Outcomes for students, teachers, and the public will be an increased awareness of the significance of the Dauenhauers' Tlingit revitalization work. Students today are learning Tlingit in school, and their teachers use the Dauenhauers' work.

Outcomes also include the discovery by Tlingit language speakers/learners of known (see: **Significance of the Dauenhauer Estate**) and unknown language resources in the collection that can be used for educational purposes. In the words of a needs assessment survey respondent: "*Nora Marks Dauenhauer wrote the book. She recognized the need to create classroom materials early on so that people could eventually have University classes to learn Lingit.*" With SHI and the University of Alaska Southeast currently developing courses to allow Tlingit language speakers/learners to obtain their teaching credentials – the Dauenhauers' vision has become a reality. "*They were geniuses, both of them. Their work needs to be recognized on the world scale that it merits.*"

### **Assessing Impact/Evaluation Plan**

The Project Manager will (1) track the use of the sub-set of digitized documents from the Dauenhauer Literary Estate using google analytics. The Processing Archivist will (2) create a short survey instrument and link it to the *Lingít Shkalneegí-Lingít Tundatáani: The Lifework of Nora and Richard Dauenhauer ARG*. The Project Manager will (3) use these survey data to assess users' increased knowledge. The Project Manager (SHI's Archives and Collections Manager) will continue to record all research requests received from the public to access SHI's Archives and Collections; and she will (4) compare the use of the Dauenhauer Literary Estate to the use of SHI's other collections. She will also (5) track use of SHI's other four Dauenhauer collections and compare those data to use data for the collections compiled as baseline project data. The Project Manager will summarize the project's five (1-5, above) impact/evaluation measurements in SHI's final IMLS project report.

SHI does not foresee any risks associated with the project. The project team spent three months planning the *Lingít Shkalneegí-Lingít Tundatáani Project*; it will be successfully completed on time and within budget.

#### **IV. Communications Plan**

The Processing Archivist will draft three press releases about the project for SHI's Media Department to refine, distribute to local media outlets, and post on social media: (1) announcing the availability of the collection in SHI's Archives and Collections and its finding aid in Proficio; (2) announcing the availability of digitized documents from the collection and their finding aid in Proficio; and (3) announcing the availability of the ***Lingít Shkalneegi-Lingít Tundatáani: The Lifework of Nora and Richard Dauenhauer*** ARG.

SHI's use of social media and local media outlets is far-reaching. SHI sent 92 e-blasts and quarterly e-newsletters to over 13,000 subscribers in 2019. SHI also uses Facebook (13,688 followers), Twitter (1,740), and Instagram (2,629) to communicate with its constituents and the public. SHI made 1,525 posts to Facebook and reached 2,785,344 people in 2019. SHI also wrote/distributed 58 press releases – and 150 news stories were published/broadcasted about SHI in 2019. Analysis shows 78% of coverage stems from SHI's press releases.

The Culture and History Department's annual Native American Month Lecture Series is a popular community building and audience engagement opportunity; and SHI also posts each lecture to its YouTube channel. In 2019, a total of 645 people attended SHI's lectures. During the 2021 lecture series, the Processing Archivist will present on the ***Lingít Shkalneegi-Lingít Tundatáani*** Project and its deliverables; and the Research Specialist will deliver his paper. These project staff will also present at the 2021 ATALM meeting.

#### **Technology Tools**

The DACS-compliant finding aid with Dublin Core metadata will be uploaded to Proficio; the collections management software is hosted on Proficio Cloud (licensing fee is a standard line item in SHI's annual budget). Proficio Cloud offers nightly backups, windows security updates, software updates/upgrades applied automatically, and unlimited technical support. SHI also has a Digital Preservation Plan [Attachment 3].

#### **V. Sustainability**

SHI owns and operates its Walter Soboleff Building and its archives and collections storage vault is constructed to federal repository standards, ensuring the safety of all of SHI's archives and collections and their availability for onsite for research. SHI's website logged 53,074 unique visitors in 2019 – and SHI's use of Proficio to share photographs of its 950 art/ethnographic objects and detailed collection descriptions has been well-received since it went online in March of 2020. SHI's ARG webpage is being designed by a website development firm in Juneau; if adjustments need to be made for the project's ARG, they can be made quickly.

SHI's Digital Preservation Plan explicitly states: "*MP4, MP3, JPEG, and PDF files will be made for editing and research use (Preservation Masters will not be altered). Research copies will be used for placement of materials on the web. Scans of paper materials are made at a minimum of 300 dpi.*" Thus, SHI's plan ensures that there will be back-up copies of the project's digitized documents. SHI's Media Department manages and maintains SHI's website, only seeking support for large projects like the website redesign. The website provides SHI's constituents and the public with SHI's "all staff" email address and SHI responds to 5-10 questions daily.

Making the Dauenhauer Literary Estate available to Tlingit speakers/learners, students, teachers, and the public is a sustainable way to increase their understanding, knowledge, and awareness of the Tlingit language: "*The influence and legacy of Nora and Richard Dauenhauer is immense. Their documentation of language, and the knowledge of culture, history, and literature held within that language, has set the stage for nearly all language learning and research after them. Furthermore, the nuance and methodology of their work has set a high bar for all that research to come after them. To put it another way: in a time when many languages were being lost, and the knowledge held within them being lost as well, the Dauenhauers helped to maintain Tlingit and the preservation of their papers would help ensure that those voices are preserved now as well.*"

In summary, SHI's ***Lingít Shkalneegi-Lingít Tundatáani Project*** will build on – and sustain – the solid foundation of systemic community change that the Nora and Richard created during their lifetimes: "*The work of the Dauenhauers is the reason I began to study Tlingit. They produced in my opinion some of the finest scholarship on Native American oral tradition and language in existence, and they have blazed the path for all subsequent study of Tlingit, and of oral traditions from around North America and the world. Their papers will be a treasure to scholars ... as well as for Tlingit language learners and anyone interested in Tlingit culture.*"



<b>YEAR 1: Lingít Shkalneegí-Lingít Tundatáani: Processing and the Dauenhauer</b>	<b>Year 1: 2020-2021</b>											
<b>Literary Estate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Objective 1: Form Project Team/Meet Monthly Throughout Project (Months 1-17)</b>												
Activity 1: Project Manager advertises position; SHI hires the Processing Archivist.												
Activity 2: Project Manager trains Archivist on MPLP standards and SHI's policies/plans.												
Activity 3: Project Team hires movers/transfers boxes/drawers from UAS/storage to SHI.												
<b>Objective 2: Assess 4950 folders in Dauenhauer Literary Estate</b>												
Activity 4: Archivist identifies possible environmental contaminants files boxes in SHI's vault.												
Activity 5: Archivist prepares boxes/drawers transferred from UAS/storage for freezing.												
Activity 6: Archivist freezes boxes and then assesses contents for environmental contaminants.												
<b>Objective 3: Identify 4,950 folders in the Dauenhauer Literary Estate/Rehouse Folders (Months 6-12)</b>												
Activity 7: Archivist creates lists of contents of each box/drawer by folder titles												
Activity 8: Archivist identifies the folders complying with SHI's Collection Management Policy												
Activity 9: Archivist, Research Specialist & Linguist identify folders of documents for digitizing												
Activity 10: Project Team reviews/refines box lists during its monthly project meetings												
Activity 11: Archivist transfers folders to remain in SHI's archives/collections to archival boxes												
Activity 12: Archivist contacts institutions with mission related to deaccessioned items.												
Activity 13: Archivist organizes deaccessioned files/books and transfers them to other institutions												
Activity 14: Archivist transfers folders of documents to the Alaska State Library to digitize.												

<b>YEAR 2: Lingít Shkalneegí-Lingít Tundatáani: Processing and the Dauenhauer Literary Estate</b>	<b>Year 2: 2021-2022</b>				
	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>Objective 1: Project Team Meet Monthly Throughout Project (Cont.) (Months 1-17)</b>					
<b>Objective 4: Create a DACS-compliant Finding Aid for the Full Collection (Months 13-15)</b>					
Activity 15: Program Manager designs template to import metadata into Proficio					
Activity 16: Archivist uses template to enter folder level description into Proficio					
Activity 17: Archivist incorporates document level descriptions for the digitized documents					
Activity 18: Archivist uploads the DACS-compliant finding aid & digitized documents to Proficio					
<b>Objective 5: Communication plan for the Lingít Shkalneegí-Lingít Tundataani Project (Months 13-17)</b>					
Activity 19: Archivist/Media Dept. send press release: collection/finding aid are available					
Activity 20: Research Specialist completes paper about Dauenhauer Literary Estate/Lifework					
Activity 21: Archivist/Media Dept. send out press release: digitized documents are online					
Activity 22: Research Specialist delivers the paper he wrote at SHI's Annual Lecture Series					
Activity 23: Archivist demonstrates finding aid/discusses project at SHI's Annual Lecture Series					
Activity 24: Archivist/Media Dept. send out press release: ARG is available on SHI's website					
Activity 25: UAS provides links on its website to the collection's finding aid and the ARG					
Activity 26: Project staff demonstrates project deliverables/delivers paper at ATALM meeting					
<b>Objective 6: Create the Dauenhauer Literary Estate Archival Collection Guide (ARG) (Month 16-17)</b>					
Activity 27: Archivist Creates ARG and uploads it to SHI's website (on a dedicated webpage)					
Activity 28: Archivist creates ARG user survey instrument and links it to the ARG webpage					
Activity 29: Archivist compiles/analyzes survey data for IMLS final project report.					
Activity 30: Archivist compiles/analyzes survey data for IMLS final project report.					



## DIGITAL PRODUCT FORM

### INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. 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

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

#### **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

#### **SECTION III: SOFTWARE**

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

#### **SECTION IV: RESEARCH DATA**

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

## SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

**A.1** We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). 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.

**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.

## **SECTION II: 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 the format(s) you will use.

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

**A.3** List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

### **Workflow and Asset Maintenance/Preservation**

**B.1** Describe your quality control plan. How will you monitor and evaluate your workflow and products?

**B.2** Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should 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).

## **Metadata**

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

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

**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).

### **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, delivery enabled by IIIF specifications).

**D.2.** Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

## SECTION III: SOFTWARE

### 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 or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

### Technical Information

**B.1** List the programming languages, platforms, frameworks, 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), URL(s), and/or code repository locations for examples of any previous software your organization has created.

## Access and Use

**C.1** Describe how you will make the software and source code available to the public and/or its intended users.

**C.2** Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

## SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

**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 sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

**A.4** What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

**A.5** What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

**A.6** What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

**A.7** Identify where you will deposit the data:

Name of repository:

URL:

**A.8** When and how frequently will you review this data management plan? How will the implementation be monitored?