

PROGRAM INFORMATION SHEET – PAGE ONE

1. Applicant Information

a. Legal Name (5a from Face Sheet): Board of Regents of the University of Wisconsin

b. Organizational unit (if different from Legal Name) : University of Wisconsin-Madison

c. Organizational Unit Address

Street1: 21 N. Park Street

Street2: Suite 6401

City: Madison

County: Dane

State: WI

Zip+4/Postal Code: 53715

d. Web Address: [http:// www.wisc.edu](http://www.wisc.edu)

e. Type of Institution (Check one):

- | | | |
|--|---|--|
| <input type="checkbox"/> Academic Library | <input type="checkbox"/> Library Association | <input type="checkbox"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="checkbox"/> Aquarium | <input type="checkbox"/> Library Consortium | <input type="checkbox"/> Science/Technology Museum |
| <input type="checkbox"/> Arboretum/Botanical Garden | <input type="checkbox"/> Museum Library | <input type="checkbox"/> Special Library |
| <input type="checkbox"/> Art Museum | <input type="checkbox"/> Museum Services Organization/ Association | <input type="checkbox"/> Specialized Museum ** |
| <input type="checkbox"/> Children's/Youth Museum | <input type="checkbox"/> Native American Tribe/Native Hawaiian Organization | <input type="checkbox"/> State Library |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Natural History/Anthropology Museum | <input type="checkbox"/> State Museum Agency |
| <input type="checkbox"/> Four-year College | <input type="checkbox"/> Nature Center | <input type="checkbox"/> State Museum Library |
| <input type="checkbox"/> General Museum* | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Zoo |
| <input checked="" type="checkbox"/> Graduate School of Library and Information Science | <input type="checkbox"/> Public Library | <input type="checkbox"/> Institution of higher education other than listed above |
| <input type="checkbox"/> Historic House/Site | <input type="checkbox"/> Research Library/Archives | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Historically Black College or University | | |
| <input type="checkbox"/> History Museum | | |

*A museum with collections representing two or more disciplines equally (e.g., art and history)

**A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

2. Grant Program or Grant Category

a. 21st Century Museum Professionals

b. Congressionally Directed Grants

c. Connecting to Collections: Statewide Grants

d. Conservation Project Support

- General Conservation Survey
- Detailed Conservation Survey
- Environmental Survey
- Environmental Improvements
- Treatment
- Training

e. Grants for Learning Labs in Libraries and Museums

Select Museum or Library:

- Museum
- Library

f. Laura Bush 21st Century Librarian Program

Select Funding Category:

- Project Grant
- Collaborative Planning Grant
- National Forum Planning Grant

Select Project Category:

- Master's-level Programs
- Doctoral-level Programs
- Research: Early Career Development
- Continuing Education
- Programs to Build Institutional Capacity
- Scholarship Continuation

g. Museum Grants for African American History and Culture

h. Museums for America

- Engaging Communities
- Building Institutional Capacity
- Collections Stewardship

i. National Leadership Grants

Select Museum or Library:

- Museum
- Library

Select Funding Category:

- Project Grant
- Planning Grant
- National Forum Grant

Select Project Category:

- Advancing Digital Resources
- Demonstration
- Library Museum Collaboration
- Research

j. Native American/Native Hawaiian Library Services

- Basic Grant only
- Basic Grant with Education/ Assessment Option
- Enhancement Grant
- Native Hawaiian Library Services

continued on next page...

PROGRAM INFORMATION SHEET – PAGE TWO

2. Grant Program or Grant Category (cont'd)

k. Native American/Native Hawaiian Museum Services

- Programming
- Professional Development
- Enhancement of Museum Services

l. Sparks! Ignition Grants

Select Museum or Library:

- Museum
- Library

3. Request Information

a. IMLS funds requested: 120071.47

b. Cost share amount: 45136.14

4. Museum Profile (Museum Applicants only)

a. Is the institution either a unit of state or local government or a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code and that is organized on a permanent basis for essentially educational or aesthetic purposes? Yes No

b. Does the institution own or use tangible objects, whether animate or inanimate? Yes No

c. Does the institution care for tangible objects whether animate or inanimate? Yes No

d. Are these objects exhibited by the institution to the general public on a regular basis through facilities the institution owns or operates? Yes No

e. Is the institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities the institution owns or operates? Yes No

Institution's attendance for the 12-month period prior to the application: Onsite: Offsite:

Year the institution was first open and exhibiting to the public:

Total number of days the institution was open to the public for the 12-month period prior to application:

f. Does the institution employ at least one professional staff member, or the fulltime equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution? Yes No

Number of full-time paid institution staff:

Number of full-time unpaid institution staff:

Number of part-time paid institution staff:

Number of part-time unpaid institution staff:

g.

Fiscal year	Revenue/ Support Income	Expenses/ Outlays	Budget deficit (if applicable)*	Budget surplus (if applicable)*
Most recently completed FY				
Second most recently completed FY				

*If Institution has a budget deficit or surplus for either of the two most recently completed fiscal years, please explain the circumstances of this deficit or surplus in the Text Responses section of the application.

5. Project Partners

In the space below, please list the names of any organizations that are official partners in the project. All official partners must include a completed Partnership Statement Form in this package.

6. Native Hawaiian Organization Eligibility (Native American/Native Hawaiian Programs only)

Is the institution an eligible not-for-profit organization that primarily serves and represents Native Hawaiians (as defined in Title 20 U.S.C. Section 7517; if yes, see Proof of Eligibility requirements)? Yes No

PROGRAM INFORMATION SHEET – PAGE THREE

7. Institutional Profile (Native American Library Services Grants only)

- a. Number of hours per week the library collection is accessible to patrons:
- b. Number of staff dedicated full-time to library operations:
- c. Number of staff with part-time library duties:
- d. Number of items in the collection (books, journals, media):
- e. Number of items checked out per year:
- f. Does library staff have access to the Internet? Yes No
- g. Does the library provide public access to the Internet? Yes No
- h. Amount of operating budget for library services in most recently completed fiscal year:
- i. Identify which of the following activities will be supported by grant funds (check all that apply):
- Expand services for learning and access to information and educational resources.
 - Develop library services that provide all users with access to information.
 - Provide electronic and other linkages between and among all types of libraries.
 - Develop public and private partnerships with other agencies and community-based organizations.
 - Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.
 - Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.
- j. Maintenance of Effort (check the appropriate response):
- This year's expenditures will equal or exceed previous 12 month grant period. Maintenance of effort is assured.
 - This year's expenditures will not equal or exceed previous 12 month expenditure. Maintenance of effort is not assured.
 - Maintenance of effort does not apply.

8. Collection and Material Information (Conservation Project Support Grants only)

a. Type of Collection

- | | |
|--|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> History |
| <input type="checkbox"/> Natural History | <input type="checkbox"/> Anthropology |
| <input type="checkbox"/> Living Plants | <input type="checkbox"/> Living Animals |

b. Types of Materials. Use a scale from 1 (primarily affected) to 4 (minimally affected) to show which collection types are primarily affected by the project:

<input type="checkbox"/> aeronautics, space/airplanes	<input type="checkbox"/> horological (clocks)	<input type="checkbox"/> photography, negatives
<input type="checkbox"/> animals, live	<input type="checkbox"/> landscape features, constructed	<input type="checkbox"/> photography, prints
<input type="checkbox"/> animals, preserved	<input type="checkbox"/> machinery	<input type="checkbox"/> physical science projects
<input type="checkbox"/> anthropologic, ethnographic	<input type="checkbox"/> maritime, historic ships	<input type="checkbox"/> plants, live
<input type="checkbox"/> archaeological	<input type="checkbox"/> medals	<input type="checkbox"/> plants, preserved
<input type="checkbox"/> books	<input type="checkbox"/> medical, dental, health, pharmacological	<input type="checkbox"/> sculpture, indoor
<input type="checkbox"/> Ceramics, glass, metals, plastics	<input type="checkbox"/> military, including weapons	<input type="checkbox"/> sculpture, outdoor
<input type="checkbox"/> documents, manuscripts	<input type="checkbox"/> motion picture, audiovisual	<input type="checkbox"/> textiles and costumes
<input type="checkbox"/> furniture/wooden objects	<input type="checkbox"/> musical instruments	<input type="checkbox"/> tools
<input type="checkbox"/> geological, mineral, paleontological	<input type="checkbox"/> numismatics (money)	<input type="checkbox"/> toys and dolls
<input type="checkbox"/> historic building	<input type="checkbox"/> paintings	<input type="checkbox"/> transportation, excluding airplanes
<input type="checkbox"/> historic sites	<input type="checkbox"/> philatelic (stamps)	<input type="checkbox"/> works of art on paper

**Convening Great Lakes Culture Keepers:
Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators
to Learn Through Continuing Education**

Laura Bush 21st Century Librarians Program Abstract

The University of Wisconsin-Madison School of Library and Information Studies (SLIS) proposes a year-long project that will support the professional development needs of Library and Information (LIS) students and tribal cultural professionals in a two-phase effort that 1) expands LIS student service-learning partnerships with American Indian communities and 2) provides continuing education for tribal librarians, archivists, and museum curators through a multi-day, regional institute to be held in Spring 2014 at the Ziibiwing Center of Anishinabe Culture and Lifeways in Mt. Pleasant, Michigan.

Since 2008, SLIS has developed a suite of interrelated community engagement projects with American Indian tribal libraries, archives, and museums in Wisconsin. In the process, it has discovered a confluence of complementary needs between LIS students and tribal cultural professionals: LIS students lack meaningful opportunities to learn about and engage with American Indian information needs; tribal librarians, archivists, and museum curators have few accessible opportunities for professional development training and access to technical expertise.

The proposed project seeks to extend the integrated, multi-constituency educational initiative developed by UW-Madison SLIS that will include tribal communities and LIS students throughout the Great Lakes states.

- LIS graduate students will work alongside cultural workers in tribal institutions through a three-week Community Engagement course in Summer 2013. Students will work with tribal cultural workers to gather information about their professional development needs employing a needs assessment elicitation protocol developed by UW-Madison faculty.
- The effort will culminate in a four-day regional professional development institute. The institute will bring together attendees from American Indian tribal cultural institutions from throughout the Great Lakes region. LIS students, primarily from UW-Madison SLIS but including students from other Great Lake region LIS programs, will also attend sessions and help with logistics at the institute.
- Along with the major activities, a website will be maintained to share the project and disseminate a curricula and toolkits with other regional workshops for tribal librarians, archivists, and museum curators.

Convening Great Lakes Culture Keepers: Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to Learn Through Continuing Education prepares LIS students to work with American Indian communities by increasing the skills and confidences of tribal librarians, archivists, and museum curators.

The project's duration will be from May 1, 2013 to April 30, 2014.

**Convening Great Lakes Culture Keepers:
Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to
Learn Through Continuing Education**

Introduction

Since 2008, the University of Wisconsin–Madison School of Library and Information Studies (SLIS) has developed a suite of interrelated community engagement projects with American Indian tribal libraries, archives, and museums in Wisconsin. This includes a service-learning course investigating indigenous information issues, a partnership with the Red Cliff Ojibwe community to reopen a tribal cultural facility, a partnership with the Ho-Chunk Nation Youth & Learning Center cataloging and organizing their book collection, and a series of professional development conferences for tribal librarians, archivists, and museum curators. SLIS has discovered a confluence of needs between Library and Information Studies (LIS) students and tribal cultural professionals: LIS students lack meaningful opportunities to learn about and engage with American Indian information needs; tribal librarians, archivists, and museum curators have few accessible opportunities for professional development training and access to technical expertise. Both benefit through cooperation.

The proposed project will support the professional development needs of LIS students and tribal cultural professionals in a two-phase effort that 1) expands LIS student service-learning partnerships with American Indian communities and 2) provides continuing education for tribal librarians, archivists, and museum curators through a multi-day, regional institute to be held in Spring 2014 at the Ziibiwing Center of Anishinabe Culture and Lifeways in Mt. Pleasant, MI. The culmination of a multi-year initiative to foster professional connections between tribal cultural facilities and LIS programs, the project will result in a model for promoting an emergent and diverse regional network, more knowledgeable and confident practitioners, and curriculum materials that can be retooled for tribal information professionals throughout the United States.

Assessment of Need

Wisconsin is representative of many national locales. At 54,157 square miles, it is the 25th largest state. While the entire state is within a day's drive, geography nevertheless presents a barrier to continuing education, especially for tribal librarians, archivists, and museum curators in the state's eleven federally recognized American Indian nations. Of Wisconsin's 54,526 American Indians, 37,276 reside on reservation and/or trust land, most of which is located in the northern Wisconsin. (See appendix for map.) For perspective, it is a 6-8 hour drive from the Red Cliff Ojibwe reservation on the south shore of Lake Superior to the population centers of the state.

While primarily located in northern Wisconsin, the American Indian communities are exceptionally diverse. Tribal trust lands range in size from the Menominee Nation at 223,500-acres to the Ho-Chunk Nation's 3,535 acres scattered across the state's central region. Their economies vary dramatically, depending on location and proximity to gaming markets. Three aboriginal language families incorporating six separate languages remain extant. Like American Indian nations everywhere, all maintain a unique history and distinct political relationship with the United States.

The communities share just as many commonalities—especially regarding the preservation of language, culture, and sovereignty. To this end, nearly all tribes support programs charged with protecting, preserving, and sometimes sharing the "things left behind by the old ones." The challenges faced by tribal cultural workers, however, are markedly different than for their non-Native peers. Although similarities undoubtedly exist, tribal libraries, archives, and museums must satisfy complex community cultural information needs while operating within sovereign nations

operating with unique funding challenges, e.g. lack of tax base and ongoing high unemployment. Many conventional continuing education resources fail to adequately address these conditions. A recent study released by the Association of Tribal Archives, Libraries, and Museums (ATALM), for instance, reports that lack of funding, high registration fees, distance, lack of time, and lack of culturally-relevant training were all barriers to tribal archive, library, and museum training. It found that "ATALM staff members prefer targeted, hands-on, how-to, short-course training programs that are culturally relevant and affordable (or reduced in price through scholarships or travel reimbursements)" (Jorgensen, 2012, p. 13).

Wisconsin tribal contacts have communicated similar obstacles. They desire to have more affordable venues to discuss developments in the field, solve common problems to tribal cultural institutions, and participate in professional training on topics like strategic planning, facility management, developing culturally relevant museum exhibits, and revitalizing Native languages. At this time, however, few institutions provide tribal continuing education offerings. According to John Debacher, Director of Public Library Development, Division for Libraries and Technology, Wisconsin Department of Public Instruction, there are no specific programming, plans, nor resources to offer to the tribal libraries (personal communication, July 18, 2012).

Over the last decade, tribal libraries, archives, and museums have received growing recognition for their contributions to tribal self-determination and sovereignty and the nation's general cultural mosaic. Through the emergence of national opportunities for continuing education, granting agencies like the Institute for Museum and Library Services (IMLS) have acknowledged the unique needs of these cultural facilities. One national effort, the IMLS-funded International Conference of Indigenous Archives, Libraries, and Museums conference and workshop series, currently serves this population as a whole. While successful, the conferences occur irregularly in geographically distant locations, which makes attendance challenging for many tribal workers.

In response, a handful of local initiatives have emerged. In 2011, the Alaska Native Libraries, Archives, and Museum Summit "offer[ed] training at the paraprofessional and professional level as well as serving as a launching point for a strategic plan to make training in our fields more accessible for cultural heritage agencies throughout Alaska" (Alaska State Library, n.d.). Oregon State University recently coordinated a tribal archives and records institute that "address[ed] the need for in-depth archives and records training for Oregon's nine federally recognized tribes" (Fernandez, 2012). Furthermore, an ATALM strategic plan recommends the development of regional chapters to facilitate meaningful networks, regionally appropriate curricula that can be shared, and a representative organizational structure (S. Feller, personal communication, July 17, 2012).

Parallel, yet unrelated, continuing education projects emerged from a multi-institution partnership between University of Wisconsin–Madison School of Library and Information Studies (SLIS) and Wisconsin's American Indian tribal libraries, archives, and museums. Since 2008, SLIS staff have communicated with dozens of individuals associated with over twenty tribal cultural programs. The institutions represent a broad spectrum, from nascent library boards planning capital campaigns to combined, multipurpose cultural institutions.

The communications stem from multiple projects but have blossomed into a statewide network of individuals concerned with providing enhanced information services to American Indian populations. Initially, in 2008, SLIS students conducted a priorities assessment for the Red Cliff Ojibwe following the closure of their tribal library. To become more knowledgeable and community-minded partners, SLIS students, with the support of key faculty, developed a special

topics service-learning course entitled Tribal Libraries, Archives, and Museums that developed tribal contacts throughout Wisconsin who helped identify common continuing education needs among tribal information professionals. As future information professionals in a multicultural society, the students recognized their own professional need for experience working with diverse populations in a learning environment guided by experienced teachers. “The first-ever Tribal Libraries, Archives, and Museum (TLAM) class” (Goldberg, 2012), it incorporates academic coursework on tribal culture and indigenous knowledge with projects in tribal communities.

Out of this matrix of relationships and professional needs, SLIS developed Convening Culture Keepers (CCK), a series of six biannual one-day professional development and networking reservation-based mini-conferences. Funded by the University of Wisconsin–Madison’s Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment and the Morgridge Center for Public Service, CCK provides culturally relevant presentations and workshops for tribal cultural workers in archives, libraries, and museums and LIS students. Moreover, it seeks to “develop a network of informed and committed tribal co-workers” (Lowe, 2010, p. 12), the establishment of university research and learning partners (students, faculty staff) and the documentation/demonstration of research practices for a larger community of academics and tribal community scholars of the initiative.

The mini-conferences have fostered a statewide network of Native and non-Native professionals through four one-day gatherings. As many attendees had never met before the initial meeting in Fall 2010 at the Oneida Nation, the networking aspects have been especially significant. After the first meeting, comments from participants illustrated this general response. One participant appreciated the “chance to reflect and realize that we are not alone.” Another commented on the importance of “sharing institutional endeavors and personal stories.” A deep professional network with broad participation among tribal attendees is a central goal of the project. To date, the mini-conferences have drawn attendees representing fourteen tribal communities in Wisconsin and Michigan. According to Susan Feller, President/CEO of the Association of Tribal Archives, Libraries, and Museums (ATALM), CCK is the only gathering in the United States currently bringing together American Indian archivists, librarians, and museum curators at the local level (personal communication, July 25, 2012).

Notably, other constituencies also attend regularly. LIS students, in particular, have participated in nearly every phase—from grant preparation to conference logistics to presentations. As a result, SLIS acknowledges a complementary nature between the needs of tribal cultural professionals and library students. While tribal cultural professionals need affordable, culturally relevant local trainings, LIS students seek meaningful opportunities to engage with American Indian communities. Joel DesArmo, a UW-Milwaukee School of Information Studies graduate student and Stockbridge-Munsee Mohican tribal member, describes the beneficial nature of his CCK experience:

Through my participation in Culture Keepers, I have an increased awareness of the need and desire for formally trained people to help preserve, organize, and share Native American intellectual and cultural items in a way that respects traditional values. To hear firsthand from Native Americans who are currently managing tribal collections, to eat together, to shake hands and hug—it is things like these that give me an appreciation of the issues at hand beyond what any textbook or classroom lecture ever could. I have established professional connections that are blossoming into personal connections. This is particularly important because building trust and thereby ensuring cultural sensitivity are crucial to the success of managing tribal cultural institutions. (Lowe & Poler, 2011, p. 6).

CCK has been more than a continuing education gathering; it is a capacity-building exercise that has created new opportunities for LIS students to learn about American Indian information issues and appropriate protocol, and to practice cultural competency in a reservation context.

Building on the preliminary work and strengths SLIS has developed since 2008, we hope to better meet the complementary needs of tribal cultural workers and LIS students through more intensive student service-learning opportunities and a four-day continuing education institute. The project will provide a unique model of cooperation between American Indian populations and LIS programs that can be replicated in other regional locales. It will also create a sharable case-study for creating a culturally-appropriate model within a regional context to be shared elsewhere. The longer institute will meet a need persistently expressed by CCK attendees for more intensive training. It will allow LIS students to better understand the tribal communities by analyzing needs assessment data collected during Summer 2013 in partnership with participating tribal cultural institutions.

Impacts

The project will:

1. Provide culturally relevant, hands-on professional development to tribal cultural workers. It will increase skills and knowledge so each individual has the confidence to better serve their community.
2. Encourage collaboration between tribal cultural workers in a regional context, i.e., the Wisconsin CCK experience will be extended to include a larger professional network within driving distance for enhanced information sharing. As a regional institute presents greater geographic obstacles, however, an ongoing communication venue will be developed through an online resource center and discussion forum.
3. Provide a unique, valuable, and practical service-learning experience for LIS students to apply (and enrich) their professional knowledge. This will occur through projects on site at tribal institutions, research of tribal library, archive, and museum needs, and participation in institute planning.
4. Establish a model that can be replicated by other LIS-based service-learning courses and regional networks of tribal cultural workers. Specifically, this model could be used in states or regions with both significant American Indian populations and LIS programs, e.g. Arizona, California, North Carolina, Michigan, and Washington.

Project Design and Evaluation

Goals and objectives for this project include:

Long-term:

- A. A regional network that thrives through mutually-beneficial relationships and a shared understanding of the complementary needs of LIS students and tribal cultural workers.
- B. A model for tribal libraries, archives, and museum and LIS program cooperation in service-learning and conference-planning that could be replicated elsewhere, producing a new generation of information professionals who are better equipped to work with American Indian communities.

Intermediate

- A. Culture Keepers remain connected through an online regional forum for continued collaboration and skill-building.
- B. LIS students develop a greater appreciation of American Indian information need that demonstrably enhances their community engagement efforts as a LIS professional.

Short-term

- A. A four-day regional institute is held for tribal librarians, archivists, and museum workers that increases participants skills and confidence.
- B. LIS students understand the resources and challenges of American Indian communities.

The proposed project is scheduled to span 12 months starting May 1, 2013, and ending April 30, 2014. With the preliminary work beginning in 2008, there is unique opportunity to develop an enduring professional network that could become a model for other states. Through the CCK mini-conferences, many of the necessary relationships in Wisconsin already exist and can be leveraged to coordinate the continued needs assessment and institute planning gathering with negligible time and expense compared to initiating an entirely new project. Evaluations from six CCK mini-conferences can also be used to refine institute topics.

The project will have two distinct phases that serve LIS graduate students and tribal cultural workers:

Phase 1: Service-Learning Course/Needs Assessment (Summer 2013)

The first phase consists of a service-learning course during the summer of 2013. Over the three-week Community Engagement course, LIS students will work with tribal partners in Wisconsin, Minnesota, or Michigan on projects that serve the needs and interests of the cultural institution they are partnered with. In addition, students will work with tribal cultural workers to gather information about their professional development needs employing a needs assessment elicitation protocol developed by UW-Madison faculty. This new needs information will be combined with that already gathered from CCK mini-conferences and ATALM national conference evaluation responses to develop a greater understanding of development and training needs that will guide development of the second phase of the project.

Phase 2: Regional Institute Training (Spring 2014)

This second phase, a culmination of the multiple years of SLIS relationship-building through the TLAM course, CCK, and the summer Community Engagement course, is the planning and facilitation of a four-day regional institute in April 2014 that addresses continuing education needs of tribal partners and provides an opportunity for tribal librarians, archivists, and museum curators to learn, network, and collaborate regionally on future projects. The Project Coordinator, drawing on the needs assessment data, will work directly with LIS students in the planning of the institute.

Additional details about each integral component are outlined below.

Preliminary Work (Spring 2013)

SLIS will offer the Tribal Libraries, Archives, and Museums (TLAM) course in Spring 2013. Over the course of the semester, 10-15 graduate students will explore indigenous approaches to information and knowledge organization. Through guest lectures from University faculty to visiting Wisconsin tribal communities around the state, students will begin to understand the strengths and challenges of Wisconsin's tribal cultural institutions (syllabus attached as appendix).

In addition to the course, the final CCK in May 2013, to be held on the Lac du Flambeau Ojibwe reservation in northern Wisconsin, will allow LIS students to meet tribal partners and improve their understanding of tribal needs. Based on these experiences at CCK, students will collaborate with research faculty at UW-Madison SLIS to create surveys that assess the professional development interests and areas of need for tribal cultural workers. The Advisory Board, along with the Project Coordinator, will serve as a resource for students during the development of the needs assessment.

Furthermore, together with the TLAM course, the final CCK will also provide an opportunity for the project team to develop new contacts for the regional institute. Tribal librarians, archivists, and museum curators in Wisconsin, as well as a select group in Minnesota and Michigan, will be invited to the final CCK. They will form the core body of attendees for the four-day April 2014 institute. This stepped approach will facilitate the process of recruiting attendees and publicizing the institute.

During the Spring semester, the TLAM course will also communicate with culture keepers to brainstorm appropriate site placements for the Summer 2013 service-learning course so students will have the opportunity to work alongside cultural institution staff. Ideally, at least four tribal communities in Wisconsin, Minnesota, or Michigan will participate in this collaboration. Final projects for the service-learning course will be decided on and approved by tribal partners and SLIS faculty by May 1, 2013.

Activity 1: Service-Learning Course and Needs Assessment (Summer 2013)

Former students of the TLAM course (and others with appropriate background) will be offered the opportunity to work alongside cultural workers in tribal institutions by signing up for the three-week Community Engagement course in Summer 2013. The three-credit Community Engagement course will have intensive weekend course meetings before and after the onsite experience and Adobe Connect distance discussion during site placements. Each site will have a community project such as the implementation of a summer reading program, a digital literacy instruction program, or cultural exhibit development, design, and installation. The course will incorporate relevant academic best practices for service-learning, including meaningful reflections that explore and document student observations, insights, and intellectual and emotional growth during their experience.

An additional requirement of the course will be to implement the needs assessment survey and conduct follow up interviews and informal conversations with tribal partners regarding professional development areas of interest and need for tribal library, archives, and museum professionals. As students gather and analyze qualitative and quantitative data from the tribal cultural workers, students will reflect on the findings together and with the course instructor, the Project Coordinator and research methods faculty from UW-Madison.

Due to the unique circumstances, locations, and partnerships involved in these particular service-learning projects, students will be facilitated by the Project Coordinator, Omar Poler, the course instructor, Michele Besant, and the Advisory Board. Housing will be arranged by the Project Coordinator and course instructor. A stipend of \$1,000 per student is requested for housing, transportation, and food costs in this proposal.

Activity 2: Institute Planning (Academic Year 2013-2014)

On completing the Summer 2013 Community Engagement course, students will meet with the Project Coordinator and course instructor and aggregate the gathered qualitative and quantitative

information. As a group, students will be charged with identifying potential resources, both in terms of individual topic experts and other organizational resources that can be used to satisfy those needs. Over the course of the Fall semester, using past CCK conference planning as a guide, the Project Coordinator and Advisory Board will plan the regional institute, meeting bimonthly to publicize the event, confirm speakers, invite attendees, and coordinate facility, travel, and lodging details. Students in the TLAM student group, as well as students who participated in the summer course projects, will continue to participate in developing the institute agendas and lodging details.

Activity 3: Regional Institute (Spring 2014)

The proposed project will culminate in a four-day regional institute to be held at the Ziiibiwing Center of Anishinabe Lifeways and Culture in Mt. Pleasant, Michigan in Spring 2014. The regional institute will bring together approximately 75 attendees from American Indian tribal cultural institutions from throughout the Great Lakes region, and LIS students, primarily from UW-Madison SLIS but including students from other regional LIS programs, will attend some sessions and help with logistics at the institute. Students will also have time during the conference to discuss the role of indigenous information issues in LIS education with attendees. SLIS students will be selected on the basis of their previous participation in TLAM, the Community Engagement course, and the TLAM student group. Non-UW-Madison SLIS students will be asked to submit a brief essay and letter of recommendation.

The institute will build off of UW-Madison's experience coordinating CCK as well as the NHPRC-funded Archives Leadership Institute. The institute will feature culturally relevant, hands-on workshops, and cultural programming activities—a model generally based on CCK and the International Conference of Indigenous Archives, Libraries, and Museums. Ideally, when appropriate, the gathering will seek American Indian presenters and workshop leaders for their unique cultural knowledge and perspective. Furthermore, through the Advisory Board, it will seek the guidance of the Association of Tribal Libraries, Archives, and Museums (ATALM) and the Ziiibiwing Center of Anishinabe Culture and Lifeways. A significant output of the institute will be adaptable curricula and toolkits that can be shared with regional ATALM workshops for tribal librarians, archivists, and museum curators. It will be disseminated via the project's web presence.

Evaluation

Community Engagement course students will assess their learning through reflective activities, such as journal and/or blog writing, which the instructor and evaluator will use to glean significant outcomes of the practicums. The priorities assessments constructed and conducted by the students will be evaluated for their usefulness as a model for developing institute content. In addition, the needs they identify will provide a framework for assessing the institute's outcomes.

Following the institute, participants will be asked to complete an evaluation survey to determine how well the needs identified in the needs assessment have been met, which have not been met, and which they anticipate will be ongoing. Communication instruments (email messages, the blog, other items devised as the project unfolds) will be scrutinized for usefulness, and participation by members of the Institute. Focus groups or individual interviews will be used as appropriate. Leadership of the institute will be asked to assess their own and others participation in the project.

Project Resources: Personnel, Time, Budget

Michele Besant is Associate Director of the School of Library and Information Studies at University of Wisconsin-Madison and Director of Continuing Education, a subunit of SLIS. Along with Louise Robbins, she has participated in the Red Cliff community library project since 2008. Her teaching experience includes graduate courses in adult user needs and services with special populations, as well as an undergraduate service-learning course. Besant, in consultation with Poler, will design the intensive service-learning course and be the instructor in Summer 2013. As the majority of her contribution will occur during a traditionally quiet period of the academic year, she will rededicate 8.5% of her responsibilities to the project.

Kristin Eschenfelder is a Professor and Director at the School of Library and Information Studies at the University of Wisconsin-Madison. She is also an affiliate of the Holtz Center for Science and Technology Studies, the School of Journalism and Mass Communications and a founding board member of the Wisconsin Digital Studies program. Eschenfelder is an expert in research and evaluation methods and will help design the needs assessment data collection and analysis. Eschenfelder, along with Louise Robbins, will conduct the evaluation of the institute. She will also administer the grant as Principal Investigator.

Omar Poler is an Associate Outreach Specialist for UW-Madison SLIS Continuing Education Services. As Project Coordinator, he will provide advising for LIS Students enrolled in the summer service-learning course in tribal communities and coordinate the culminating institute. His partial salary, excluding fringe benefits, is requested in this project proposal. He currently holds a 60% appointment as Associate Outreach Specialist. It will remain a 60% appointment with 40% as Project Coordinator and 20% unrelated duties.

Louise Robbins is Director and Professor Emerita of SLIS. She has been involved with the Red Cliff community library project and the TLAM class projects since their inception in 2008. She will bring this experience to bear on evaluation of the outcomes of the project, particularly the institute. She will contribute the equivalent of 2 weeks of time in preparation for, attendance at, and evaluation of, the institute.

The **Advisory Board** is comprised of active participants in the CCK mini-conferences. Members include Rita Lara (Oneida Nation Museum), Mike Alloway (Forest County Potawatomi Cultural Center, Library and Museum), Caryl Pfaff (Lac Courte Oreilles Community College Library), and Janice Rice (UW-Madison College Library). Their duties will include assisting the project manager in arranging the logistics of the practicum placements in tribal communities, providing feedback on the needs assessment instruments and results, and serving as resources for the Project Manager and students in the planning of the culminating institute.

The institute will be hosted by the **Ziibiwing Center of Anishinabe Culture & Lifeways** in Mt. Pleasant, Michigan. The Ziibiwing Center is owned and operated by the Saginaw Chippewa Indian Tribe of Michigan. It specializes in cultural and historic preservation, repatriation, artistic expression and promotion, cultural resource management, language revitalization, exhibition development, and stewardship of Saginaw Chippewa Tribal cemeteries, burial grounds and sacred sites. The Ziibiwing Center also features conference rooms, available at hourly rates, catering services, and audio/visual equipment, which will be offered as a project cost share.

SLIS will provide office space, limited office supplies, and classroom space.

The CGLCK Project Timeline

	May	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Activity 1: Community Engagement Course		■										
Activity 2: Institute Planning			■	■	■	■	■	■	■	■	■	■
TLAM Course									■	■	■	■
Activity 3: Regional Institute												■

Diversity

The proposed four-day institute will convene a wide variety of attendees, ranging from representatives from Great Lakes tribes to non-Native LIS students from LIS graduate programs and a select, but smaller, group representing non-tribal cultural institutions. As each tribe maintains different cultural programs and capacities, the attendees will similarly bring a range of skill levels, knowledge, and experience to the gathering. Beyond being intertribal, the meeting will be intergenerational, including not just LIS students but also tribal youth organizations. Tribal diversity will be highlighted throughout the gathering with culturally-specific professional trainings and approaches to information management, observing tribal protocols, and encouraging non-Native LIS students and professionals to fully participate and engage in the conference’s programs. While primarily designed to support American Indian professionals, the meeting will be purposefully intercultural to create a rich learning environment for all.

Communication Plan

Internal communication to potential conference attendees will occur through the existing communication network of individuals who have previously attended CCK. The project will contact the majority of tribal professionals working in Wisconsin tribal cultural institutions via the CCK email list and, when necessary, personal phone calls. The tribal cultural workers in nearby Michigan and Minnesota will be contacted directly, since many will be entirely new participants to the tribal continuing education efforts now underway in Wisconsin.

External dissemination of the project’s success and challenges will occur through numerous mechanisms. The tlamproject.org website, a communications hub for CCK, will be redesigned with the assistance of UW-Madison communication and graphic design students to improve its usability; it will then serve as a platform for regional communication and to share the model of tribal and LIS student professional development through continuing education programs. The Project Coordinator, and/or an advisory board member, will attend national conferences to promote the project. Finally, SLIS staff will prepare an article for submission to relevant publications that will document the event and provide advice for successful tribal-LIS partnerships.

Sustainability Plan

The American Indian tribal libraries, archives, and museum initiative at SLIS has experienced exponential growth over the past four years. What started with three students doing an information priorities assessment for the Red Cliff Ojibwe community has blossomed into an

service-learning course for LIS students, a biannual conference for tribal information professionals, and a student-run website and thriving student organization. The proposed project will continue to strengthen the relationships between the SLIS program and tribal cultural institutions, which will create an opportunity to offer similar service-learning experiences in the future. It will establish the conditions for a multistate professional network of tribal cultural workers that conveniently dovetails with an ATALM organizational interest in developing regional chapters. The project will create the conditions for improved cooperation between regional and national levels.

Furthermore, SLIS recognizes the long term importance of providing LIS students with substantial opportunities to work with diverse communities, but especially American Indian cultural institutions. Mutually beneficial relationships between LIS institutions and tribal communities will likely only persist when all parties obtain necessary skills, resources, and knowledge. Through the proposed *Convening Great Lakes Culture Keepers: Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to Learn Through Continuing Education*, all constituencies obtain necessary training while establishing the long term benefits of cooperation through continuing education. Taken together, the diversity training gained by LIS students, the professional development and networking offered to tribal information professionals, and the relationships and sustainable partnerships developed between the two groups, the project establishes a framework for service-learning projects and enduring professional and cultural networks that could make a meaningful contribution to the profession.