

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

### **Introduction**

Since 2008, the University of Wisconsin-Madison School of Library and Information Studies (SLIS) has maintained interrelated community engagement projects with American Indian tribal libraries, archives, and museums in Michigan, Minnesota, and Wisconsin. This includes a graduate-level course investigating indigenous information issues, a student-run website and thriving student organization, multiple ongoing service-learning partnerships with regional tribal cultural institutions, seven professional development and networking mini-conferences, and a four-day regional institute for tribal librarians, archivists, and museum curators. In the process, SLIS has demonstrated a powerful confluence of needs between Library and Information Studies (LIS) graduate 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 collaboration, professional development, and access to technical expertise. By bringing these populations together with culturally relevant continuing education, both obtain requisite skills.

The proposed project seeks to grow this multi-constituency educational initiative by taking the next step in meaningful collaboration. By embedding a work-project within an array of diverse—yet integrated—learning opportunities, SLIS will support the professional development needs of LIS students and tribal cultural professionals. The project will foster inter-institutional, inter-tribal, and inter-cultural collaboration that 1) enriches the pedagogy of continuing education for tribal librarians, archivists, and museum curators and 2) improves LIS student service-learning with American Indian communities. By deepening the existing partnerships through hands-on development of the elements of a traveling exhibition, the proposed project will develop, sustain, and enhance a model for emergent and diverse regional networks, more knowledgeable and confident practitioners, curriculum materials that can be retooled for continuing education elsewhere, and the components of new programming and outreach possibilities for tribal and non-tribal cultural institutions.

### **Statement of Need**

The Great Lakes region, an area defined in an Association of Tribal Archives, Libraries, and Museums (ATALM) survey as Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin, includes thirty-five federally-recognized American Indian communities. The overwhelming majority, thirty-four, are located in just three states: Michigan, Minnesota, and Wisconsin. At a total of 249,144 square miles, the combined area of the three nearly equals the size of Texas. Geography presents a significant barrier to continuing education for tribal librarians, archivists, and curators, who serve a total American Indian regional population of 177,449. Their communities are typically remote, located in northern locales far from population centers like Minneapolis, Milwaukee, and Metro Detroit. (See appendix for map.) They are often in closer proximity to each other. For instance, while it is a seven-hour drive from the Keweenaw Bay Indian Community to Lansing, Michigan it is less than a three-hour drive from Keweenaw Bay to six other tribal communities.

While primarily located in northern areas, Great Lakes tribal communities are nevertheless exceptionally diverse. Tribal trust lands range in size from the Red Lake Nation's unceded 837,735 acres in Minnesota to the Ho-Chunk Nation at 3,535 acres scattered throughout the central region of Wisconsin. Economies vary dramatically, depending on location and proximity to gaming markets. There are three language families, seven separate extant indigenous languages, and innumerable local dialects. Like American Indian nations everywhere, all Great Lakes tribes and bands maintain unique histories and distinct political relationships.

The communities share many important commonalities, too, that tie together Michigan, Minnesota, and Wisconsin. Three-quarters of American Indian communities in the region are members of the Three Fires Confederacy, an historic alliance between Ojibwe, Ottawa, and Potawatomi peoples with related languages, cultures, and familial bonds that span state boundaries.

Great Lakes tribal communities have another similarity: the need to preserve language, culture, and sovereignty. Nearly all tribes support diverse programs charged with protecting, preserving, and often sharing the "things left behind by the old ones." The challenges faced by tribal cultural workers, however, are often markedly different than for their non-Native peers. Although similarities exist, tribal libraries, archives, and museums must satisfy complex community cultural information needs while operating within sovereign nations 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 study conducted by the Association of Tribal Archives, Libraries, and Museums (ATALM), for instance, reports that because of barriers such as distance and funding, "TALM 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)" (2012, p. 13).

Great Lakes tribal contacts have expressed similar obstacles in numerous SLIS-sponsored evaluations, surveys, and strategic planning sessions. They desire more affordable, tribally-based venues to discuss developments in the field, solve problems common to tribal cultural institutions, and participate in professional training on topics like working with elders and youth, language revitalization, collection development, program evaluation and assessment, coordinating projects with community organizations, digitization, and promoting community arts (SLIS Survey, 2013). At this time, however, few Great Lakes institutions other than SLIS provide tribal continuing education offerings. An environmental scan and phone calls to representatives at state libraries and historical societies in Michigan, Minnesota, and Wisconsin show very few programming opportunities for tribal libraries, archives, or museums.

Over the last decade, though, tribal libraries, archives, and museums have received growing recognition for their contribution 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 of Museum and Library Services (IMLS) have acknowledged the unique needs of these cultural facilities by funding projects like the Sustainable Heritage Network, "a collaborative space that compliments [sic] the work of indigenous peoples globally to preserve cultural heritage and knowledge" ("What is the Sustainable Heritage Network," n.d.). Only one national effort, the IMLS-funded International Conference of indigenous Archives, Libraries, and Museums conference, currently serves these populations as a whole. While successful, the conference occurs in geographically distant locations, which makes attendance challenging.

In response, a handful of local initiatives has emerged. In 2011, the Alaska Native Libraries, Archives, and Museums Summit (ANLAMs) "offered professional development and training opportunities to paraprofessionals and professionals" (Alaska State Library, 2013). In 2012, Oregon State University coordinated a tribal archives and records institute. Both efforts, however, are no longer active. According to the recently-retired Head of Library Development for the State of Alaska, ANLAMs may not be offered again until "either 2015 or 2016" (S. Sherif, personal communication, July 28, 2014). Oregon State University has no active plans to offer its institute again (N. Fernandez, personal communication, July 23, 2014). This absence of regional continuing education is problematic, especially in light of the ATALM Strategic Planning Session Summary Report that recognizes the importance of regional chapters to facilitate meaningful networks, regionally appropriate curricula that can be shared, and a representative organizational structure (2010).

While tribal cultural professionals lack targeted, hands-on, culturally relevant professional development, LIS students have limited exposure to indigenous librarianship. Apart from notable exceptions like the University of Washington School of Information and San Jose State University's Circle of Learning online program, few LIS

programs have initiatives exploring indigenous information issues. However, given that the library professions have taken on the important challenge of addressing the needs of marginalized groups, and that “indigenous groups maintain different epistemological and ontological approaches toward information as well as the protocols governing its circulation and dissemination,” the inclusion of American Indian topics is of critical importance (Becvar & Srinivasan, 2009).

Simultaneously, LIS students often have limited access to engagement with diverse communities—especially American Indian communities. Moreover, they lack the experiential learning opportunities that are often key to developing better cultural competency, which Dr. Patricia Overall defines as the “highly developed ability to understand and respect cultural differences and to address issues of disparity among diverse populations competently” (p. 176). LIS education increasingly finds field projects or practicum experiences to be essential for students’ future career opportunities. Service-learning addresses two needs: first, that the student learns to understand a particular library’s community, and second, that the student actively helps to build that community (Brzozowski, etc, 2012). This mirrors elements of indigenous pedagogy, which values place-based, community learning and “task mastery” (Gross). By working with tribal communities, LIS students have opportunities to gain practical skills and improve their cultural awareness.

Since 2008, SLIS has developed an integrated effort that meets the professional needs of both tribal cultural professionals and LIS graduate students. The project initially emerged when 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 regularly offered service-learning course titled Tribal Libraries, Archives, and Museums (TLAM) that “incorporates academic coursework on tribal culture and indigenous knowledge with projects in tribal communities” (Goldberg, 2012).

In the process, SLIS staff have communicated with individuals associated with the majority of Great Lakes tribal cultural programs, ranging from nascent library boards to combined, multipurpose cultural institutions. Out of this matrix of relationships and needs, SLIS developed Convening Culture Keepers (CCK), a series of seven biannual one-day professional development and networking reservation-based mini-conferences. Funded by the University of Wisconsin–Madison, CCK provided culturally relevant workshops for tribal cultural workers and LIS students. Moreover, it “develop[ed] a network of informed and committed tribal co-workers,” established university research and learning partners, and demonstrated research practices for a larger community of academics and tribal community scholars (Lowe, 2010, p. 12).

In 2013, SLIS broadened these mutually beneficial relationships with a one-year IMLS Laura Bush 21st Century Librarian Program grant. The one-year project supported a new learning opportunity for tribal cultural professionals based on learning priorities assessments gathered by LIS students taking a new graduate-level community engagement course designed to introduce students to tribal cultural institutions through the examination of successful institutional partnerships with tribal communities, indigenous knowledge, culturally appropriate research methodologies, and cultural competencies. The class included two-week onsite practicums at three tribal institutions. Students’ work identifying the learning priorities of tribal cultural professionals guided the design of a four-day Great Lakes professional development institute, which was subsequently held at the Ziibiwing Center of Anishinabe Culture and Lifeways in Mt. Pleasant, Michigan, in April 2014.

In sum, SLIS community engagement has fostered a new regional network of Native and non-Native professionals through service-learning projects, seven one-day gatherings, and a four-day Convening Great Lakes Culture Keepers (CGLCK) regional institute. In evaluation responses from CCK mini-conferences, participants shared the importance of this network. 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.” At CGLCK, one unidentified LIS student shared:

This has been one of the greatest experiences of my life. I have never been to a conference with so much knowledge, culture, respect, and heart. I felt like what I learned here is very applicable to me and my future in librarianship, whether in a native library or not. I had the chance to make many new connections and friendships. This program needs to continue in the future.

A deep professional community with broad participation is a central goal of the project.

*Growing Great Lakes Culture Keepers: Bringing Together LIS Students and Tribal Librarians, Archivists, and Museum Curators to Create Through Continuing Education* seeks to take the next step in this multi-constituency collaboration: the creation of a tangible product. By embedding a work-project within an array of integrated learning opportunities, SLIS will better meet the needs of tribal cultural professionals and LIS students. The project will foster inter-institutional, inter-tribal, and inter-cultural partnerships that 1) enrich the pedagogy of continuing education for tribal librarians, archivists, and museum curators and 2) improve LIS student service-learning with American Indian communities. By enhancing the educational design with an extended hands-on activity, the proposed project will result in more knowledgeable and confident practitioners; a model for promoting a diverse, collaborative regional network; curriculum materials that can be retooled for tribal information professionals throughout the United States; and the elements necessary to construct a traveling exhibition, that, when completed, will create new public programming possibilities for tribal and non-tribal cultural institutions.

## Impacts

The project will:

1. Provide culturally relevant, hands-on professional development to tribal cultural workers through regular regional institutes and work meetings. It will increase skills and knowledge so each individual has the confidence to better serve their community. These new skills and abilities will be measured by successful completion of institute classes, institute instructor observations, and the successful completion of hands-on work-project products. In post-institute evaluations, over 90% of regional institute attendees will note that they gained concrete skills applicable to their institutions and communities.
2. Establish a model for continuing education and collaboration between LIS programs and tribal cultural institutions that can be replicated by other LIS programs, professional associations of tribal cultural workers, and non-tribal cultural institutions. Specifically, this model could be used in states or regions with significant American Indian populations and/or LIS programs, e.g. Arizona, California, North Carolina, Michigan, Oklahoma, and Washington. Success in transforming LIS and continuing education practice will be gauged by number of inquiries regarding replication from either LIS educational institutions, professional organizations, or regional networks. The number of visits to the Great Lakes Culture Keepers website and interest from participants from states outside the region to participate in the Institutes will be other gauges of success.
3. Build the components of a traveling exhibition while enhancing state and regional collaboration between tribal cultural workers with a multi-year collaborative work-project. The increase in mutually beneficial multi-institution collaboration will be measured by the successful completion of work-project activities, interviews, and surveys to document the working relationships between participating individuals and institutions. Over 80% of participants will note that they developed new working relationships with peer cultural workers. Moreover, the knowledge collected on the partnerships can be used to improve future collaborations.
4. Provide a unique, valuable, and practical service-learning experience for LIS students to apply and enrich their professional knowledge. Based on external evaluations of a previous Community Engagement course, 95% of students will gain improved knowledge of tribal cultural institutions and enhanced cultural competency. (To read the evaluator's full report, please see the supporting materials.)

## **Project Design and Evaluation**

Goals and objectives for this project, developed through planning with Great Lakes Culture Keepers, include:

### *Long-term:*

- A. A regional Culture Keepers network that thrives through mutually beneficial relationships, a strong infrastructure, and a shared understanding of the complementary needs of LIS students and tribal cultural workers. The network will be supported by communication opportunities through its website, online webinars, blogs, and emails.
- B. A replicable model for tribal library, archive, and museum and LIS program cooperation in service-learning, programming, and conference planning, producing a new generation of information professionals better prepared to work with American Indian communities.

### *Intermediate:*

- A. Culture Keepers develop stronger connections through building a work product and the associated organizational infrastructure necessary for its creation and management, i.e. an online regional forum and webinars for continued collaboration and skill-building.
- B. LIS students develop a greater appreciation of American Indian information needs that demonstrably enhances their community engagement efforts as LIS professionals.

### *Short-term:*

- A. Three four-day regional institutes and two intermediate work meetings that increase participants' skills and confidence.
- B. LIS students understand the resources and challenges of American Indian communities.

The proposed project is scheduled to span three years starting May 1, 2015, and ending April 31, 2018. With the preliminary work beginning in 2008, this is a unique opportunity to develop an enduring professional network that could become a model for other states. Through the CCK mini-conferences and previous regional institute, the necessary relationships in Michigan, Minnesota, and Wisconsin already exist and can now be leveraged for institute planning, collaborative work-project design, and LIS summer practicums with negligible time and expense compared to initiating an entirely new project.

The project will have two repeating phases:

### **Phase 1: Service-Learning Course/Institute Support Training**

The first phase consists of service-learning courses during Summer 2015, 2016, and 2017. In these Community Engagement courses, LIS students will work with tribal partners in Wisconsin, Minnesota, or Michigan on onsite projects that serve the needs and interests of host sites. Students will work with tribal cultural workers to update information about their professional development needs employing a needs assessment elicitation protocol already developed by SLIS students and faculty through an earlier IMLS grant. Course topics will parallel stages of traveling exhibition creation. The summer classes will, therefore, prepare LIS students to serve as successful partners and resources for tribal cultural professionals as they prepare and develop elements of the exhibition.

### **Phase 2: Regional Institutes and Work Meetings**

This second phase, building on previous SLIS efforts, consists of planning and facilitation of yearly four-day regional institutes in Fall 2015, 2016, and 2017 that address the continuing education needs of tribal partners. Specifically, it will provide annual opportunities for tribal cultural professionals to learn, network, and collaboratively create a common tangible work-project. Along with in-depth classes on an array of topics, the

Project Coordinator and invited institute instructors will design curricula that support the development of a group traveling exhibition.

Additional details about each integral component are outlined below.

### **Preliminary Work (Fall 2014 & Spring 2015)**

Through a previously approved IMLS no-cost extension, SLIS will offer two shorter regional gatherings in Fall 2014 and Spring 2015. These will be held on the Lac du Flambeau Ojibwe reservation in Wisconsin and the Mille Lacs Ojibwe reservation in Minnesota. They will cement existing relationships between tribal cultural professionals, recruit new attendees, and publicize the Growing Great Lakes Culture Keepers project. Furthermore, the gatherings will serve as opportunities to introduce participants to the proposed traveling exhibition work-project.

Additionally, SLIS will offer the Tribal Libraries, Archives, and Museums (TLAM) course in Spring 2015. Over the course of the semester, 15 graduate students will explore indigenous approaches to information and knowledge organization. Through guest lectures from University faculty and visiting Wisconsin tribal communities around the state, students will begin to understand the strengths and challenges of tribal cultural institutions (syllabus attached as appendix).

### **Activity 1: Community Engagement Course/Institute Support Training (2015-2017)**

Former students of the yearly TLAM course (and others with appropriate background) will be offered the opportunity to work alongside cultural workers in tribal institutions by signing up for Community Engagement courses in Summer 2015, 2016, and 2017. The Community Engagement courses will have classroom 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 a 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 update needs assessments and conduct formal conversations with tribal partners regarding professional development areas of interest for tribal library, archives, and museum professionals. This information will be combined with evaluations from seven CCK mini-conferences, advisory board strategic goals and objectives, tribal continuing education surveys, group strategic planning session results, and previous CGLCK evaluations to refine regional institute topics. The Community Engagement course topics will also correspond to stages of the development of the regional institutes' work-project—the traveling exhibition. For instance, the Year 1 summer class will include topics like community analysis; Year 2 will include topics like content creation through oral histories; and Year 3 will include topics like marketing and outreach. The summer courses will, therefore, prepare annual cohorts of LIS students who can engage as successful partners—and practical resources—for tribal cultural professionals as they participate in the institute work-project.

Due to the unique circumstances, locations, and partnerships involved in these particular service-learning projects, student placements 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. A reimbursement of \$1,300 per student is requested for housing, transportation, and food costs. A \$200 scholarship is requested to support student participation in community cultural events.

### **Activity 2: Institute Planning (2015-2017)**

Based on knowledge and networks obtained through previous SLIS-sponsored professional development events, the Project Coordinator will begin planning the initial Fall 2015 Institute in Spring 2015. As part of the summer

Community Engagement courses, students will meet with the Project Coordinator and course instructor to aggregate any new qualitative 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 tribal needs. The Project Coordinator and members Advisory Board will meet regularly throughout the grant period to publicize events, confirm speakers, invite attendees, and coordinate facility, travel, and lodging details. Students in the TLAM Student Group (interested students not enrolled in the TLAM class), 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 Institutes and Traveling Exhibit Work Meetings (2015-2017)**

The proposal includes three four-day regional institutes and two two-day work meetings over the duration of the grant. The regional institutes will each bring together approximately 75 attendees, both from American Indian tribal cultural institutions from throughout the Great Lakes region and from SLIS and other regional LIS programs. Students will attend sessions and help with logistics at the institute. The intermediate work meetings will each bring together approximately 40 attendees to ensure the continued development of the proposed exhibit. This will provide participants opportunities to engage with content experts regularly as they develop their contributions to the traveling exhibit. LIS students will also have time during the institutes and work meetings 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 the TLAM courses, the Community Engagement courses, and TLAM Student Group. Non-UW-Madison SLIS students will be asked to submit a brief essay and letter of recommendation.

To provide hands-on, culturally relevant continuing education that promotes collaboration and tangible outputs, the regional institutes and work meetings will facilitate the creation of a common work-project—a traveling exhibition. A 2013 Advisory Board strategic planning session and a 2014 Great Lakes region-wide strategic planning session recommended a traveling exhibition as a potential work-project broad enough to engage a diverse population of tribal librarians, archivists, and museum curators. According to the American Library Association Programming Office, traveling exhibits show “a strong ability to leverage local collaboration that adds to the richness of programming on exhibition themes and draws participation from all corners of the community” (Robertson, 2005, p. 30). The work-project will allow attendees not only to learn through in-depth classes, but to actively apply that knowledge.

The traveling exhibition project will provide structure to the design of the institutes and work meetings, while overlapping with stated professional development needs. Each year’s institute theme will focus on a stage of traveling exhibition development. Year 1, “Concept Creation,” will feature institute classes on topics like community analysis and project management. Year 2, “Content Creation,” will feature topics like oral histories and motivating exhibits. Year 3, “Outreach,” will feature topics like curriculum development and marketing. At each fall institute, participants will be given assignments designed to facilitate their own traveling exhibition contribution.

Follow-up work meetings each spring will allow attendees to share successes and challenges, refine their assignments with the guidance of experts, and work collaboratively to hone the traveling exhibition. By the beginning of Year 3, it is expected that each participating tribal community will have the necessary content assembled for a two-sided retractable panel. This simple, articulated design will improve achievability. Once content is completed, the Project Coordinator will submit the exhibition to a private company for fabrication. SLIS is currently investigating promising non-IMLS funding sources for exhibition fabrication and grant proposals will be submitted following IMLS approval. By the end of Year 3, participants will have programming ideas and supplementary educational materials to accompany the traveling exhibition.

The proposed project will build off of UW-Madison's experience coordinating numerous tribal engagement projects. The institutes will feature culturally relevant, hands-on classes and cultural programming activities. Ideally the gathering will seek American Indian presenters and class instructors 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 Ziibiwing Center of Anishinabe Culture and Lifeways. A significant output of the institute will be adaptable curricula that can be shared with other regional workshops for tribal librarians, archivists, and museum curators. It will be disseminated via the project's web presence. Moreover, it will provide a unique case study for facilitating partnerships through continuing education in a tribal context.

#### **Activity 4: Webinars (2015-2018)**

In addition, during the periods between gatherings, SLIS will facilitate online webinars to overcome geographic barrier to collaboration and allow the improved transmission of ideas and practices necessary to maintain relationships established during the formal meetings. Many of the proposed webinars will follow a similar model to an August 2014 online presentation that SLIS promoted but livestreamed directly from the Ziibiwing Center of Anishinabe Culture and Lifeways. Participating communities will be urged to share their experiences, thereby supporting increased comfort with online technologies. Moreover, the webinar will likely be valuable beyond the region, creating educational and networking opportunities nationally.

#### **Evaluation**

Community Engagement course students will assess their learning through reflective activities, such as journal and/or blog writing, which the instructor and Project Coordinator will use to glean significant outcomes of the practicums. Additionally, as the class has already received one external review, it will be put through a peer review process to determine the success of any modifications.

Following the institutes and work meetings, Dr. Louise Robbins will provide evaluation services by asking participants to complete a survey to determine how well the needs identified in needs assessments have been met, which have not been met, and which they anticipate will be ongoing. Communication instruments (email messages, the blog, and other items devised as the project unfolds) will be scrutinized for usefulness.

New skills and abilities gained in the institute and work meeting will be measured by institute instructor observations, the successful completion of hands-on work-project products, and collecting participant's stories of their use of new knowledge. The increase in mutually beneficial multi-institution collaboration will be measured by the successful completion of work-project activities, interviews, and surveys to document the working relationships between participating individuals and institutions.

Webinars will be evaluated on number and geographic distribution of participants, informal comments on effectiveness, and the willingness of participants to engage in online discussion through sharing their own experiences.

#### **Project Resources: Personnel, Time, Budget**

**Michele Besant** is Associate Director of the School of Library and Information Studies at the University of Wisconsin-Madison and Director of Continuing Education, a subunit of SLIS. Along with Dr. 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 service-learning courses. Besant, in consultation with Poler, will be the instructor in Summer 2015, 2016, and 2017. 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 annual needs assessment data collection and analysis.

**Allison G. Kaplan** is a Faculty Associate at the School of Library and Information Studies at the University of Wisconsin-Madison. With a background in children and youth education and librarianship, Kaplan will provide consulting, training, and webinars to support the development of youth engagement programs relating to the traveling exhibition.

**Omar Poler** is an 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 courses and coordinate the annual institutes and work meetings. His partial salary, excluding fringe benefits, is requested in this project proposal. He currently holds a 60% appointment as Outreach Specialist. It will remain a 60% appointment with 50% as Project Coordinator and 10% unrelated duties.

**Louise Robbins** is Former Director and Professor Emerita of SLIS. She has been involved with the Red Cliff and tribal community engagement projects since their inception in 2008, and served as evaluator for the previous one-year IMLS grant. She will bring this experience to bear on evaluation of the outcomes of the project, particularly the institutes. She will contribute the equivalent of 2 weeks of time in preparation for, attendance at, and evaluation of, each institute.

**Rebekah Willett** is an Assistant Professor at the School of Library and Information Studies at the University of Wisconsin-Madison. Willett will offer her experience in education through instruction, consulting, and webinars in order to support the creation of educational materials to accompany the traveling exhibition.

The **Advisory Board** is comprised of active tribal participants in the emergent regional network. 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), Shannon Martin (Ziibiwing Center of Anishinabe Culture and Lifeways), Janice Rice (UW-Madison College Library), and Travis Zimmerman (Mille Lacs Indian Museum and Trading Post). Their duties will include assisting the Project Coordinator in arranging the logistics of the practicum placements in tribal communities, providing feedback on the needs assessment results, and serving as resources for the Project Coordinator and students.

The **Wisconsin Historical Museum** will provide consulting to support the traveling exhibition plan and design.

An institute and work meeting 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, exhibition development, and stewardship of Saginaw Chippewa Tribal cemeteries and burial grounds and sacred sites.

### **Diversity Plan**

The proposed four-day institutes and two-day work meetings will convene a wide variety of attendees, ranging from representatives from Great Lakes tribes, 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, a priority expressed by tribal cultural professionals. It will include 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 and Convening Great Lakes Culture Keepers. The project will contact the majority of tribal professionals working in Michigan, Minnesota, and Wisconsin via the CGLCK email list and, when necessary, personal phone calls.

External dissemination of the project's success and challenges will occur through numerous mechanisms. The [tlamproject.org](http://tlamproject.org) website will serve as a platform to share the model of tribal and LIS student collaboration through continuing education. The Project Coordinator, and/or an Advisory Board member, will attend national conferences to promote the project and provide regular updates to the American Indian Library Association (AILA). 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 museums initiative at SLIS has experienced exponential growth over the past six years. What started with three students doing a priorities assessment for the Red Cliff Ojibwe community has blossomed into a service-learning course for LIS students, professional development gatherings 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. Furthermore, it will strengthen a multistate professional network of tribal cultural workers that dovetails with an ATALM organizational interest in developing regional chapters. The project will create cooperation between regional and national levels.

UW-Madison SLIS recognizes the opportunity that the TLAM course and student group provides to LIS students who need experience working in diverse communities. SLIS has shown its commitment to the program through continued offerings of the TLAM course, support and encouragement to leaders of the student group, and hosting of the project's website. Students in the Community Engagement course will share their learning experiences through the project's website, enabling other LIS programs and professional organizations like ATALM and AILA to better understand the complementary relationship between LIS students and tribal cultural institutions. Taken in its entirety, when one combines the diversity training gained by library school students, the professional development gained by tribal information professionals, and the relationships developed between the two groups, the proposed project provides a framework for service-learning projects and enduring professional and intercultural collaboration that could be replicated across the country.