Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Community Colleges application guidelines at

http://www.neh.gov/grants/education/humanities-initiatives-community-colleges

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Developing an Inupiaq Language Database at Ilisagvik College

Institution: Ilisagvik College

Project Director: Erin Hollingsworth

Grant Program: Humanities Initiatives at Community Colleges

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Summary

UNESCO classifies the Iñupiaq language as a "severely endangered language." The Iñupiaq language region spans Alaska's North Slope, an area the size of Minnesota, but is home to only 13,000 Inupiaq people, only about 2,000 of whom are fluent speakers.

This proposal is for an initiative that will provide a platform to create, collaborate, and share dynamic content in Iñupiaq. These goals are accomplished by:

- Creating a simple online Iñupiaq language database;
- Facilitating faculty, student and community generated content in the Humanities;
- Enabling increased authorship of Iñupiaq language stories.

The online language database is modeled after one that is successfully being used at Oglala Lakota College. This already field-tested database provides the framework for the entire initiative, but careful time and attention will be invested in designing templates that are well adapted for the diverse users in the North Slope community. These templates will be turned into print children's books, online children's books, multimedia online stories and much more.

The Iñupiaq Studies Faculty from Iḷisaġvik College will guide students in the creation of Iñupiaq language books. The information in these books will then be used to make exciting and diverse creative products, such as apps for online devices and digital content during the second year of the grant. An online digital library of Iñupiaq language books will be the core product of this initiative.

Tuzzy Consortium Library staff members will work in collaborate with the Iñupiaq Studies Faculty to teach the public how to use the database. Targeted outreach programs will ensure that elders living at the senior center, children participating in summer reading programs, and any other interested people will have the opportunity to create Iñupiaq language books. These community created books will be added to the existing online digital library.

Tuzzy Consortium Library will house the digital library and ensure that Iñupiaq speakers and learners across the North Slope have access to them. Each of the seven villages on the North Slope has internet access through consortia branches of the library in the public schools.

The database will bridge the gap between tradition and technology and connect people through language. Faculty will have the tools to build better materials for their Iñupiaq Humanities courses, just as parents will have the tools to build a strong sense of Iñupiaq culture in their children. The result will be a revitalization of Iñupiaq language and an ever-growing digital library of Iñupiaq books. This is a truly collaborative effort that is grounded in the traditional Iñupiaq values of *aviktuaqatigiigñiq* (*sharing*), *iñupiuraallaniq* (knowledge of language) and *paammaaġigñiq* (cooperation), values that will guide every aspect of this initiative.

Narrative

Iḷisaġvik College proposes a two year Humanities Initiative designed to document and revitalize the Iñupiaq language. This language initiative also strives to bridge the divide between tradition and technology by creating an online, interactive Inupiaq language database. The database will result in the production of Iñupiaq language content such as, but not limited to: children's books, grammar booklets, webpages and applications for use on mobile devices. Creation of this database will also build the technology skills of faculty and students and forge stronger ties between Iḷisaġvik College faculty and other North Slope institutions which share the common goal of documenting and revitalizing the Iñupiaq language.

Intellectual Rational

Alaska is home to about 13,000 Iñupiat people and it is estimated that slightly more than 2,000 are fluent speakers of the Iñupiaq language. Most of the fluent speakers are over the age of 40 years old. Because of these grim statistics, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has labeled the North Alaskan Iñupiaq, North Slope dialect a severely endangered language. Efforts to preserve the language need to be made immediately, while there are still fluent speakers living.

An active effort to revitalize the Iñupiaq language by engaging college faculty, students and the community through grassroots partnerships and the smart use of modern technologies is the core of this Humanities Initiative. Invaluable Iñupiaq language materials will be created and stored in an online library. Faculty will be empowered to create the tools they need to teach effectively. Students will be encouraged to explore Iñupiaq language and culture through technology. And

community members will be invited to participate in the learning and creating as equal partners.

Database development will not only encourage collaboration between Iḷisaġvik College faculty,

Tuzzy Consortium Library and others with an interest in the preservation of the Iñupiaq

language, it will also complement all other efforts at language documentation and revitalization.

The impact of this Iñupiaq language database will be twofold. First, it improves the knowledge

of language and technology for both Iḷisaġvik College faculty and students. Second, it builds ties

between Iḷisaġvik College and the community by looking to them as equal partners in the

creation of Iñupiaq language content. Through workshops at the library, K-12 students, elders

and college students will all become peers in the context of creating cultural content. This

language initiative is rooted in the traditional Iñupiaq values of knowledge of language, sharing

and cooperation and it is designed with these in mind.

Content and Design

Developing a user-friendly database with well-designed templates is at the core of this project

because the templates serve as the behind the scenes design of the books, webpages and other

content. Initially, Iḷisaġvik College Iñupiaq Studies faculty and Tuzzy Consortium Library staff

will collaborate with contractors to make the software compatible with the Inupiaq characters.

Outside scholars will provide insight to guarantee that the Inupiaq is correct and efforts will be

made to verify that the program is thoroughly user-friendly for the various audiences in mind.

Training in use of the software will first be given to the Iñupiaq Studies faculty and Tuzzy

Consortium Library staff, who will then train others. Iñupiaq Studies faculty and Tuzzy Library

staff will also be responsible for incorporating the software into student instruction and

community programming in a two year collaborative effort. Once the demonstration products are created, the project will be methodically disseminated into the larger community.

Students will first utilize the Iñupiaq language software to create Inupiaq language content. This will be incorporated into many of the Iñupiaq culture classes that are already being taught, such as Conversational Iñupiaq and Iñupiaq Grammar of the North Slope. For example, students in INU 213, *Inuit Storytelling* will be required to create an Iñupiaq children's story as part of their coursework. These materials will be added to the digital library. The created materials will also be added to the portfolios of students who are working towards the Iñupiaq Early Education AA degree.

Once the program has a firm root with the student base at Iḷisaġvik College, the staff at Tuzzy Consortium Library will help mature it in the rest of the community. Library staff will be tasked with developing public programming that features student created Iñupiaq language materials and offer courses to the public that empower them to create their own materials. School aged children will use the software during their summer reading program to create their own stories. The library staff will also reach out to portions of the community which might not otherwise be able to participate in this type of technology, particularly Elders, to contribute to the growing library of online content.

Project Personnel

Pakak Etta Fournier, Associate Professor of Iñupiaq Studies, Iḷisaġvik College, will serve as project co-director with Erin Hollingsworth, Public Services Librarian, Tuzzy Consortium

Library. The project co-directors will share the responsibility of project coordination, documentation and timely completion of the initiative.

Resumes, biographies and letters of commitment from the co-directors and others involved in this project may be found in the appendix.

Institutional Context

Iḷisaġvik College aims to "perpetuate and strengthen Iñupiaq culture, language, values and traditions." The college has an active Iñupiaq Studies Program including many Iñupiaq Studies courses, and this language database will complement the college's existing efforts to instill and strengthen Iñupiaq language in the community. Students will develop stronger language and technology skills by contributing content to the database. Curricular developments will be made because of the new technologies that will be available. Faculty and students will review and create content. Everyone will be empowered to share, collaborate and develop a stronger knowledge of language.

Iḷisaġvik College is fortunate to have well respected community elders serving as both full time and adjunct Iñupiaq Studies faculty. These instructors are the most valuable resource for language revitalization. Many of these elders have worked with Iḷisaġvik College and the North Slope Borough School District to document the Iñupiaq language. They are fluent speakers, literate writers and well revered experts in their field.

While books and Iñupiaq language software has been developed, none of the previous materials has been user guided or community owned like the proposed Iñupiaq language database; it is this

gap that this incentive will fill. Many of the previously created materials are in the collection of Tuzzy Consortium Library. Creation of a digital library will add to this collection and bring with it greater appeal to the younger generation. The library has a wealth of circumpolar academic resources, a well-trained and knowledgeable staff, and an eagerness for partnership in order to document and revitalize the Iñupiaq language. Community authored Iñupiaq materials will only strengthen the materials held at Tuzzy Consortium Library.

The library holdings offer a record of what has been done, and these materials will serve as a guide. Fluent elders, the most valuable resource the project has, offer their time and knowledge. Everyone involved brings a level of expertise in his or her field and, more importantly, a willingness and passion to see this project through. The Iñupiaq Heritage Center and the Iñupiaq History, Language and Culture Committee offer support and guidance; their input is important to lending credibility to this project outside of the classroom. Iḷisaġvik College provides grant management and faculty time. Everyone is committed to collaboration to make this project a success.

Follow-up and Dissemination

Upon completion of this Humanities Initiative, Tuzzy Consortium Library will publish the database online and add print copies of the children's books created into the circulating collection in Barrow and the seven consortia libraries in the villages across the North Slope. Tuzzy Consortium Library will also continue to cooperate with Iḷisaġvik College to offer programming to the public to share the database and empower community members to create Iñupiaq language content. Outside experts, consultants and the staff of Tuzzy Consortium Library will design and implement a digital migration plan which will ensure that the database

remains accessible to the public in the future. Maintenance of the digital products of this grant will be the responsibility of the Tuzzy Consortium Library with the assistance of outside contractors.

Grant products will be disseminated via local public media (such as KBRW public radio, the Arctic Sounder, local bulletin boards, Facebook and other social media). Sharing the database, processes and products to other tribal colleges and the humanities scholarly community will occur by the co-directors participating in conferences at the state, national, and international levels. The American Indian Higher Education Consortium (AIHEC) will facilitate sharing of project details within the tribal college and university network. This will be done through meetings and through publication in the *Tribal College Journal*.

The initiative co-directors will actively solicit funding to support the continuation of the project. Preliminary work is being done to apply for the Institute of Museum and Library Services Native American Library Services Enhancement Grant to purchase a dedicated server to permanently house the Iñupiaq database and online library at the Tuzzy Consortium Library.

Evaluation

The four core themes of *Mapkuqput Inuuniagnigmi* (the Iñupiaq Learning Framework) developed by Pausauraq Jana Harcharek of the North Slope Borough School District will be used in conjunction with the Indigenous Evaluation Framework to evaluate this initiative. A focus group consisting of community elders, outside scholars, and interested local community stakeholders will measure the initiative's success on its environmental, community, historical, and individual components. This focus group evaluation and self-reflection will be ongoing

throughout the initiative. Although the *Mapkuqput Inuuniagniagmi* is a qualitative evaluation tool, the focus group will develop the appropriate quantitative and qualitative benchmarks during the planned progress review meetings. This culturally appropriate and well-rounded evaluation method will incorporate traditional Iñupiaq values and generate material that will be easily understood by faculty at other tribal colleges and universities.

Work plan

Activity	Time Frame	Responsibility	Outcome
Software installation and configuration for Iñupiaq	January – March 2015	Project Directors Wave Interactive Iñupiaq Studies Faculty Tuzzy Library Staff Outside scholars, as needed	Database software that is compatible for use with Iñupiaq characters
Consultation and trainings	March – May 2015	Project Directors Wave Interactive Iñupiaq Studies Faculty Tuzzy Library Staff	Director and Iñupiaq Faculty familiarity with database
Review and self-guided use of database	May – August 2015	Project Directors Iñupiaq Studies Faculty Tuzzy Library Staff	Formulate questions, ideas and suggestions for consultants while gaining a familiarity with the software
Design initial template	August – October 2015	Project Directors Wave Interactive Iñupiaq Faculty Tuzzy Library Staff Outside scholars, as interested	Software design based upon self-guided use of the database and feedback from consultants
Meetings and project progress review	August – October 2015	Project Directors Iñupiaq Studies Faculty Tuzzy Library Staff Outside scholars, as needed	Iḷisaġvik College and Tuzzy Library leadership are appraised of progress
Creation of demo booklet	October – December 2015	Project Directors Iñupiaq Studies Faculty Tuzzy Library Staff	Creation of Iñupiaq language children's book by faculty, may introduce software to students in the classroom
Disseminate project plan and outcomes	January – December 2015	Project Directors	Promote the project to other tribal colleges, libraries and similar

			institutions through publishing and presenting to develop a community of practice
Meetings and project progress review	January 2016	Project Directors Iñupiaq Studies Faculty Tuzzy Library Staff Outside scholars, as needed	Present created children's book and seek feedback
Further template design	January – February 2016	Project Directors Wave Interactive Iñupiaq Studies Faculty Tuzzy Library Staff	Advance the stages of software design to include feedback from previous meetings
Materials creation in the classroom	January – April 2016	Iñupiaq Studies Faculty	Faculty will utilize software and training to create Iñupiaq language materials with students in the classroom
Materials creation in the community	January – April 2016	Tuzzy Library Staff Iñupiaq Studies Faculty, as needed	Tuzzy Library Staff will create programming to train the community in the use of the software then work with community members to create content
Ongoing content creation workshops and community programing	May – December 2016	Tuzzy Library Staff	Tuzzy Library Staff will work with community partnerships to create Iñupiaq language content with the database
Evaluate and report	November – December 2016	Project Directors	Compilation of final evaluations

			and reports submitted
Disseminate project plan and outcomes	January – December 2016	Project Directors	Promote the project to other tribal colleges, libraries and similar institutions through publishing and presenting to develop a community of practice

Institutional History and Key Data

Ilisagvik College provides quality post-secondary academic, vocational, and technical education in a learning environment that perpetuates and strengthens Inupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce which meets the human resource needs of North Slope employers and the state of Alaska. – Ilisagvik College Mission Statement

Iḷisaġvik College serves eight villages in an 89,000 square mile region situated entirely above the Arctic Circle. The college began as a training department for the North Slope Borough in 1986 and in 1996 it became an independent entity with a focus on both vocational and academic programs.

Iḷisaġvik College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), one of six higher education, regional, accrediting associations recognized by the U.S. Department of Education. Ilisagvik College is authorized to operate by the Alaska Commission on Postsecondary Education in accordance with the terms and conditions set forth in A.S.14.48 and in accordance with the pertinent rules and regulations. Ilisagvik College is the only sanctioned tribal college in Alaska and it is a member of the American Indian Higher Education Consortium (AIHEC).

Ilisagvik College currently offers the 11 Associate degrees listed below:
- AAS Accounting
- AS Allied Health
- AA Allied Health, Human Services emphasis
- AAS Business Management
- AAS Business Management, Health Management emphasis
- AAS Business Management, Information Technology emphasis
- AA Education, Inupiaq Early Learning
- AAS Emergency Service
- AA Inupiaq Studies
- AA Liberal Arts
- AAS Office Administration

Along with the eleven degrees offered, Ilisagvik College also offers 34 certificate programs in ten department areas. There are 12 full-time faculty members and 28 adjunct faculty members teaching at Ilisagvik College during the course of the school year. All our faculty are credentialed and/or recognized as cultural experts in their field of study. The average class size is six students per instructor, allowing for close attention from the teaching staff.

For the Spring 2014 semester, Iḷisaġvik College served an unduplicated total of 746 students. 436 were enrolled in credited courses, and 310 took courses which were not for credit. 34 students were classified as full time program active and 56 were enrolled as part time program active. Other students took courses towards industry certifications, or to achieve personal learning goals. For the 2012-2013 year (Fall-Spring-Summer), Iḷisaġvik College served a total of 1,894 students.