

Hula Preservation Society

Project Narrative: *Ho‘olālā Ulu, Growing Indigenous Hawaiian Knowledge Access*

Proposed Project: Hula Preservation Society (HPS) proposes to create 1 indigenous-centered Controlled Vocabulary (CV) and 40 CV-integrated Finding Aids (FAs) that shed light on the contents of the HPS Video Oral History Library over the last 20 years of collaboration with esteemed community elders. The FAs and CV will be made available online for research and learning through the University of Hawai‘i libraries system, Papakilo Database of the Hawai‘i State Office of Hawaiian Affairs, and HPS’s own website. HPS will share project results and lessons learned through a public program and stories released online. *Ho‘olālā Ulu* (*thriving growth of branches*) directly addresses the need to create meaningful access for Native Hawaiians to the unique contents of elder oral histories and contributes to the ongoing efforts and challenges in representation of indigenous worldviews in traditional classification systems.

Project Justification

IMLS and Native Hawaiian Library Services Goals: With the unique geographical makeup of Hawai‘i’s island chain, and with over half of Hawaiians dispersed across the continental U.S., there is a crucial need for increased public access to HPS’s elder-based collections (IMLS Goal 3) using digital strategies.

This project addresses the three objectives of NHLS Goal 3, to enhance the preservation and revitalization of Native Hawaiian culture and language.

- 3.1 is addressed through the strategic partnerships HPS has established for the project that will allow for widespread access to the learning resources and tools of discovery created under *Ho‘olālā Ulu*.
- 3.2 is encompassed by the existence of HPS, which was established under the vision of community elders for the preservation of what is unique and specific to our culture, history, and language, and by the indigenous-centered controlled vocabulary to be created and implemented under this project.
- 3.3 is accomplished through creation of meaningful learning resources and tools of discovery, along with the distributed sharing channels that are digitally available 24-7 allowing for access by Native Hawaiians across the islands and the diaspora.

The Big Picture - A Community Challenged: HPS was founded in 2000 under the vision of community elders who recognized the adverse impacts Hawaiians have endured in the last 200 years, and the need to perpetuate culture and preserve knowledge. A one-of-a-kind repository now exists at HPS through video oral history work with elders that captures their lives, careers, wisdom, insights, and knowledge, both as Hawaiians in 20th-century Hawai‘i and as trusted educators and leaders. Associated tangible elements from the lives of these elders were shared from their personal collections that enhance the meaningful content of their oral histories. This unique library is a gift from our elders to support and meet the diverse, intense needs of Native Hawaiians, now and into the future.

Historical Background: Prior to Western contact, Native Hawaiians thrived, having cultivated a rich, robust, and sustainable society in the most remote land mass in the world. Hawaiian civilization developed innovative agricultural and aquatic practices to feed upwards of a million people, specialized oral traditions to document history and culture through chant and song, and diverse and highly developed artistic practices, such as featherwork, *kapa* (barkcloth material), and hula, to name just a few, that reflected the brilliance of our people.

In 1893, the Hawaiian Kingdom was illegally overthrown with U.S. support. Native Hawaiians who had not succumbed to introduced diseases in the 19th century- 90% of our people died from disease between 1778 and 1900- became disenfranchised in our own homeland on multiple levels, including loss of land, connection to place,

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banning of our mother tongue, and suppression of core cultural practices like hula. The 20th century brought continued marginalization and negative impacts for Native Hawaiians, which manifest even until today, as we suffer from disproportionately high rates of poverty, incarceration, and health problems, and are tragically overrepresented in low educational achievement, addiction, homelessness, and trafficking. These challenges are well-documented through a myriad of research studies by the State of Hawai‘i, Office of Hawaiian Affairs, Kamehameha Schools, and the University of Hawai‘i. (See attached- two *Native Hawaiian Health Fact Sheet 2015* reports published by the Office of Hawaiian Affairs entitled, “Volume I-Chronic Diseases” and “Volume III-Social Determinants of Health” – the first 3-6 pages of each report is included for both cultural background and Native Hawaiian data relevant to our community need and challenge.)

Where We Are Today: The present day reality for our community is that we remain under siege amidst continued socio-economic, educational, and health and well-being challenges, born of the impacts of Westernization. The dismissal of our lifeways, culture, and language, and the theft of our land, drives the need for major, long-term restorative and fortifying initiatives. HPS seeks to join and perpetuate ongoing efforts by sharing resources gifted to us by our community elders to support Native Hawaiians of all ages and locales through values, education, identity exploration, cultural lifeways and heritage which we hope will help build pride, confidence, and resilience. The COVID-19 pandemic has provided clarity regarding the need to further strengthen and expand online services and digital literacy tools in support of our community, so highly dispersed across the islands and the U.S. continent.

Target Audience: Our primary audience is Native Hawaiians, a population that lives both in the Hawaiian Islands and the continental U.S. (www.data.census.gov). According to the 2020 Census, there are 305,938 Native Hawaiians in Hawai‘i, and 314,013 beyond our shores. This is the first time in our history that more Hawaiians live outside of our homeland than within it. While we serve an intended audience, materials created under this proposal will be publicly available online to everyone, free of charge, just as all of our existing online resources are.

Beneficiaries: Beneficiaries of this project are Native Hawaiians in Hawai‘i and the diaspora. It has been 129-years since the illegal overthrow of the Kingdom, and our community is still challenged by generational trauma, systemic racism in our homeland, and the greatest deficits in educational achievement, socio-economic stability, and health and wellness.

The Project Picture – The Need for Indigenous Representation: This project proposes to develop, implement, and share an indigenous-centered controlled vocabulary and 40 finding aids for video-based oral histories that put the controlled vocabulary into practice. 10 of the 40 finding aids will be newly created. (see attached for list of new 10 and previous 30, completed under an FY16 IMLS grant award.) The finding aids and the controlled vocabulary will be made available as public resources and tools of discovery through HPS and our project partners.

To further substantiate the importance of our proposal, we looked to a recent research article entitled *Representation of indigenous cultures: considering the Hawaiian hula* (Hajibayova & Buente; see attached). This 2017 article published in the Journal of Documentation examines the “representation of Kanaka Maoli (Hawaiian) Hula Dance in traditional systems of representation and organization” (p. 1137). The authors examined the most commonly accepted and applied organizational systems, such as those from the Library of Congress, the Dewey Decimal system, the Online Computer Library Center (OCLC), and online academic databases. The search terms “Hawaii” and “hula” were used to retrieve all relevant controlled and natural language terms utilized across all of the aforementioned systems. This inquiry demonstrated a clear objectification of Hawaiian culture, marginalization in knowledge representation and organization systems, biases and gaps, exclusion, and diasporization in the representation of knowledge domains created using traditional systems of organization. The study emphasizes the

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“major disconnect between various tools of representation and organization in the representation of Hawaiian Hula and its indigenous significance” (p. 1146). At HPS, we have found that the scope of this representation deficit goes well beyond the sample terms used in Hajibayova & Buente’s study and presents a systemic challenge. As they share in their final paragraph, “traditional knowledge systems assimilate indigenous cultures into existing schemes” (p. 1146). This project seeks to improve representation and knowledge frameworks for Hawaiian materials, and contribute to the ongoing efforts by indigenous communities like ours to reshape fundamental ideas and understandings about us, and elevate and enrich the lives of our respective peoples.

The 2019 *E Na ‘auao Pū, E Noi ‘i Pū, E Noelo Pū: Research Support for Hawaiian Studies* (Komeiji, Long, Matsuda, Paikai, & Shim) report by Native Hawaiian librarians from five university campuses and libraries (*see attached*), makes the following recommendation: “Develop, implement, and manage controlled vocabularies and other descriptive and discovery tools that better represent Hawaiian worldviews and improve access for Hawaiian Studies scholars in the future” (p. 36). Such research by indigenous knowledge systems thought leaders from within our community further justifies this project and its contribution to the availability of indigenous-centered learning resources and tools of discovery. Indeed, as Native Hawaiian Librarian and *E Na ‘auao Pū* co-author, Ms. Kawena Komeiji, notes in her Letter of Support (*see attached*), “... it is imperative that materials such as HPS’s be described through indigenous organizational systems” which can in turn help “uplift” the Native Hawaiian community.

Project Work Plan

Foundations & Insights: With the IMLS’s assistance (NG-04-16-0049, FY16), HPS completed an initial set of Finding Aids (FAs) through the grant entitled *Foundations*. At that time, FAs, particularly video-based FAs, were an entirely new endeavor for HPS and represented the first time that contents of our exclusive Video Oral History Library, the foundation of our organization, would be made known and accessible (*see attached initial 2016 FA sample*).

Since the completion of that grant, we have gained 3+ years of experience sharing and working with this initial set of FAs, and we have garnered important insights and applied experience. In the “Subjects” field of our 2016 FAs, choices were based on the oral history interview categories list we utilized in the sessions with our elders. While it was informative to learn of the broad subjects within these interviews and conversations, we have come to see that its application in/to the FA template does not provide the intellectual, indigenous-grounded access we seek that will best serve researchers. A different application of terms for the “Subjects” field would better assist our community. However, a gap between this proposed “new” Subjects field, and the detailed keywords field is a sizeable one, so we feel compelled to include a Narrower Terms field as well. In reviewing the process that may need to take place to accomplish this, we concluded that the existing keywords, the inclusion of narrower terms, and a new subject listing inherently constitute a Controlled Vocabulary, and an Indigenous Hawaiian-centered one, in particular.

To quote the 2020 paper *Controlled vocabulary and indigenous terminology in Canadian Arctic Legal Research* (Hoffman) (*see attached*), “Though LCSH (Library of Congress Subject Heading list) has evolved over time, terminology is slow to change, and many library scholars argue that ethnic-related subject headings are archaic, outdated, biased, politically incorrect, and racist...” and that “...racist and sexist historical perspectives are ingrained in Western and European worldviews that exclude ‘the vast universe of indigenous and traditional knowledge’ relating to subject access in libraries” (p. 7-8). This sexist perspective is of particular relevance to hula, which for us as Hawaiians is foundational to our culture, beliefs, and lifeways. Yet, it was sexualized and commodified as part of marketing our homeland as a new exotic American paradise that did not require a passport.

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Activity Overview: The first two objectives are intertwined in that the Indigenous-centered Controlled Vocabulary (ICV) will be applied to each hour of each interview/set of footage encompassed by that Finding Aid (FA), 40 in total, and conversely, the keywords from the FAs will inform the Narrower Terms and the Subject Heading List in the ICV, as it is constructed from the ground up.

Objectives, Specific Activities, & Who:

Objective #1 – By the end of the 22nd month, build and implement an Indigenous-centered Controlled Vocabulary (ICV)

This objective will be worked on primarily by Collections Manager George with Consultant Matsuda, assisted by Archives Specialist Renti Cruz.

- Analyze existing keyword data from 30 FAs and use as basis for initial rough draft of ICV
 - o In project planning, Consultant Matsuda looked at our current methodologies and structures around the extensive keyword listings and made preliminary suggestions on tools and techniques that could facilitate this process. We are anxious to employ those strategies, should this project be funded!
- Further analyze for hierarchies, preferred terms, variants, headings, topics as standalone ICV (in Excel sheet)
 - o In project planning, Consultant Matsuda offered insights into varying approaches to building structure for this first official ICV HPS is undertaking
- Analyze and assess in accordance with Library of Congress and other “traditional” systems
- Make decisions on Indigenous-centered Subject Headings and Narrower Terms (continue working with in spreadsheet)
- Run analysis on keywords from 10 new FAs (these are done separately, because they are being created from scratch in the first year and therefore not available in initial assessment run; see Obj 2 for timeline/activities)
- Integrate new words into current draft of ICV
- Finalize ICV that encompasses the entirety of the 40 FAs under this project
- Revise as needed after application occurs in Objective 2C

Objective #2 – By the end of the 21st month, Integrate indigenous CV into 40 Finding Aids

This work will be completed primarily by Project Specialist/Researcher Hill and Archives Specialist Renti Cruz, with guidance and oversight from Collections Manager George and input from Consultant. Matsuda.

2A- Create 10 new FAs (5 elders, 5 public programs)

- Prep raw footage (approx. total 59 hrs) for 10 new FAs (*see attached listing of 5 elders & 5 programs*)
- Using raw footage, create drafts of keyword listings for each hour (QT Player, MS Word)
- Process for correctness and completeness (conduct research for accuracy, correct Hawaiian and English entries)
- Prepare cover sheet for each (pull photos from ea session, write HPS commentary, gather core metadata)

2B- Revise templates based on work of Objective 1 to add indigenous-centered Subject Headings and Narrower Terms (Templates: footage/interview hour master, and cover sheet for FA)

- Add new/revised fields to templates; only keyword field is populated now (masters live in MS Word)
- Assemble drafts for 40 FAs into revised template (10 new and 30 existing) – individual footage hours are combined by session or program into one FA
- Assemble cover sheet drafts for 40 FAs

2C- Integrate Objective 1’s ICV into each FA (Excel → Word)

- For each hour of each FA, use ICV master as basis to populate Subject Headings & Narrower Terms fields
- Save new Indigenous-integrated FAs (total: 40)
- Reflect/analyze as a whole for any changes needed (changes made in final step of Objective 1)

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Objective #3 – By the end of the 23rd month, share 1 Indigenous-centered Controlled Vocabulary and 40 integrated Finding Aids through 3 diverse online channels

The preparation work will be completed by Collections Manager George, Archives Specialist Renti Cruz, and Project Specialist/Researcher Hill, with delivery/uploading by George and Renti Cruz.

- Prepare 1 ICV for distribution (Excel → Acrobat Pro); Prepare cover sheet with background information, scope, intended usage, info on HPS, contact info (Word → Acrobat); PDF the package (Combine PDFs in one PDF in Acrobat Pro)
- Prepare 40 FAs for public distribution (create/update cover sheets) and PDF the individual packages (source files all in Word → saved as PDF in Acrobat Pro; PDF'd together in Acrobat Pro)
- COMMUNITY: Deliver/Distribute 1 ICV and 40 FAs to the University of Hawai'i (Project Partner)
- COMMUNITY: Deliver/Upload 1 ICV and 40 FAs to the Papakilo Database (Project Partner)
- HPS: Upload 1 ICV and 40 FAs to the HPS online collections site

Objective #4 – By the end of the 23rd month, share general findings and lessons learned through a public program and online updates

The public program will be planned and implemented by Project Director Loo and Collections Manager George. Archives Specialist Renti Cruz will author the stories to be released online.

- Plan timeline for and contents of public program and series of stories
- Create presentation slides; Outline and write each story
- Conduct outreach to archive, library, and museum professionals, both indigenous and non-native
 - o Exs. Native Hawaiian Librarianship organization Nā Hawai'i 'Imi Loa, the local group Association of Hawai'i Archivists, Hawai'i Library Association, Hawai'i Museum Association
 - o If program is virtual, we will outreach through email lists, list-servs, and social media
- Present public program and release 3 online updates/stories

The Team:

- Project Director Maile Loo: manage team, timeline, budget, and reporting on the admin side. She will conduct review of deliverables and provide final approvals. She will help present the public program. Ms. Loo has successfully administered and closed nearly 70 grants over the last 20 years of HPS.
- Collections Manager Keau George, Archives Specialist Mokihana Renti Cruz, and Project Specialist/Researcher Sally Hill: this trio will carry the project and its labor-intensive first two objectives. Ms. George has been with HPS for over a decade and was a part of the foundational FA project in 2016-2018, so she brings invaluable experience and insight to this new grounding effort. In addition to achieving her MLISc degree, Ms. Renti Cruz received her B.A. in History with emphasis on Hawaiian Studies and has studied our mother tongue intensively. Ms. Hill has been working with HPS in different capacities since 2001. She brings her writing background, research and editing experience, and penchant for detail and thoroughness to the project, perfect skills for Objectives 1 and 2.
- Consultant Shavonn Matsuda: Ms. Matsuda is a shining light for her rural community of Hāna in East Maui. She received her MLISc from the University of Hawai'i-Mānoa and is a thought leader in Hawaiian knowledge organization systems and community-centered, co-created controlled vocabularies. She is currently pursuing her Doctor of Philosophy in Indigenous Studies, and HPS has collaborated with Ms. Matsuda since 2019, enjoying regular discussions on the issues brought to light here in this proposal and potential solutions for our community going forward. We feel extremely fortunate to have her on this project team, as she believes in the power and necessity of *indigenuity!*

(see Supportingdoc1.pdf for Letter of Commitment, and Resumes.pdf for background)

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Note: We have noted a Native Youth Student Intern in the budget – 8 hrs/wk for 40 weeks of each calendar year. We endeavor to always have a student with us to gain hands-on experience in a small native non-profit that stewards heritage materials into a digital realm.

Partners: (see *Supportingdoc1.pdf* for Letters of Commitment)

Community collaborators under this project joined forces with HPS on our previous foundational FA grant in 2016-2018. The distribution partners are pleased to know we were going to be expanding FA resources and adding an indigenous controlled vocabulary, and are happy to make them available.

University of Hawai‘i: The Hawaiian Collection at the University’s flagship campus is our piko (center) for integration into the statewide system and its many campuses. Mr. Kapena Shim, Hawai‘i Specialist Librarian, is our point of coordination, and he is co-author on the 2019 *E Na ‘auao Pū, E Noi ‘i Pū, E Noelo Pū: Research Support for Hawaiian Studies* report cited in the Project Justification section.

Papakilo Database, Office of Hawaiian Affairs: HPS has been a partner with Papakilo for nearly a decade, and the previous FAs that HPS made available on the site are the most accessed in HPS’s collections. Mr. Kale Hannahs is the Manager of Papakilo for the State of Hawai‘i.

NxTech System: NxTech has been a partner with HPS since our establishment in 2000. Formerly known as Net Enterprise, NxTech is a leading IT company based right here in the islands and will provide ongoing and necessary technical support to ensure smooth workflows and digital stability.

Resources Required: Total budget is: \$149,994. 83% of grant request for HPS team & intern, 8% for consultant services, 8% for travel, and 1% for Other. (see *Budgetjustification.pdf*)

Timeline: The project is proposed to begin on September 1, 2022, for a period of 24 months, concluding on August 31, 2024. See Schedule of Completion for detailed breakdown of work-flow and tasks.

Risks to Project: We view this as a low-risk project. Labor intensive and expansive, but straight-forward and readily assessable.

- All content was created and is under the ownership of HPS, so there will be no issues related to source matters, permissions, or access
- The core team is employed by HPS and each member is committed to and excited about working on this project
- All community partners have collaborated with HPS in a similar effort before and are also excited about it
- Consultant Matsuda is part of an incredible group of Native Hawaiian leaders in indigenous knowledge systems, and if she were to become unavailable, we have two librarian colleagues identified that have committed to stepping in, namely Keahiahi Long and Annemarie Aweau Paikai. All three are co-authors on the 2019 *E Na ‘auao Pū, E Noi ‘i Pū, E Noelo Pū: Research Support for Hawaiian Studies* report cited in the Project Justification section, and they wholeheartedly believe in the work and efforts of HPS.

Project Results

The needs addressed under this proposal are both macro and micro, *macro* in the sense that HPS works each day to ultimately help enhance the lives and learning of Native Hawaiians of all ages and backgrounds, with the support of and through the voices of our elders. *Micro* in the sense that HPS is endeavoring to make a contribution to the critical and immediate need in our community for indigenous-centered resources and tools of discovery aligned with our worldviews, to help us learn, grow, and restore as a people.

(see *Supportingdoc3.pdf* for magazine feature story on HPS and links to shows featuring HPS leadership)

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Intended Results (address need → impact target group):

For Objective 1 (*micro*), we seek to improve the representation and description of indigenous knowledge through creation of an Indigenous-centered controlled vocabulary. → Better tools such as this will positively impact the Capabilities and Skills of Native Hawaiians to effectively and confidently discover and connect with cultural content that supports their growth, development, and restoration.

For Objective 1 (*micro*), we seek to increase and improve indigenous-based intellectual access to HPS's elder virtual collections, by integrating the IVC into the online learning space through Mukurtu's inherent tagging and keyword capabilities.* → Solid, grounded approaches utilizing Mukurtu's built-in tools will again positively impact the Capabilities and Skills of Native Hawaiians to effectively and confidently discover and connect with cultural content that supports their growth, development, and restoration.

* HPS virtual collections site Digital 'Umeke: <https://hpsarchive.libraries.wsu.edu/> - see attached for landing page (also accessible from the HPS homepage www.hulapreservation.org and Digital 'Umeke portal)

For Objective 2 (*macro*), we seek to make known the contents of HPS's exclusive Oral History Library through fully-searchable public Finding Aids, the contents of which can uplift and inspire. → Knowledge of our true but suppressed history, language and lifeways, and Attitudes toward self and community – and pride in both - will be influenced for the better.

For Objective 3 (*macro & micro*), widespread availability to our dispersed population will enable opportunities for grounded growth, authentic learning, and renewal of spirit. → The Capabilities of Native Hawaiians across the islands and diaspora will grow with the additional meaningful materials and tools, and consistent and ready access.

For Objective 4 (*macro & micro*), sharing the work, general findings, outcomes, and lessons learned can be inspiring and motivating for individuals who connect and engage. → Through such engagement (*macro*), Behaviors and Attitudes can move in a positive direction, and members of our community can find inspiration for growth. Moreover (*micro*), because hula and other Hawaiian knowledge materials have been preserved in libraries and archives throughout Hawai'i, the U.S., and the world, the resulting controlled subject access vocabulary and policies for its development and implementation could inform metadata and description practices within Hawai'i and beyond, allowing for increased and culturally-appropriate access at other repositories as well.

Tangible Products:

- 1 Indigenous-centered Controlled Vocabulary master file (internal)
- 1 Indigenous-centered Controlled Vocabulary packaged for distribution (PDF'd cover sheet & CV)
- 40 integrated Finding Aids covering 25 individual elders and 15 public programs (internal)
- 40 integrated Finding Aids packaged for distribution (cover sheets; elder and/or program FAs)
- 1 public educational program to share findings and lessons learned
- 1 recording of public educational program to document findings and lessons learned
- Guiding policies for development of preferred terms, subject headings, narrower terms, variants, etc.
- Revised templates for indigenous-integrated Finding Aids
- Revised cover sheets for indigenous-integrated Finding Aids

Sustainability: Per IMLS's primary strategic goal #3, public access is key. The fact that the Controlled Vocabulary and the 40 Finding Aids will be integrated into institutional systems (that are accessible 24-7 to anyone who can connect to the internet) will provide sustained access to the resources near and far, and help ensure that widespread availability remains the reality.

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Regarding the ICV specifically, it is HPS's intention to continue expanding and refining the master framework to go beyond the contents of the 40 FAs covered under this project. Updated versions will be packaged and uploaded to each platform when the extent of changes and additions warrant a new release. We anticipate the frequency of updating to be annual (1x/yr).

Per the Native Hawaiian Library Services program goal #3, the preservation and revitalization of Native Hawaiian culture and language is enhanced through the creation of learning resources and tools of discovery that are aligned with indigenous knowledge systems and organization. This goal is also achieved through the ready accessibility of such tools through online means in service to and in support of Hawaiians across the islands and diaspora.

HPS has benefitted internally from the initial set of FAs created in 2016-2018. We use them regularly while conducting our own research for ongoing projects and initiatives, and to assist with archival inquiries. With additional FAs, a new public-facing Indigenous-centered Controlled Vocabulary, and Hawaiian framing woven throughout, the benefits will no doubt continue, both internally and for those who utilize them through public means. Indeed, on Papakilo, the existing FAs are the most utilized resource of the over 1,000 materials HPS has made available to date in the repository, and they continue to be downloaded with regularity on HPS's collections site. The benefits of this work will be felt for years to come.

We end with the words of our ancestors that live in us and reverberate through the work each and every day:

I ulu no ka lālā i ke kumu. *The branches grow because of the trunk.*

...or in essence, Without our ancestors, we would not be here.

‘Ōlelo No‘eau (Wise Saying) #1261

Ho‘olālā Ulu, Growing Indigenous Hawaiian Knowledge Access – Let’s Grow Together!

Mahalo nui loa (*thank you very much*) for this opportunity.

Hula Preservation Society: *Ho‘olālā Ulu, Growing Indigenous Hawaiian Knowledge Access*
Schedule of Completion: YEAR 1 September 1, 2022 – August 31, 2023

<i>Month:</i>	1	2	3	4	5	6	7	8	9	10	11	12
					2023							
TASKS	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Team Mtg; Confirm workflow; Confirm partners												
Obj2A: Prep raw footage (approx 59 hrs/5 elders/5 public programs)												
Obj2A: Using raw footage, create drafts of keyword listings												
Obj2A: Process for correctness & completeness												
Obj1: Analyze existing keyword data from 30 FAs												
Obj1: Further analyze for groupings, headings, topics as standalone ICV (Excel)												
Obj1: Analyze and assess in accordance with trad systems (i.e. LCSH, etc.)												
Obj1: Make decisions on Indigenous-centered Subject Hdgs, Narrower Terms, Hierarchies												
Qtly monitoring/assessments												
Obj2A: Prep cover sheets												
Obj2B: Add new/revised fields to FA templates												
Obj2B: Assemble 40 FAs into revised template to build drafts												
Obj2B: Assemble cover sheet drafts for 40 FAs												
Qtly monitoring/assessments												

Hula Preservation Society: *Ho‘olālā Ulu, Growing Indigenous Hawaiian Knowledge Access*
Schedule of Completion: YEAR 2 September 1, 2023 – August 31, 2024

<i>Month:</i>	13	14	15	16	17	18	19	20	21	22	23	24
					2024							
TASKS	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Obj2B: Revise templates based on work of Obj1 to add Indigenous-centered CV												
Obj1: Run analysis on keywords from 10 new FAs												
Obj1: Integrate new keywds into current draft of ICV												
Obj1: Finalize ICV covering the 40 FAs												
Obj2C: Integrate Obj1’s ICV into each FA												
Qtly monitoring/assessments												
Obj4: Plan program timeline & stories												
Obj4: Prep slides & outlines												
Obj1: Revise as needed after Obj 2C implemented												
Obj4: Outreach for public program												
Qtly monitoring/assessments												
Obj3: Prep 1 ICV and 40 FAs for public distribution												
Obj4: Present public program and release stories												
Obj3: Deliver/Distribute/ Upload 1 ICV & 40 FAs												
Final Report Narrative and Financials												

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Digital Products Plan

Type

41 digital products will be created – 1 Indigenous-centered Controlled Vocabulary and 40 Finding Aids for elder-based interviews and programs from the HPS Oral History Library. The Indigenous-centered Controlled Vocabulary will be built on and around the contents of the 40 Finding Aids.

1 Indigenous-centered Controlled Vocabulary (ICV)

The ICV developed here will be based on an Indigenous Hawaiian knowledge organization framework for descriptors, preferred terms, possible hierarchies, and subject headings, aligned with long-standing systems and schema where appropriate and relevant. The ICV will be developed and managed in a Microsoft Excel spreadsheet. Internally, it will remain in this format. For distribution, a Microsoft Word-based cover sheet will be created, and the cover sheet and ICV file will be packaged as a PDF for public use. The extent of the ICV to be developed will be the contents of the 40 video-based Finding Aids covered under this project.

40 Finding Aids (FAs)

40 FAs will be finalized under this project - 25 for individual hula elders interviewed by HPS, and 15 for public programs HPS hosted and documented that involved combinations of the elders. The basic FAs are developed and managed using Microsoft Word (for keyword gathering) and QuickTime player (for footage playback). The cover sheets are created in MS Word. Processing, workflow, and information tracking are managed via an internal Excel spreadsheet. For distribution, the cover sheet and FA contents will be packaged as a PDF.

Cover Sheet fields include (*see attached for FA sample elder cover & contents*): Name, Date, Birthplace, Interview Years, Interview Locations, HPS Commentary, HPS Tape #s, Related Digital Materials.

For the FA itself, with an indigenous framework approach in place, the detailed keywords will continue to be included, with Subjects and Narrower Terms fields added, populated by the new Indigenous-centered Controlled Vocabulary.

Note: The initial set of 30 FAs from a previous IMLS grant will be updated with these new fields and indigenous intellectual access approach integrated, and the 10 new FAs under this project will be built with them from the ground up.

Availability

The Indigenous-centered Controlled Vocabulary and 40 integrated PDF finding aids will be under HPS copyright, and widely and publicly shared online, free of charge on the following platforms:

- COMMUNITY
 - o Papakilo Database (governmental partner agency www.papakilodatabase.com) ***
 - o University of Hawai‘i-Mānoa (governmental partner agency www.hawaii.edu) ***
- HPS
 - o HPS virtual collections website (<https://hpsarchive.libraries.wsu.edu/>)
 - Also accessible from HPS website homepage through Digital ‘Umeke portal <https://hulapreservation.org/archive/online-resources/> (built on Mukurtu)

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All platforms are accessible via the web from desktop computers or mobile devices. There are no limitations on access. All PDFs will be downloadable.

Access

Finding Aids will be under HPS copyright, and there will be no limitations or restrictions on use. Our elders created the one-of-a-kind HPS Oral History Library with the intention of it being shared, so there are no privacy concerns or cultural sensitivities for the core materials that the tutorials relate to. Hence, the 40 research tools will have no restrictions, privacy issues, or cultural sensitivities that need addressing. The ICV will be integrated into this set of public-facing documents, thereby providing indigenous-grounded searchability and culturally-framed intellectual access to these exclusive educational materials.

Sustainability

In-house

HPS's digital assets are stored on a primary server which is backed up daily to a secondary server and the cloud. The HPS website has been active 24-7, 365, since it first launched in 2002. HPS as an organization is committed to its perpetuity and operation, which ensures the website's role as a key delivery platform of unique online resources. The newer virtual collections module named Digital 'Umeke (built through the Mukurtu Content Management System) is where the PDFs will be accessible from. Digital 'Umeke is reachable from the HPS website homepage and functions as a core aspect of HPS's online presence and offerings.

Governmental

Hosting partner Papakilo Database is part of the governmental structure of the State of Hawai'i (Department: Office of Hawaiian Affairs) and not at risk of disappearing as an entity. Accordingly, Papakilo absorbs ongoing maintenance costs as part of their substantial digital presence. Papakilo's online services have received increased focus and institutional commitment, due to the impacts of COVID when digital access was made an urgent priority for all.

Hosting partner the University of Hawai'i-Mānoa is also part of the governmental structure of the State of Hawai'i and not at risk of disappearing as an entity. Accordingly, the University handles ongoing maintenance costs as part of their digital educational presence.

It is HPS's intention to continue expanding the scope of the ICV beyond the contents of the 40 FAs covered under this project. Updated versions will be packaged and uploaded to each platform when the extent of changes and additions warrant a new release. We anticipate that frequency of updating to be annual, and rest assured the presence of the completed FAs and the most current ICV on all of these sites will not waiver.