Enhancing the Capacity of Public Library Staff to Serve Multilingual Communities

Summary

The LIS program at the University of Denver (DU), in collaboration with Brooklyn Public Library (BPL), New York Public Library (NYPL), and Pueblo City-County Library District (PCCLD), respectfully seeks the funding of $254,711 for two years (8/1/22-7/31/24) to complete an Early Career Development project with Dr. Keren Dali, tenure-track assistant professor, as a Project Director. The proposed project will contribute to enhancing the capacity of public library staff to serve multilingual (ML) communities in culturally and linguistically sensitive areas and beyond information provision. This research goal is two-fold and addressed through the following research questions (RQs): RQ1: What are the characteristics, professional development needs, and experiences of library staff providing culturally and linguistically sensitive services, such as leisure reading and cultural programming, to ML patrons? RQ2: What are the cultural[2], leisure, and reading practices of ML library patrons from the largest language groups in the partner libraries? The study will result in the following outcomes: (outcome 1) the development of a framework ("research blueprint") for library staff to study ML communities effectively and efficiently; (outcome 2) evidence-based recommendations for library managers on the diversity audit of ML collections; and (outcome 3) evidence-based recommendations for developing a staff training certificate that enhances cultural knowledge of every staff member, irrespective of their language proficiency. Jointly, these outcomes will serve LB21 program goal 1, objective 1.2 (training and professional development of the library workforce); goal 2, objective 2.1 (inclusive engagement across diverse audiences); and goal 3, objective 3.2 (access to library collections).

In the last decade, there has been increased attention and funding priorities given to the projects related to equitable access to information and technology, information and computer literacy, and countering disinformation in ML communities (Adkins & Burns, 2013; Alcalá, Colón-Aguirre, & Alaniz, 2018; Caidi, Allard, & Quirke, 2010; Lloyd & Wilkinson, 2019) including immigrants and refugees, while efforts dedicated to psychosocial adaptation, wellness, and acculturation have taken a backseat. At the same time, it is resources, services, and programming focused on more personal and less utilitarian aspects of everyday life that will not only foster a true sense of belonging and support social inclusion, but also sustain them into the future (Dali, 2012, 2013). Furnished with information and technology access, as well as information literacy and digital skills, ML community members may still live their lives as "strangers in a strange land," interacting with society on a "need to" basis. Inequities in library support to their communities are created when patrons who use libraries in English have a wide array of information, leisure, education, and cultural offerings to choose from, while ML services cover primarily information provision that facilitates the most pressing daily activities and urgent needs. All the while, the emotional, psychosocial, and cultural needs of ML patrons are addressed sporadically, unevenly, and to a lesser extent compared to those of the English-speaking population. Also, these needs are often addressed through the passive provision of resources and collections. This project strives to redraw the balance by creating an evidence-based foundation for applied knowledge and professional tools that will enable library staff to provide equitable and culturally sensitive services, irrespective of library staff personal backgrounds and mastery of world languages. The project will also help library stakeholders to dispense with the notion that leisure reading and cultural programming belong with the recreational and leisure domain alone and are, as a result, of lesser importance. At the foundation of this project is the concept of leisure reading and cultural enrichment as key to well-being, social inclusion, societal participation, belonging, and migrant acculturation, building on the earlier work on immigrant acculturation and reading (http://portfolio.du.edu/Keren.Dali/page/115241).

Project Justification

Problem: Public libraries have come a long way in providing an extensive array of services for ML patrons. The ML library community is also very diverse in itself and includes immigrants, refugees, seasonal workers, international students studying in the U.S., and American-born individuals from ML families. Within immigrant communities, we can also differentiate between newcomers and old-timers; the latter have been in the host country for over three-five years and have passed the initial stage of resettlement and adaptation. The situation of refugees depends on how quickly their cases are resolved and what status they are given; these factors can make their resettlement stage resemble that of old-timers or that of newcomers. Despite some commonalities (i.e., using library services and resources in languages other than English), these groups also have different needs and future orientations. For seasonal workers, who do not plan to resettle permanently, finding material in their native language for leisure and information could be a priority. For international students, improving their English language and cultural understanding comes to the fore. For refugees and newcomer immigrants, the goal of English language mastery, life skills in the new country, legal assistance, career reestablishment, and job market reintegration take priority. Old-timer immigrants, who may have a better knowledge of English and more established lifestyles, can dedicate more time

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[2] In this proposal, "culture" is used in a narrow sense of leisure activities, artistic and aesthetic preferences, and personal enrichment and entertainment; not as a totality of cultural practices.

and energy to leisure and cultural activities; their needs are not limited to urgent, utilitarian information that facilitates the initial adjustment period in the newcomer population. In this regard, the latter group is closer to American-born library patrons who come from ML families and engage with library resources, collections, and services in two or more languages in a variety of contexts (Dali, 2012; 2013; Dali, 2021a, 2021d).

It is not always possible for libraries to address these multiple varying needs at the same level of satisfaction; the quality and scope of service depends on how accurately these community groups are understood and whether or not libraries have the means, human resources, and requisite expertise to respond to the known differences. That is to say, inequities in access to public libraries are inevitable. The level of access also varies from one type of library service to another. For example, information services and collections of resources may live up to community expectations, while the greatest differences and resulting inequities will be noticeable in such culturally and linguistically dependent areas as leisure reading services and cultural programming. For example, cultural programming and active leisure and reading services remain largely oriented toward English-speaking patrons, both onsite and online, and library staff's capacity to actively help patrons with leisure reading or other types of cultural enrichment is more limited. In these areas, effective service delivery, reading services and cultural programming depend on the availability of staff proficient in world languages and knowledgeable of cultural practices. ML communities represented in the library workforce enjoy greater access to leisure, culture, and entertainment opportunities, while options for unrepresented ML groups are fewer. Some libraries have low capacity for serving ML populations in general due to the lack of cultural and linguistic diversity among staff members.

In all of these cases, libraries need a path to becoming more inclusive and equitable in their services. By focusing on developing capacity of library staff to serve ML library patrons, this project will address the following service gaps and resulting inequities in access to libraries:

- Inequities in services to different groups of ML patrons, including immigrants, refugees, seasonal workers, international students, and American-born patrons who prefer to access library resources and services in languages other than English.
- Differences in the availability and scope of various types of services, e.g., information services and programming, on the one hand, and leisure reading and cultural programming, on the other.
- Differential level of services in programming among ML groups depending on the group size and availability of staff proficient in respective languages and having requisite cultural knowledge.

Theoretical grounding:

The study of ML Patrons: At the foundation of this project is the concept of leisure, reading, and cultural enrichment as key to well-being, social inclusion, societal participation, belonging, and migrant acculturation. We tend to perceive leisure reading and cultural enrichment as merely entertainment and pastime. However, in this study, we view these activities as a lifeline, a coping mechanism, an adjustment strategy, and a way to wellness and well-being. This study will be rooted in Dr. Dali's earlier work on leisure reading as an instrument of adaptation for immigrant readers; previous work will be expanded in application to other types of ML readers. Specifically, the study will be guided by the model of acculturation stress, which will identify opportunity stresses (stresses related to expanding participants' leisure universe, e.g., expanded selection of books in English), constraint stresses (stresses preventing people from taking full advantage of opportunities, e.g., limited English-language proficiency), and demand stresses (stresses posing conflicting pressures, e.g., professional reestablishment) in the lives of ML patrons; knowing these stresses helps to predict their reading and leisure behaviors, as well as their ways of engaging with public library services (Fig.1). This model was developed using other interdisciplinary models, which were modified specifically for understanding leisure experiences of immigrant readers (Dali, 2010, 2012). In the proposed study, the Model of Acculturation Stress (Fig.1) will be modified further and applied to the various groups of ML patrons described earlier. Additionally, the study will be guided by the framework that describes the role of leisure, cultural engagements, adjustment, and (in the case of immigrants and refugees) acculturation. This framework distinguishes the following roles: coping with culture shock; lighthearted content as a means of psychological survival; sharing the experience of others; assessing personal migration paths; re-evaluating the history of countries of origin; gaining a new perspective on the national heritage; identity in immigration; gaining insight into the host culture and discovering new perspectives; learning about the new country; improving English-language proficiency; and "filling in the blanks" (compensating for missing pieces and experiences in their lives) (see, Dali, 2013). Note that not all of the above variables will apply to each category of ML patrons. For example, American-born ML patrons will not experience culture shock, nor will they read to improve English.

All of these roles and stresses will be examined with the goal of understanding ML patrons' interactions with libraries to develop the most effective and culturally sensitive way of serving them.
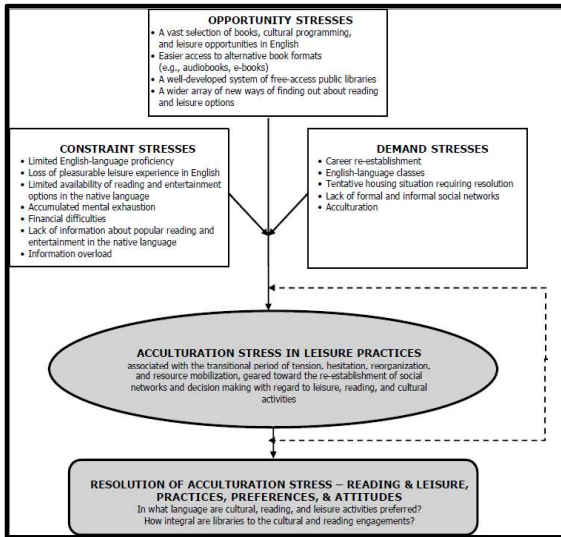

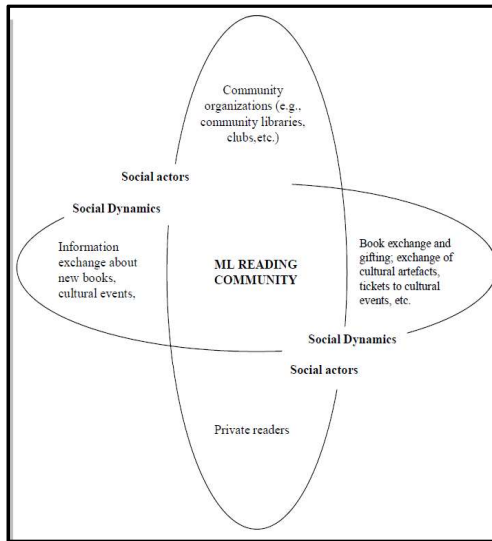Fig. 1. The Model of Acculturation Stress in the Leisure

Fig. 2. Community Dynamics

The study of ML patrons will **not be limited to their individual experiences**. The developed research instruments will also **allow for studying community dynamics** related to leisure reading and cultural practices within the respective communities in alignment with the modified model of community dynamics developed in Dali (2010) (see Fig. 2). Guided by these models and frameworks, the study will allow for achieving outcome 1 – creating a blueprint for researching ML communities. Combined with the survey of professional development needs of library staff who work with ML communities, the study data will also achieve outcomes 2 and 3 (evidence for collection diversity audit and future staff training).

The Study of Library Staff Experiences: Dr. Dali's previous research (Dali, 2018, 2022) has shown that public library staff are incredibly dedicated and engaged when it comes to their interactions with ML patrons, driven by the meaningfulness of their roles and tasks, investing enormous amount of physical and emotional energy in this work, and serving communities irrespective of organizational help and support. Often, however, they lack language proficiency for effective communication with ML patrons and have no sufficient training on cultural preferences, behaviors, and practices. This makes the library staff work less impactful, diminishes their work satisfaction, and curbs their workplace engagement. The the earlier study (Dali, 2022) presented the framework for library staff's roles, tasks, and availability for working with immigrant communities (deriving from the classical Kahn's (1990) theory of workplace engagement), which will help with data interpretation in the proposed study, as well.

Target Groups: There will be two primary target groups that will directly benefit from this project: (1) library staff who interact with ML patrons and (2) ML patrons themselves, representative of the largest linguistic groups in the partner libraries. **Library Staff:** While the previous study (Dali, 2022) operated with a very small sample of librarians working with immigrants, this study will encompass different categories of library staff, no only librarians, and focus on the most culturally sensitive areas of practice (leisure reading and cultural programming). Based on the data provided by the partner libraries, BPL estimates that about 500 staff members, who regularly serve ML communities, work in public service roles across 59 branches; at NYPL, this number stands at about 712 staff in its 89 branches; at PCCLD, it stands at about 45 across the system. **The second target group** is **ML patrons, representative of the largest language groups in partner libraries**. Based on the size of linguistic groups in the partner libraries, specifically, the following communities have been identified: Spanish speakers, Chinese speakers, Russian speakers, Haitian Creole speakers, and French speakers. Following are the estimates of community sizes in all three participating libraries (by community size in the respective borough)

Langs.	Spanish	Chinese	Russian	Haitian Creole	French
NYPL	2,541,178	526,238	214,199	108,912	88,376 (incl. Cajun)
BPL	363,599	173,022	123,340	61,133	20,946
PCCLD	8,982	Source for all data: U.S. Census Bureau (2019)[1]			

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[1] U.S. Census Bureau. (2019). B16001 Language spoken at home. *American Community Survey*. Table B16001. One-year Estimates. Note: this is a count by language spoken at home and thus could present an undercount of language speakers in all groups. Many individuals can be fluent in a world language while choosing English to communicate at home.

Dr. Dali has published extensively about the reading practices of Spanish- and Russian-speaking readers, developing models and frameworks (Dali, 2002, 2004, 2005, 2012, 2013, 2021a, 2021b, 2021c, 2021d). These earlier studies were limited to immigrant leisure readers; the current study will expand the inquiry onto the other ML groups (e.g., refugees, seasonal workers, international students, American-born ML patrons), as described above; however, findings from the previously published research, including models and frameworks, will guide the current study (see "theoretical grounding.").

Beneficiaries: Just as with target audiences, there will be two groups of intended beneficiaries: library staff and ML patrons. **Library Staff:** Although this contained study will be limited to three public libraries in two different states, in both urban (BPL, NYPL) and rural areas (PCCLD), the findings have the potential to have a national and international application and impact, thus expanding the circle of beneficiaries as follows. If a framework ("research blueprint") for library staff to study ML communities is developed (outcome 1) and shared widely with library practitioners, it has the potential to benefit any library and any library staff member interested in learning about their ML communities effectively and efficiently, without reinventing the wheel every time. Moreover, this blueprint will be transferrable among the different library types and serve the interests of academic librarians, who work with ML students and faculty (including international students and faculty); school librarians who engage ML children and their parents/guardians; and special libraries, especially, hospital libraries welcoming health information consumers, patients, and their families. Going beyond frontline staff engaged in public services, the intended guidelines for collection diversity audit (outcome 2) and recommendations for the future staff training (outcome 3) will benefit library staff in technical services and library managers at different levels, especially those tasked with HR and policy development duties. **ML Patrons**: The study will provide for a better understanding of ML communities not only as information users (as reflected in numerous LIS "user studies") but also as holistic service users, with their unique cultural and linguistic backgrounds and practices. There is a scarcity of LIS studies and other research that helps library staff with a culturally informed and comprehensive understanding of their ML communities. This expanded understanding will allow for improvement not only in information services but also in leisure reading services and cultural programming.

How does this work fit within the Project Director's long-term research agenda? Dr. Dali has been studying reading practices in general and reading practices in immigrant communities since 2002, while she was still a Master's student and then an academic librarian; she continued this work through her Ph.D. and postdoctoral studies. During this time, Dr. Dali has published numerous studies that advance the theory and practice of reading in libraries; however, her major contribution is in linking immigration research to reading studies and LIS professional practices (Supportingdoc3.pdf). Having focused on Russian- and Spanish-speaking immigrant readers thus far, this study will <u>expand the research effort to</u>
- other ML groups (e.g., American-born patrons, refugees, international students, seasonal workers);
- speakers of other world languages (Chinese, Haitian Creole, and French in addition to Spanish and Russian); and
- a variety of leisure and cultural activities in addition to leisure reading.

Moreover, in her postdoctoral studies, Dr. Dali worked with public librarians in NYC (U.S.) and Toronto (Canada) to study their experiences serving immigrant communities. Now this effort will be expanded to include other library staff, not only librarians, and library staff engagement with several ML communities, not only immigrants. In all of these cases, Dr. Dali's previous work will be used as a foundation for research. Her work is firmly situated in interdisciplinary scholarship, from LIS, education, to immigration psychology, organizational and industrial relationships research, and management theories (e.g., Berry, 2001; Bhagat & London, 1999; Boski, 2008; Gezentsvey, 2007).

<u>**Project Work Plan**</u>

Research questions, methods, and theoretical framing:
Theoretical grounding for this project was described in detail earlier, under Project Justification.
Frame of Reference: Both surveys will be guided by hermeneutic phenomenology, which explores participants' lifeworlds through their own narratives. As a study of "interpretive structures of experience" (Smith, 2018, para. 17; Applebaum, 2011; Laverty, 2003), hermeneutic phenomenology focuses on participants' meaning of experiences. Unlike descriptive phenomenology, hermeneutic phenomenology values context and researchers' personal knowledge (Lopez & Willis, 2004, p. 729); techniques are developed to avoid bias in research design and data collection (such as confirmation bias, unrecognized privilege, and so on). Hermeneutic phenomenology assumes that "[b]ecause individuals live and narrate their lives in time and place, they provide us with knowledge about much more than themselves" (Rashotte & Jensen, 2007, p. 102; Gergen & Gergen, 2000). As a result, this study assumes that: (a) phenomena (e.g., library staff experiences serving ML

communities or ML patrons' reading and cultural experiences) should be understood from their own narratives and perspectives; (b) "the important reality is what people perceive it to be" (Kvale, 1996, pp. 52-54), i.e., we will hold participants' accounts as true; (c) researchers' expertise and professional knowledge don't have to be "bracketed" (i.e., neutralized) because they are seen as instrumental for data interpretation and analysis (Lopez & Willis, 2004, p.730); and (d) prior knowledge is used not for hypothesis generation but for meaningful data interpretation. Hermeneutic phenomenology is a broader interpretive framework and allows for data collection not only through the most commonly seen qualitative interviews but also through qualitative surveys (Jansen, 2010).

Research Questions: Given the study goals outlined earlier, the following RQs will be pursued: RQ1: What are the characteristics, professional development needs, and experiences of library staff providing culturally and linguistically sensitive services, such as leisure reading and cultural programming, to ML patrons? RQ2: What are the cultural, leisure, and reading practices of ML library patrons from the largest language groups in the partner libraries? The study will result in the following outcomes: (outcome 1) the development of a framework ("research blueprint") for library staff to study ML communities effectively and efficiently; (outcome 2) evidence-based recommendations for library managers on the diversity audit of ML collections; and (outcome 3) evidence-based recommendations for developing a staff training certificate that enhances cultural knowledge of every staff member, irrespective of their language proficiency.

*Methods of Data Collection***:**
In order to address the aforementioned gaps, the project will pursue two directions simultaneously: first, research on the experiences of staff serving ML communities to identify their unique skillsets and successes, as well as barriers to service and professional development needs; and second, research on the largest ML communities served by the partner libraries.

(1) The qualitative survey of library staff who work with ML communities. Qualitative surveys (Jansen, 2010) are surveys that, to an extent, emulate in-person interviews, through open-ended questions aimed at producing lengthy narrative responses. While collecting rich qualitative material, they also have an advantage of allowing participants to remain anonymous. As such they minimize the possible desirability bias, i.e., the tendency to answer questions in a way that is viewed favorably by the researcher or social conventions; reduce participants' anxiety about revealing too personal and too much information; and thus provide more complete and accurate data generated from the participants' standpoint. Anonymity (rather than confidentiality) of responses also accounts for more expedited ethics (IRB) protocols and can generate data for more efficient analysis. Just like with qualitative interviews, qualitative surveys can be analyzed through the lens of hermeneutic phenomenology, eliciting an in-depth meaning of library staff experiences. A convenience purposeful sample of about 100 library staff in total across three partner libraries will be recruited through their respective internal listservs; with the distribution of about 40-40-20 across NYPL-BPL-PCCLD, respectively. The survey will be distributed to all library staff members, with a major selection criterion stated as "direct, ongoing, intensive daily interactions with ML community members in the context of in-person or online services, e.g., reader services, circulation, information literacy, reference, and programming; helping patrons only with directional questions or questions related to locating specific materials does not constitute intensive interactions for the purposes of this study." This will exclude staff working only in technical services, i.e., only collections and cataloging, and staff who attend to materials in public areas and do not interact with patrons.

Implied informed consent will be integrated in the web-based self-administered survey questionnaire using the DU Qualtrics package. The consent statement will also make it clear that a finite number of responses to this survey will be accepted (an equivalent of first-come-first-served participation) and that the survey will be automatically closed when a certain number of responses has been reached within a specific library system (e.g., 40 from NYPL and BPL each and 20 from PCCLD). This will prevent over-recruitment and save staff time. Once the intended number of surveys is collected, another message to the listserv will also be sent to notify library staff that the survey is closed. The same message will be displayed at the site of the survey itself if additional unaware participants try to log in. This sampling method emulates sampling strategies in qualitative interviews; it is not statistically representative and does not allow us to anticipate a response rate. It is theoretically representative, in alignment with the qualitative nature of the study, and meaningful in terms of the study goals.

The survey will collect basic unidentifiable personal information about participants (e.g., type of appointment [librarian, library assistant, etc.]; number of years in the field; number of years at the current workplace; type of engagement with ML communities) and information about their professional experiences (e.g., meaningfulness of working with ML patrons; perceptions of ML patrons; successes and challenges of this work; availability of professional development related to serving ML communities; types of support they would like to see from the

administration, etc.). In data reporting, any potentially identifiable information will be removed from survey responses; IP addresses automatically collected by Qualtrics will be removed at the point of downloading data from Qualtrics into Excel to ensure complete anonymity; results will be reported in aggregate without differentiating or drawing comparisons among the libraries. The survey will be pretested by at least five library staff recruited from our personal networks from outside of the partner library systems; this will prevent the situation when we will need to disqualify useful responses from data analysis. Since the survey will be anonymous, compensation will be less straightforward. However, participants will be given an option (at the end of the survey) to email the project Director and request compensation for participation (set at $50 per person, given our as an Amazon e-gift card). In this way, no email/person will be linked to their respective survey responses (i.e., we will not collect anyone's email at the end of the survey, even by consent); library staff will be presumed to act in good faith while requesting compensation, and concern about misusing the funds will therefore be very low; however, it will allow busy library staff to be compensated for their efforts. The duration of the survey will be one month (four weeks), with two reminders during this time.

(2) <u>The qualitative survey of ML patrons in three partner libraries</u>: A convenience sample of ML patrons who use public libraries for leisure, reading, and cultural enrichment, not only information, will be recruited. This sample will not be statistically representative because, once again, the research population size is unknown. While we know community sizes, we don't now know many of them use libraries for leisure reading and cultural programming. Sampling will have theoretical representativeness, meaningful in terms of the study goals. As a reminder, the following language group will become research populations for this study (alphabetically): Chinese-, Haitian Creole-, French-, Russian-, and Spanish-language speakers. These are the largest language groups in the partner libraries, which is the reason for their selection for participation. Since we do not aspire for a statistically representative sample, and based on the previous experiences of recruiting ML patrons for leisure-related studies, we expect to receive around 250 responses in total from all three partner libraries. (The previous studies of avid leisure readers, limited to a single language community, received on average 50 responses (Dali, 2002; Dali, 2021a). The initial survey duration will be three months. Previous experiences (Dali, 2012, 2021a) show that surveys in ML communities take longer and benefit from incremental and slower recruitment and word-of-mouth-driven snowballing. Given the fact that there are three participating libraries and there are large communities of speakers of respective languages, it is unlikely that we will not reach the desired number of responses. However, should this happen, we will consider extending the survey duration by another one-two months, depending on the response rate at the initial three-months mark; we will then dedicate more time to promoting the survey. Previous experiences show that this expanded timeframe can increase the number of responses received on paper (in regular mail). While it is not an exact science, past similar studies have shown that significant over-recruitment usually does not happen (Dali, 2002; 2021a).

The survey questionnaire will address the following sections:
I. <u>Demographic information</u>
- e.g., language, country of origin, age, number of years in the U.S., status (immigrant/permanent resident, refugee, seasonal worker, international student, American born); we will emphasize that individuals can define themselves as "immigrants" irrespective of their legal status, which they <u>should not disclosed</u>; the only consequential thing on our end is their intent to stay in the U.S. permanently or long-term).
II. <u>Personal reading and leisure practices</u>
- personal reading histories and other preferred leisure activities;
- reading preferences in terms of genres and types of reading; ways of access to new materials; socialization around reading; places of reading, etc.
- home book collections
- leisure activities in the U.S. vs. countries of origin, excluding reading
- use of libraries in the U.S. for leisure, culture, and entertainment vs. countries of origin
- language of choice for leisure reading and other leisure and cultural activities
- expectations of public libraries and librarians in the context of leisure reading and cultural programming
III. <u>Community dynamics</u>
- cultural community organizations, including community libraries
- bookstores dealing in materials in community languages (brick-and-mortar and online)

- leisure, reading, and cultural dynamics (e.g., information exchange related to leisure and culture; exchange and sharing of books and cultural artifacts, etc.)

The survey questionnaires will be translated into the languages of respective communities. It will be offered to potential participants electronically and in print. Library partners will distribute the survey invitation through their electronic marketing and outreach channels; however, library branches will also have physical, stamped, self-addressed (to Dr. Dali's institutional address) envelopes with survey questionnaires on the front desk. Participants will be able to choose between responding in their native language or in English. English-language questionnaires will only be available electronically. This system was tested in the Dr. Dali's (2021a-d) postdoctoral research, where the distribution of responses received on paper and electronically was fairly even. Anonymity safeguards and data processing and reporting will be similar to those outlined in the survey of library staff (see above). The survey will be pretested by at least three individuals from each language group.

The services of professional translators will be enlisted for both instrument translation and the translation of responses arriving in these languages (with compensation budgeted in). Additionally, we may solicit feedback on the quality of translation from library professionals who speak respective languages, with compensation of $150 in Amazon e-gift cards (about six individuals). Pre-testers for the e-version will also check the functionality of the e-questionnaire. Given the anonymity and a fairly large number of responses, we will not be able to compensate all participants. However, similarly to the first survey, we will provide an email address at the end of the survey for participants to contact Dr. Dali if they would like to enter a draw with their own email address (and no other contact information). We will randomly draw 10 numbers and send $100 Amazon e-gift cards to these emails. Supporting documents reflect the previously used research instruments (the interview guide and the survey questionnaires) that will be used as a starting point for developing research instruments/survey questionnaires in this study (see, Supportingdoc1.pdf).

Relevance of this proposed research for current practice:
Project partners come from the researcher's home state of Colorado and the state of NY with one of the highest numbers of ML speakers in the country (Budiman, 2020). The partners will strategically address the needs of both smaller rural libraries (PCCLD) and large urban libraries (BPL, NYPL), and the project will rely on their extensive expertise, experience, and community connections. NYPL collects materials in 21 languages and BPL in 20 languages in various formats, while offering a variety of information services for ML patrons; PCCLD actively collects materials in seven world languages, with the largest collection in Spanish surpassing 5,000 items. All libraries offer a variety of programming to ML patrons; however, the availability of programs is uneven from one ML group to another, and offering cultural programming is significantly more challenging than providing information and learning opportunities. Despite existing professional development options, further evidence-based guidance on culturally competent leisure reading services and programming would be eagerly welcomed. Library managers will also benefit from the evidence-based guidelines on the diversity audit of their collections. Moreover, data-informed foundations will be created for the future training of library staff on serving ML communities, irrespective of their personal backgrounds and language mastery.

Type of data gathered for your research: As indicated earlier, there will be two large qualitative data sets collected by means of qualitative surveys. One data set will be about experiences of library staff working with ML communities; another data set will be about ML patrons from the five largest language groups in the partner libraries. The latter data set will consist of five sub-sets of data based on the languages of the surveyed communities.

Institutional Review Board (IRB) approval: Both surveys will seek the DU IRB approval as studies involving human subjects. However, no study involves vulnerable populations by the DU IRB definition and both surveys are anonymous and do not involve sensitive subjects (i.e., they do not inquire about health, traumatic life experiences, finances, unemployment, legal status, and so on); instead they are focused on workplace experiences (library staff) and leisure and cultural practices (ML patrons). In both surveys, a good-faith attempt will be made to compensate participants within the limitations of an anonymous survey. As such, both will likely qualify for an expedited review.

Project Activities and Their Sequence:
Year 1
1. Designing the survey questionnaire for ML patrons; translating this questionnaire into five languages (one translated by Dr. Dali); designing an e-version for the English-language questionnaire in Qualtrics. Care will be

taken to calibrate the survey scope to the amount of human resources available for data processing (sufficient but not overwhelming).
2. Designing the survey questionnaire for library staff.
3. IRB approval for both surveys.
4. Administration of both surveys (one-month duration for the library staff survey; three-month duration for the ML patrons' survey, with a possible extension of another one-two months).
5. Data analysis for the survey of library staff.

Year 2:
6. Translation of survey responses that are returned in languages other than English.
7. Data processing for all five ML reader surveys. During the data processing, the needed information will be gradually extracted to facilitate the development of the framework (outcome 1) and two sets of recommendations (outcome 2 & 3). Based on the previous experience with similar surveys, processing one reader survey takes about six weeks.
8. Development of a framework ("research blueprint") for library staff to study ML communities (outcome 1).
9. Development of recommendations for library managers on the diversity audit of ML collections (outcome 2).
10. Development of recommendations for creating a future staff training certificate that enhances cultural knowledge of every staff member, irrespective of their language proficiency (outcome 3); to note, developing certificate learning modules and certificate implementation are not part of this grant proposal.

COVID-19 Mitigation Plan: Although this project will be largely unaffected by quarantines, work-from-home, and other possible pandemic-related complications, if community transmission is alarmingly high, we may limit or cease the distribution of print surveys. However, packages are not recognized as a significant source of transmission.

The Team Planning, Executing and Managing the Project:
The project Director Dr. Dali has 20 years of research experience in reading practices of immigrants and multiple research publications on the topic (see Supportingdoc3.pdf). Three partner libraries are represented by management staff, whose areas of professional responsibilities and expertise cover public and technical services, collections, reader services, customer services, outreach, and immigrant engagement. The partner libraries are represented at the level of Associate Director of Branch Collections & Reader Services; Assistant Director of Selection; Manager of Outreach Services; Director of Customer Experience; Director of Outreach; Immigrant Services Coordinator; Hispanic Resources Coordinator; and Manager of Reference & Readers' Advisory services. Jointly, they have a tremendous repository of experience in developing resources, delivering service, planning programming and outreach, as well as staff management and staff training. They are also well familiar with their community members and have established relationships with community groups. An important contributing factor is the local (state-specific) knowledge, as well as insight into library communities in large urban (NYC) and rural (Pueblo, CO) areas. As such, the team is well positioned not only to serve as leaders on the proposed grant but to also provide modeling for the rest of the LIS community. The partners will continuously advise on the culturally and regionally sensitive design; on the relevance, usefulness, and cultural reflectivity of the processed findings; they will help with facilitating participant recruitment; and take the lead in disseminating research findings in the professional community, through conference presentations and other channels.

Team Members
Keren Dali, Ph.D. (Project Director): Assistant professor, LIS, DU. She holds BASW, Master and Ph.D. in Information Science. With two decades of research and publishing experience and over a decade of graduate teaching experience, Dr. Dali has multiple research, service, and teaching awards and served as the inaugural editor-in-chief of *IJIDI*; her research focuses on reading practices of immigrant communities, DEIA, and disability inclusion at the workplace.
Stephanie Anderson is Assistant Director, Selection, for BookOps, the collaborative technical services department of the NYPL and BPL, managing the selection and ordering of all materials in all languages for the circulating collections. She was previously the Assistant Director for Public Services at Darien Library (CT), and began her career in bookselling.
Adriana Blancarte-Hayward, Manager, Outreach Services, NYPL, is the Manager of Outreach Services for NYPL. Serendipity brought Adriana into libraries while looking for something to do after emigrating from Mexico. She has been with NYPL since 2005, a former ESOL student and volunteer, who then became an IA, Trainee, LM, and then Manager of Outreach Services. Connecting communities and partners with library services, resources and information is her passion.

Lynn Lobash is the Associate Director of Branch Collections & Reader Services at NYPL. She spends her days visiting branches and recommending books to all kinds of readers. She gets a ton of reading done on the subway. She earned her MLIS from Rutgers University in 1999 and has been with the library for 18 years. When she is not out working with the neighborhood collections or recommending books, she is probably at the movies or out for a walk in the park.

Amy Mikel, Director of Customer Experience, BPL, is the Director of Customer Experience at BPL, responsible for implementing exceptional customer experience strategies, especially pertaining to reference, circulation and collections across 60 branch locations. She leads all areas of collection management, executing a vision for acquisition, collections movement, and patron discovery and engagement.

Janel Peterson, Immigrant Services Coordinator, BPL, is the Immigrant Services Coordinator at BPL. She oversees the library's immigration legal assistance, citizenship program, and multicultural programming, working in the Outreach Services Dept., which supports responsive services for older adults, immigrant communities, families affected by the justice system, and people experiencing homelessness.

Maria Smyer, PCCLD, Hispanic Resource Coordinator, oversees collection development for all ages for the Hispanic Resource Center. She established an English Language Program for the community of Pueblo, which has served over 300 students from 30 different countries since 2013. She provides bilingual and Spanish story times, coordinates district-wide Hispanic Event programming, outreach, teaching English and working with the immigrant community.

Regina Renee Ward, Manager, Reference & Readers' Advisory, PCCLD: Regina Renee Ward is a public library manager, and former public school teacher. She has also served as a Peace Corps volunteer in Botswana and the Philippines where she worked to provide equal access to information and resources. She is passionate about social justice and intellectual freedom.

Advisory Group

The inclusivity, rigor, and overall quality of the project will also be ensured through the **advisory group** whose input will be as follows: (1) provide feedback on research instruments and study design; (2) serve as advisors on ad-hoc issues, problems, and difficulties that might arise; (3) participate in quarterly one-hour meetings with the project team; and (4) help with spreading the word about and promoting the project and its findings. The advisory contribution of the group members will be acknowledged on the project website and in all resulting publications. The advisory group members will be compensated at $1,500 per person. The group will be composed of the following members (alphabetically by last name):

Denice Adkins, Ph.D. is a professor at the iSchool, U of Missouri, and co-editor of *JELIS*. She is currently serving Treasurer for REFORMA. Her past experiences include a Fulbright Scholarship to Honduras, a Fulbright Specialist to India, serving as president of REFORMA, and councilor-at-large for the ALA. Her research agenda includes adult reading interests, public libraries, services to the Latinx/Latiné and immigrant communities, and services for diverse library users.

Allison Escoto, MLS received her MLS from Queens College in 2003 and has worked for various libraries in and around NYC ever since. She is currently the Head Librarian and Education Director at The Center for Fiction in Brooklyn, NY. She serves the Chair of the ALA RUSA Notables Council, reviews books for *Booklist*, writes a column for *American Libraries*, works as an assistant for LibraryReads.

Miriam Tuliao, MS in LIS, is a Senior Library Marketing Manager at Penguin Random House. Formerly the Assistant Director of Selection at BookOps, she has over 20 years of public library experience. An adjunct library science instructor for Queens College and Indiana University – Purdue University, she is an active member of the ALA, the Black Caucus American Library Association, the Asian/Pacific American Librarians Association, REFORMA, and ALISE.

Advisor 4 An additional advisor on this project will be someone who can weigh in on ML services in rural libraries, specifically, including serving readers in rural areas.

Required time, financial, personnel, and other resources to carry out the activities:

This project will have a sole project Director (Dr. Dali, DU), for whom research constitutes 40% of her position. She will be helped by graduate student assistants, as well as by course releases during the academic year and summer salaries. The project will be implemented in continuous and close collaboration with library partners who will be compensated for conference participation to disseminate the study findings. DU has a well-developed infrastructure to support this project in terms of technology, library resources, spaces, funds management, and faculty expertise. Budget summary: Dr. Dali's time commitment (3.5 calendar months in years 1-2): $50,768; one hourly research assistant: total salary $13,736; and fringe: $7,800. Travel: years 1-2, ALA conference attendance for seven public librarians/partners: $10,500. Consulting (web design & translation services): $20,000. One Graduate Research Assistant: $42,802 stipend & tuition $15,859 (80% paid by DU and 20% from this grant). Survey participant costs (staff & patrons): $6,000. Advisory group and library staff quality control help: $6,900. F&A has been calculated based on the DHHS approved rate of 50.7% MTDC. Total project costs: $254,711.

Incorporating Perspectives and Contributions of the Target Group, Including External Input, Validation, and Consensus Building: This research is done in close collaboration and through ongoing consultation with the partner libraries at the stages of design, data collection, data interpretation, and data dissemination. As practitioners who work with ML communities on a regular basis and hold management positions in the areas of reading, programming, customer service, outreach, and immigration, their contribution and insight will reflect the perspectives of library staff (one of the target groups). The group of partner representatives and advisory group members, as mentioned earlier, is composed of ML individuals and individuals diverse by race, national origin, language, and culture. As such, we are confident that the team will be able to ensure the synergy of research rigor and firsthand experiences/insight that cannot be taught. It should also be noted that experiences and perspectives of ML users will be at the heart of this study findings.

Tracking Progress: There will be several mechanisms to track the progress of the project and make sure it is on schedule. The created Schedule of Completion (Gantt Chart) will help with keeping deadlines and the proper resource allocations. Team members will have bi-monthly Zoom meetings to check on the progress and debrief; quarterly meetings with the advisory group will be planned. The project website will be created early on in the process, and semi-annual progress will be reflected on the website for transparency and accountability.

Dissemination of Findings: Despite being anonymous, raw data from both surveys will not be shared publicly since there is still a small chance that certain individuals may become identifiable. The aggregate results for both surveys will be shared as follows: (a) through peer-reviewed publications with a preference to reputable open access sources; (b) conference presentations (e.g., ALA, including LRRT Research Forums, ALISE, NYLA and CAL); (c) references to the project website in newsletters and email blasts from DU and partner libraries and news items through ALA Connect communities; this direct sharing will be facilitated by the project website; (d) the open access project website will play a major role. It will be professionally created early on in the process and be used as follows: i) it will feature the project goals, benchmarks, and regular updates to ensure the transparency and accountability of the project; ii) research instruments will be fully shared; iii) articles published open access or preprints of the articles published in commercial journals may be disseminated through the project website; iv) additionally, brief summaries of findings (akin to downloadable workshop handouts) will be created and made available on the website (by analogy to another currently funded project by Dr. Dali); also shared will be v) the framework ("research blueprint") for library staff to study ML communities (outcome 1); vi) a set of recommendations for library managers on the diversity audit of ML collections (outcome 2); and vii) a set of recommendations for creating a future library staff training certificate (outcome 3). As a reminder, certificate development and implementation are not part of this grant proposal. Some documents will also be deposited to the open access online repository at DU.

Diversity Plan

The project is entirely DEIA-driven (diversity, equity, inclusion, and accessibility) and focused on five ML communities, including immigrants, refugees, seasonal workers, American-born ML patrons; it also addresses different categories of staff members, which is important for workforce inclusion and equity. Team members and advisory group members are diverse in terms of race, ethnicity, national origin, age, native language, and disability, which accounts for multiple perspectives and allows for bias control. Partners are located in various U.S. regions (CO and NY), in rural (PCCLD) and urban (NYC) settings, and bring both practitioner and academic perspectives on the matter.

Project Results

The DU LIS program and three partners will take the lead on generating a "research blueprint" for studying ML communities; and evidence-based recommendations for the diversity audit of ML collections and a future training certificate for library staff; all these steps will enhance the staff capacity for providing competent services in culturally and linguistically sensitive areas and contribute to community well-being, acculturation, adaptation, social inclusion, and long-term relationships with libraries beyond information provision. The project will turn attention to the emotional, psychosocial, and cultural needs of ML patrons, which are now addressed unevenly and inequitably compared to those of English-speaking library patrons. The project will promote the idea that leisure reading and cultural programming are not just recreation and entertainment but facilitators of well-being, social inclusion, societal participation, belonging, and migrant acculturation.

This Narrative is supported by Supportingdoc1 (Sample Instruments); Supportingdoc2 (References); and Supportingdoc3 (Keren Dali's Work on Reading and Readers).

Year 1 (08/01/2022 – 07/31/2023)

Tasks	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	July 2023
Designing the survey questionnaire for ML patrons; translating this questionnaire into five languages; designing an e-version of the English-language questionnaire in Qualtrics; pretesting.	████	████	████	████								
IRB approval for the survey of ML patrons (even with an expedited review, COVID-related delays and the approval of translations may take time)					████	████	████					
Administration of the survey of ML patrons								████	████	████	▒▒▒	▒▒▒
Designing the survey questionnaire for library staff and designing an e-version in Qualtrics; pretesting					████	████						
IRB approval for the survey of library staff (even with an expedited review, COVID-related delays may occur)							████	████				
Administration of the survey of library staff									████			
Data analysis for the survey of library staff										████	████	████

Interpretation: ▒▒▒▒▒▒▒ - a possible two-month extension if a response rate is below the expected.

Year 2 (08/01/2023 – 07/31/2024)

Tasks	Aug 2023	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	July 2024
Translation of ML survey responses provided in their native languages from all five ML groups of readers (four hired translators working simultaneously; one set of responses translated by PI)	▬											
Data analysis: Analysis of transcribed interview data Survey 1 English		▬										
Data analysis: Analysis of transcribed interview data Survey 2 English			▬									
Data analysis: Analysis of transcribed interview data Survey 3 English					▬							
Data analysis: Analysis of transcribed interview data Survey 4							▬					
Data analysis: Analysis of transcribed interview data Survey 5								▬				
Development of the the framework ("research blueprint") for library staff to study ML communities (outcome 1)	░░░░░░░░░░░░░░░░░░░░░								▬▬▬▬▬▬▬▬			
Developing recommendations for library managers on the diversity audit of ML collections (outcome 2)	░░░░░░░░░░░░░░░░░░░░░								▬▬▬▬▬▬▬▬			
Developing recommendations for creating a future library staff training certificate (outcome 3)	░░░░░░░░░░░░░░░░░░░░░								▬▬▬▬▬▬▬▬			

Interpretation: ░░░░░░░░░░░░ - as data are processed, information for developing the research framework and two sets of recommendations will be gradually extracted and consolidated at the end (mid-April – end of July)

Digital Products Plan

Note: Many following statements of access and availability rely on the professionally designed open-access project website. The website will feature HTML pages; downloadable .pdf and .jpeg/.png files; and (minimal) links (URLs) to external sites. Downloadable files will be accessible to the general public through common free apps (e.g., Adobe Reader; image viewers). Links to external URLs, HTML pages, and the general site functionality will be curated by the project co-Director or her graduate assistants at least every six months after the project ends (Dr. Dali has graduate assistants irrespective of grant funding); the general public will be given contact information to report broken links and inaccessible documents/webpages continuously. The website will be housed on the DU servers and maintained even if Director changes institutional affiliations. Moreover, digital products from Type 3, 4, 6-8 will be deposited to online institutional repositories at DU. These stipulations apply to all types of data addressed below and are not repeated.

Type 1: Two survey datasets (in DU Qualtrics) and two corresponding Excel spreadsheets with downloaded survey data.
Availability: Both datasets, containing anonymous survey information will not be available publicly; even with anonymous surveys, there is a small chance of participants being recognized, especially in the survey of staff members, when data collection sites are known. Safeguarding privacy will therefor take top priority.
Access: These data will be accessible only to the research team and securely stored in the DU Qualtrics site and on the DU servers in formats suitable for processing (Excel and Word). No raw datasets, even anonymized, will be exchanged via email or portable devices (USB); they will only be through the DU secure OneDrive site.
Sustainability: Survey data will not be encrypted. Data processing will be done on secure institutional computers of the project Director and her research assistants in compliance with DU data security protocol. In compliance with IRB requirements, all raw data will be destroyed in all storage sites five years after the study findings are made public (e.g., website documents, published articles, etc.). Until then, it will be curated by the project Director. See Note.

Type 2: Research instruments, i.e., two survey questionnaires and codes books developed for each of them.
Availability: These will be available as downloadable .pdf documents.
Access: The documents will be freely accessible and available for use under the CC BY-NC-ND 4.0 license to encourage scholarly knowledge exchange and the replication of research but to prevent commercial use.
Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 3: Preprints of peer-reviewed articles (if not published open-access).
Availability: Every attempt will be made to publish findings in reputable open-access journals; however, given the topic of research, it will not always be possible. If articles are published in commercial venues, .pdf preprints will be hosted on the project open-access website (as allowed by most large scholarly publishers these days, including Emerald, Sage, Elsevier, and Taylor & Francis). This will allow for the timely open-access dissemination of findings and help with prompt knowledge sharing during the embargo period, if one is imposed by commercial journals in which articles appear.
Access: Available for free open-access download but copyrighted to article authors.
Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 4: Published peer-reviewed articles.
Availability: Every attempt will be made to publish findings in reputable open-access journals; if this is possible, final published versions of these articles will be shared on the project website, with the license used by the journal wherein it's published. If articles are published in commercial venues, preprints will be provided instead (see Type 3) until it is allowed by the publisher to deposit the published version of the article in the public domain (past the embargo period); the project website will be treated as an equivalent of an online repository of open-access resources.
Access: Available for free open-access download; appropriate attribution to the article authors' and publishers, as copyright holders, will be required if these articles are used in the future.
Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 5: Brief summaries of main research findings.
Availability: These summaries will be available in the form of both HTML pages and pdf-based downloadable handouts, stemming from the published articles, by analogy to another currently funded project by the project Director Dr. Dali (https://lisdeipd.wixsite.com/website). Along with article preprints, these summaries will be able to help with timely data dissemination to mitigate the embargo period if articles appear in commercial venues.
Access: These summaries will be freely accessible and available for use under the CC BY-NC-ND 4.0 license to encourage scholarly knowledge exchange but to prevent commercial use. The summaries will necessarily include complete bibliographic references to the full published articles and disclaimers that publishers have different copyright

restrictions; in other words, disclaimers will draw the distinction between CC-licensed summaries prepared by authors and articles published in commercial journals.

Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 6: The developed research framework ("research blueprint") to help library staff and other researchers with the effective and efficient study of multilingual communities (outcome 1).

Availability: Once developed, it will be available as an HTML page as well as a downloadable white paper in .pdf format, which will include the framework, as well as the context and process whereby it was developed. It will resemble an expanded version of Type 5 – Brief summaries of main research findings – and handled similarly.

Access: The framework will be freely accessible and available for use under the CC BY-NC-ND 4.0 license to encourage scholarly knowledge exchange. If it is also included in one of the published articles, the white paper will make a reference to this article, with full citation information and a disclaimer on publisher restrictions on copyright and use.

Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 7: Recommendations to library managers about the diversity audit of their multilingual collections (outcome 2).

Availability: These recommendations will be distributed as both an HTML page and a downloadable .pdf document.

Access: These recommendations will be freely accessible and available for use under the CC BY-NC-ND 4.0 license to encourage scholarly and professional knowledge exchange. If they are also included in one of the published articles, website-based documents will make a reference to this article, with full citation information and a disclaimer on publisher restrictions on copyright and use.

Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 8: Recommendations for developing a staff training certificate that enhances cultural knowledge of every staff member, irrespective of their language proficiency (outcome 3)

Availability: These recommendations will be distributed as both an HTML page and a downloadable .pdf document.

Access: These recommendations will be freely accessible and available for use under the CC BY-NC-ND 4.0 license to encourage scholarly and professional knowledge exchange. If it is also included in one of the published articles, website-based documents will make a reference to this article, with full citation information and a disclaimer on publisher restrictions on copyright and use.

Sustainability: These documents will be curated for functionality and continuous access as described in the Note.

Type 9: The project description, goals, benchmarks and the schedule of completion (i.e., general project information) with brief semi-annual progress reports.

Availability: General project information and semi-annual progress reports will be will be available as HTML pages on the project open-access website; at the end of the project, there will be a brief closing report, directing to the other research outcomes as narrated in Types 2-8.

Access: The content on this site will be available under the CC BY-NC-ND 4.0 license unless otherwise noted.

Sustainability: The website will be curated for functionality and continuous access as described in the Note.

Data Management Plan

Type	Data about Library Staff Experiences Serving Multicultural (ML) patrons	Data about Leisure, Reading and Cultural Practices of ML Patrons from the following five language groups: Chinese, French, Haitian Creole, Russian, and Spanish speakers.
Method	Qualtrics-based, online, self-administered survey	Qualtrics-based, online, self-administered survey + paper-based survey distributed through library branches in a stamped envelope self-addressed to the project Director's institutional address
Scope and scale	A convenience purposeful sample of about 100 library staff in total across three partner libraries will be recruited through their respective internal listservs; with the distribution of about 40-40-20 across NYPL-BPL-PCCLD, respectively.	A convenience sample of ML patrons who use public libraries for leisure, reading, and cultural enrichment, not only information, will be recruited. Based on the previous experiences of recruiting ML patrons for leisure-related studies, we expect to receive around 250 responses in total from all three partner libraries. (The previous studies of avid leisure readers, limited to a single language community, received on average 50 responses.
Dates (see Schedule of Comple-tion)	Collected in April 2023; processed in May-July 2023.	Collected in March-May 2023 (with a possible extension of June-July 2023); processed: August 2023-mid-April 2024.
Documen-tation	Survey questionnaires; Excel documents with aggregate data; code books; summaries of findings; published articles.	Survey questionnaires; Excel documents with aggregate data; code books; summaries of findings; published articles.
Sensitive informa-tion Informed consent	The survey is anonymous and does not collect sensitive employment information (e.g., there are no questions about workplace conflicts, salary, unemployment, etc.); the questions are related to library staff experiences serving ML patrons. IP addresses will be discarded when data is downloaded from Qualtrics into Excel. Informed consent will be implied in the survey preamble and survey participation will imply consent. The only potentially identifiable feature is the fact that data collection is limited to three identifiable sites – three partner libraries. To safeguard participant anonymity, raw collected data and coded data will not be shared.	The survey is anonymous and does not collect sensitive personal information. The questions will ask about reading and leisure practices, cultural activities, and engagement with public libraries. IP addresses will be discarded when data is downloaded from Qualtrics to Excel. Informed consent will be implied in the survey preamble and survey participation will imply consent. If any of the participants inadvertently discloses identifiable information, it will be struck out in data reporting.
	Data will be stored in the DU Qualtrics site and on the DU secure server; downloaded surveys will be processed on the faculty/research assistants' secure computers and shared with partners through the secure DU OneDrive site. Based on the IRB requirements, raw data from the surveys will be destroyed in all storage sites five years after the findings are published. During data analysis, no copies will be made on portable devices or sent via email.	
Access	All aggregate data reports, as well as research instruments and code books, will be available as either HTML documents and/or as .pdf files, using free apps (e.g., Adobe Reader or image viewers); they will be available open-access, and free of charge. One exception would be survey raw data (collected and coded) that will not be shared publicly, as detailed above. A combination of copyright regulations, CC	

	licenses, and free access rules will be applied to the data shared publicly as detailed in the Digital Product Plan.
Data Manage-ment Plan Review	This plan will be reviewed at least twice a year by the project Director, Dr. Dali. The following factors will play a role in both adherence and possible adjustments to the plan: requests for revisions from IRB; difficulty in obtaining responses to surveys; and deadlines and benchmarks outlined in the Schedule of Completion document. Dr. Dali will report on the adherence to the Data Management Plan to the team and advisory group at their scheduled meetings.
Final Project Outcomes	Following are the intended project outcomes: (outcome 1) the development of a framework ("research blueprint") for library staff to study ML communities effectively and efficiently; (outcome 2) evidence-based recommendations for library managers on the diversity audit of ML collections; and (outcome 3) evidence-based recommendations for developing a staff training certificate that enhances cultural knowledge of every staff member, irrespective of their language proficiency. Required data for these outcomes will be gradually generated during the data processing stages, as follows: library staff survey findings: 05/2023-07/2023; and the findings of the survey of ML patrons: 08/2023-mid-04/2024. The dedicated time to fully develop and finalize these documents would be: mid-04/2024-07/2024. The documents containing the framework and the two sets of recommendations will be freely available both as HTML pages and as downloadable .pdf document. Both the framework and the recommendations will become part of peer-reviewed articles, which will be publicly accessible depending on the publication venue, as described in detail in the Digital Product Plan.
Dissemi-nation after the project ends	Data will be disseminated through the professionally designed open access website; peer-reviewed publications with the preference for reputable open-access sources; conference presentations; direct dissemination through professional associations (facilitated by the library partners and advisory group members); additionally, select documents will be deposited to the DU open-access institutional repository, including article preprints; published articles; the developed framework and the two sets of recommendations. The website will be housed on the DU servers and maintained even if Director, Dr. Dali, changes institutional affiliations.

The Library & Information Science (LIS) Program, Research Methods & Information Science Department (RMIS), Morgridge College of Education (MCE), University of Denver (DU)

Mission Statement: "The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations and communities through unleashing the power of learning." (https://morgridge.du.edu/about/mission-vision). The Mission Statement is reiterated in the MCE Strategic Plan (2029-2024), p. 10 . The strategic plan is a result of extensive consultations with all constituencies within the college community (p 25). MCE embraces the four strategic goals: "Strategic Goal 1 – Embrace an inclusive, college-wide think & action collaborative approach to achieve maximum social benefit. Strategic Goal 2 – Prepare students for an increasingly intersecting professional world. Strategic Goal 3 – Advance breakthrough solutions to complex challenges using an intersystem approach. Strategic Goal 4 – Infuse the values of the College into our everyday actions and unify the College under a collective identity." (p. 10). These goals are related to broader initiatives within DU, namely: "The Morgridge College of Education sits within the broader context of the University of Denver, which, through the strategic plan DU IMPACT 2025, has set its sights on 'creat[ing] knowledge that serves the public good and changes the world for the better.' As evidenced throughout this plan, the College's aspirations and goals embody the transformative directions of DU IMPACT 2025." (p. 2)

Governance Structure: MCE is part of DU (aka historically, Colorado Seminary), offering over 23 degree and certificate programs (https://morgridge.du.edu/academic-programs). It also has five research institutes and clinics, in addition to Ricks Center for Gifted Children and Fisher Early Learning Center. In October 2021, DU became an R1 institution (https://www.du.edu/news/university-denver-joins-list-highest-level-research-institutions-united-states). The LIS Program, administratively, is part of the RMIS department. The RMIS department has a department Chair, who is considered Dr. Dali's (project Director) supervisor; the department Chair reports to the Dean of MCE.

Service Area: Domestic and international students at MCE are educated both onsite and online. MCE offers graduate degrees from Master-level to Ph.D. and Ed.D., also hosting postdoctoral students. The MCE educational approach is encapsulated in this statement: "We believe in education that cultivates your whole person, motivating you to pursue lifelong learning and make a difference in the world around you. The MCE Experience is grounded in a dedication to social change and empowerment, community engagement, interdisciplinary academics, and research with impact." (https://morgridge.du.edu/about/morgridge-experience).

Brief History: DU was "founded in 1864 as the Colorado Seminary," shortly after the founding of Denver, and has grown into a "a global intellectual center in a city on the rise," awarding degrees to its "first female and African American graduates" "in 1886 and 1900, respectively." DU was also home to one of the first business schools and schools of social work in the U.S. In October of 2021, DU achieved an R1 status "through our steadfast commitment to the teacher-scholar ideal, valuing teaching, learning, and research for all of our students and faculty"; this is something that DU proudly refers to as "R1-our way." The university entered the 21st century with a "modernized" campus, recently opening its second James C. Kennedy Mountain Campus. There are strong traditions of community care, commitment to diversity, equity, inclusion, and accessibility, steadfast dedication to teaching, and research excellence. At the same time, DU has been grappling with its difficult legacy of the Sand Creek Massacre. In the year of DU founding, "a U.S. militia group attacked and murdered an estimated 160 women, children and elderly members of the Cheyenne and Arapaho tribes at Sand Creek in Southeastern Colorado." It was "planned by Col. John Chivington, a member of [the DU] original Board of Directors," while "the conditions under which the massacre could occur" were created by one of the DU founders, "John Evans, who was governor and superintendent of Indian affairs of the Colorado Territory." In recent years, a Task Force on Native American Inclusivity developed a report (aka, "The John Evans Report"), which "resulted in the establishment of the office of the Director of Native American Community Partnerships and Programs, whose role is to help make the University more accessible to Native American students and provide support to them." However, the road to understanding, inclusion, and healing is still a challenging one. (https://www.du.edu/about/history-traditions).

DU has a long history of leadership in LIS education; the DU Library School opened in 1931 and granted its first ALA-accredited graduate degree in 1947. Bowing to financial pressures, it closed down in1985 but reopened in 1995, in response to critical shortages of LIS professionals in the Rocky Mountain Region, as Library and Information Services Program (LISV) at the DU University College; it later moved to the College of Education, currently MCE. During the transition it was renamed as LIS program, reflecting the more balanced theory to practice orientation and the integration of information science in the curriculum. The move has strengthened the program's position at DU. The DU LIS program is now continuously accredited by the ALA. The LIS program has both an onsite and a fully online program, the latter offered through 2U (https://morgridgeonline.du.edu/online-mlis-program/curriculum/). As of spring 2022, there are about 230 students in both onsite and online LIS programs combined.