

**Reaching Those Who Served: Recruiting and Preparing Military Veterans for Careers in Librarianship**  
Abstract

Many libraries offer or connect newly post deployed members of the military with job-seeking skills. With their strong service orientation, motivation to serve others, interest in change and life-long learning, flexibility and adaptability, military veterans might also be excellent prospective students for graduate library and information science (LIS) programs. In fact, careers in LIS share characteristics with those jobs that are currently described as 'hot jobs' for veterans: IT specialist; police officer; math or science teacher; entrepreneur; and civilian public service. Building on our 2014 IMLS Planning Grant, *Libraries and Veterans: Identifying Services and Possibilities*, we are now seeking funding through an IMLS Research Grant for \$488,501 to address two research questions:

- (1) How do military veterans choose careers in librarianship and information studies (LIS)? and,
- (2) What are effective strategies to recruit military veterans into LIS graduate programs today?

We will employ a research plan to answer those questions that includes surveying librarians who are veterans; admissions staff/faculty at LIS programs; and individuals at organizations involved with veterans services. We will test recruitment strategies through recruiting, admitting, and providing financial support for a dozen veterans who will make substantial progress in completing a master's degree at one of three of our partner American Library Association (ALA) accredited programs. We will invite these students to contribute to the efforts through offering advice and providing details through exit or end of program interviews.

The outcomes of *Reaching Those Who Served* will be:

- (1) The creation of recruitment tools that LIS programs might use in recruiting veterans. These tools include:
  - a. Guidelines for *Reaching Those Who Served*;
  - b. An assessment tool to evaluate local recruitment efforts;
  - c. A directory of organizations LIS programs might partner with in recruiting veterans;
- (2) The recruitment of a total of twelve military veterans into three ALA accredited master's programs;
- (3) Dissemination of results through social media, publications, and presentations.

The University of Austin (UT-Austin)'s School of Information will serve as the lead institution. Our two partner organizations are the Library and Information Science Program at the University of Hawai'i at Manoa (UH-Manoa) and the School of Information (iSchool) at San Jose State University (SJSU). We are appointing a national Advisory Board including librarians who are veterans, librarians involved in providing services for veterans, and individuals associated with services for veterans.

By the end of the three-year funding period, we will have a greater understanding of how veterans choose to enter LIS programs and the strategies LIS programs might employ to recruit them. A dozen veterans will have entered our programs and be making progress toward their master's degrees.

## **Reaching Those Who Served: Recruiting and Preparing Military Veterans for Careers in Librarianship**

The University of Texas at Austin's (UT-Austin) School of Information (iSchool) proposes a three-year Research Grant to investigate two research questions: (1) How do military veterans choose careers in librarianship and information studies (LIS)? and, (2) What are effective strategies to recruit military veterans into LIS graduate programs today?

Our research plan not only involves collecting data on strategies to tap military veterans into library and information science (LIS) master's degree programs but also involves applying and testing the learned strategies through recruiting, admitting, providing financial support, and social support for a dozen military veterans to make substantial progress in completing a master's degree through one of three American Library Association (ALA) accredited programs. The UT-Austin iSchool will serve as the lead institution; our two partner organizations are the Library and Information Science Program at the University of Hawai'i at Manoa (UH-Manoa) and the School of Information (iSchool) at San Jose State University (SJSU). We will build a supportive learning community for the *Reaching Those Who Served* students through advising and connecting them with their classmates as well as with each other, often using the convenience of web conferencing. We will also appoint a national Advisory Board including librarians who are veterans, librarians involved in providing services for veterans, and individuals associated with services for veterans. The Advisory Board will provide feedback on our efforts, recommend individuals we might interview including staff at organizations serving veterans, and will be welcome to join our web conferences. We are requesting \$488,501 in grant funding.

We will address the two research questions by gathering information through surveys from veterans who are librarians, admissions staff/faculty at LIS programs, and individuals recommended by our Advisory Board, and through interviews of the students admitted as part of the grant. We will summarize the results of our research, including the experience of recruiting a dozen veterans into our programs and the results of the surveys and interviews, into tool documents as well as in interim and summary reports. The tools are documents that LIS programs might use in recruiting veterans and include: (1) guidelines for *Reaching Those Who Served*; (2) a tool to assess local LIS program efforts at recruiting veterans; and (3) a directory of potential partner organizations that serve veterans. We anticipate that the interim and summary reports will include case stories of LIS admissions staff/faculty and life history biographies of individual librarians and *Reaching Those Who Served* students. We will disseminate the tools to those in contact with prospective LIS students including LIS faculty, admissions staff, and library workers as well as recruiters for LIS programs. We will share the interim and summary reports through our dissemination plan by participating at conferences and submitting manuscripts for publication. We will include the *Reaching Those Who Served* students and Advisory Board in the dissemination efforts.

### **Statement of Need**

Librarians and the general public are increasingly aware of the vital presence of libraries in providing services for military veterans and their dependents.

According to a 2015 study, nearly 95 percent of American adults age 16 and older say that public libraries should "definitely" (74 percent) or "maybe" (20 percent) offer programs for veterans or active duty military service people (Horrigan 2015). In 2014, the iSchool at UT-Austin received a Planning Grant from the U.S. Institute of Museum and Library Services (IMLS) for *Libraries and Veterans: Identifying*

*Services and Possibilities*. At the beginning of the grant we found references to about ten libraries offering services for veterans. We conducted interviews with many of those involved in these cases, some of whom we recently invited to serve on the Advisory Board for *Reaching Those Who Served*. In May 2016, we conducted a new literature search and identified more than 80 cases; we published the results describing a wide range of services that public libraries offered for active members and veterans of the armed services, reserves, and National Guard as well as their families (Roy, et al. 2016). ALA's Washington Office (ALAWO) based its November 2016 fact sheet, "Libraries Help and Honor Our Veterans," in large part, on content in our article (ALA 2016). More literature on this topic is also being published. For example, a book on "Serving Those Who Served: Librarians' Guide to Working with Military and Veteran Communities" is scheduled for release in early 2017 (Mulvihill and LeMire 2017). These publications alone tell us that attention to this user community is growing as more libraries are launching, maintaining, and expanding services for veterans.

The project team in the UT-Austin iSchool for our 2014 IMLS Planning Grant included a professor and three graduate students: one student Graduate Research Associate (GRA), one Graduate School Diversity Mentoring Fellow, and the third funded through a UT-Austin Special Research Grant. Over that year, while we were immersing ourselves in identifying and understanding the planning and delivery of library services for military veterans, we heard from librarians who were veterans, including a number whom we interviewed. We were approached by professional librarians or support staff who were veterans in the audiences of our presentations, including our panel on "Serving Those Who Served" at the 2016 Public Library Association Conference in Denver. Others stopped by our poster session at the 2016 ALA Annual Conference in Orlando. We also met veterans at their gatherings. UT-Austin's partner in the Planning Grant was the non-profit, SongwritingWith:Soldiers (2016). We attended SongwritingWith:Soldiers meetings and events including weekend retreats. There we witnessed the support that veterans, including a LIS graduate student, received to express their experiences through collaborations with professional songwriters.

From these conversations and observations we learned that, not only are libraries essential partners in providing services for veterans, but we also believe that veterans are excellent prospective students for graduate LIS programs. Libraries often provide job seeking support for veterans, including the more than 30 libraries in California participating in veteransconnect@the library. Skills needed in librarianship are similar to those needed in the five 'hot jobs' for veterans. These career areas, in ranked order, are: IT specialist, police officer, math or science teacher, entrepreneur, and, civilian public service positions (Five Hot Jobs 2016). Strategies to reach this potential recruitment pool, however, are not reported in the literature. In reviewing documents from the U.S. Census, we noted that there are 18.8 million veterans within the United States, representing 7.6 percent of the total population in the country (U.S. Census. Selected). While 9.3 million veterans are 65 or older, 1.6 million are under 35, the age range of most LIS students (U.S. Census. Veterans Day 2016). The number of veterans enrolled in college/university is expected to increase (Kirchner 2015).

In summary, an increasing number of libraries are providing services for veterans and the topic is receiving attention through publications, including those developed at the national level. Veterans are located across the country and likely in every library service area. Anecdotal evidence points to interest among some veterans in the LIS professions, although there are no writings that explore this. *Reaching Those Who Served* builds on our 2014 IMLS Planning Grant that identified library services for veterans. While we might continue to uncover examples of how libraries are responding or anticipating the needs of veterans, we are focusing on the need and challenge of extending LIS recruitment into veteran

communities, including the recruiting and admission of students into three graduate ALA accredited programs. *Reaching Those Who Served* may benefit recruitment and admissions efforts at all LIS programs, including those accredited by ALA (ALA. Alphabetical 2016).

### **Project Design**

The goals for *Reaching Those Who Served* are to provide answers to two research questions:

RQ1: How do military veterans choose careers in librarianship and information studies (LIS)?

RQ2: What are effective strategies to recruit military veterans into LIS graduate programs today?

We will define successful outcomes by our ability to identify paths that LIS programs may follow in recruiting veterans and to illustrate this success through the admissions and satisfactory progress of a dozen veterans in three LIS programs. Another tangible feature of our success will be the tools and reports we will create in which we will share (1) recommendations on how to recruit veterans into LIS programs; (2) an evaluation tool that LIS programs can use to assess the state of their current recruitment; and (3) a directory of organizations that serve veterans. Our schedule of completion outlines our planned sequence of events including the main activities of interviewing veterans who are also librarians, studying the admissions processes through communication with staff at LIS programs, recruiting and admitting a dozen veterans, advising and supporting students through our *Reaching Those Who Served* community, analyzing and interpreting the results, creating the tools and reports, and disseminating our findings. Throughout, we will invite advice from our Advisory Board.

While Research Grant Team members at UT-Austin, UH-Manoa, and SJSU have all been involved in recruitment and retention of students at LIS programs, we acknowledge that all initiatives carry some elements of risk. In general, the risks relate to potential low response to surveys, difficulty in recruitment, and student failure to make progress. Our work plan accounts for these possibilities and aims to prevent or reduce them.

Our strategies for increasing response rate to our surveys includes pre-testing the instruments, reducing respondent burden by asking focused questions, sending follow-ups, and providing respondents with the option of phone interviews.<sup>1</sup> Members of the Research Team are well known and their affiliation with the Research Grant will encourage feelings of trust among prospective respondents. We predict that the topic of the surveys (recruitment of veterans into LIS program) will have appeal to respondents and also contribute to the response rate. Since timing a request to complete a survey can also influence response rate, we will be mindful of admissions deadlines and dates when LIS faculty may be away from their campuses to attend major conferences.

Our experiences with recruitment has involved successful IMLS funded initiatives and we plan to build on past efforts. In an article on her 2003 IMLS grant, *Honoring Generations*, Roy described how she, with student assistance, was able to recruit American Indian students through strategies including word-of-mouth, personal exchanges, face-to-face contact, conference presentations, and a strong web presence (Roy and Cherian 2006). Successful recruitment came through employing flexibility, continual recruitment, and personalizing the process for each applicant. We will continually monitor admissions into *Reaching Those Who Served* LIS programs and will be prepared to adjust our recruitment approaches, test new strategies, and reach out to our Advisory Board for advice.

Many of the same recruitment strategies also apply to student retention. We expect to afford students with close advising during their studies and ensure that they can choose to connect with each

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<sup>1</sup> For a literature review on response rate effects see Cool, 2011.

other and with other students. We will support student success by building a community around them, which will include scheduling group web conferences at least once a semester. The three Research Grant project sites (UT-Austin, UH-Manoa, and SJSU) provide options for prospective students, including their preference for course delivery (face-to-face, online, or hybrid), depending on their personal circumstances as well as their curricular interests. We will ensure that students are aware of services available to them, such as counseling, student ombudsmen, and offices for students with disabilities.

Financial Resources: Budget. The project budget is detailed in the budget justification, itemized in the budget forms, and illustrated in the Schedule of Completion. Our request is for a total of \$489,535 with \$84,143 contributed as cost share. This budget supports four categories of expenses. Personnel costs are: salaries, wages, and fringe benefits for the quarter-time Graduate Research Associate (GRA) (\$35,995) along with one-half month salary support plus fringe for the PI for each of the three years of the grant (totaling \$19,913). Expenses to attend travel requested by IMLS (\$4,000 for each of three years, \$12,000 total). Tuition support for the four UT-Austin students totals \$155,009. Each of the two subawardees would receive around \$100,000 each to support the expenses of the four students that will attend their programs at UH-Manoa and SJSU. The UT-Austin indirect costs rate is calculated at 56.5% and totals \$66,618. In addition, the sites are demonstrating commitment by contributing substantial equipment and IT support that we are not able to list on the budget as in-kind contributions.

Project sites and staff. Each of the project sites is well situated to participate and engage in *Reaching Those Who Served* activities. UH-Manoa is located where there are a large number of military bases and compounds representing each of the armed forces—Army, Marine Corps, Marines, Air Force, Navy, and Coast Guard. SJSU offers an entirely online program, which enables students to complete their degree from wherever they live. UT-Austin, the lead institution, is the site of previous IMLS grants directed by the PI, and its faculty and staff have successfully managed projects from numerous funding sources including the National Endowment for the Humanities, National Science Foundation, U.S. Department of Education, Microsoft, the Alfred P. Sloan Foundation, the Bill & Melinda Gates Foundation, and the Tocker Foundation.

Roy will take the lead in coordinating, planning, implementing, managing, and evaluating the efforts. She is the daughter of a Bronze-Star Korean War veteran and has participated in services for veterans including SongwritingWith:Soldiers. Roy served on the iSchool's Admissions and Awards Committee and recently completed two-years as the Graduate Advisor, a role that included verifying students' plan of studies with the Veteran Certification section of the University's Office of the Registrar.

Roy will coordinate recruitment strategies, providing content for the project website. She will design, test, and administer the survey of librarians who are military veterans as well as conduct interviews of admissions and recruitment staff at LIS programs. While we do not know how many librarians are also veterans, we estimate that this will involve around 30 interviews, or 10 percent of the membership of the Federal & Armed Forces Libraries Round Table (FAFLRT) of ALA (FAFLRT 2016). She will actively recruit students to apply to attend the UT-Austin iSchool, assisting prospective students in the admissions process. She will work with the iSchool's Admissions and Awards Committee, providing advice on admissions decisions. Once admitted, she will be able to serve as the students' faculty advisor, assisting them in planning their programs of study as well as connecting them with the iSchool's Director of Career Development. She will monitor activities at the three sites and work with the two subawardees. She will work with SJSU and UH-Manoa in hosting the once-a-semester group web conferences and coordinate the dissemination activities. She will also supervise the GRA.

Hirsh is Director of the iSchool at SJSU and is internationally known for her studies of information behavior. Hirsh will serve as the Principal Investigator at SJSU. This involves collaborating in the literature review process, reviewing project documents, reviewing and providing input on the findings, and in brainstorming creative, meaningful, and effective results to disseminating the results. Wertheimer is the former Chair of the Library and Information Science Program at UH-Hawai'i and has forged connections with the local Native Hawai'ian and Asian communities. Wertheimer will serve in a similar role at UH-Manoa. Hirsh and Wertheimer will be involved in recruiting veterans to their programs and will be involved in the group web conferences.

Roy has sent invitations to Advisory Board members, a copy of which appears in an attachment along with their names and affiliations. We will invite Members of the Advisory Board provide feedback on the data collection, help identify librarians who are veterans and organizations serving veterans, and review the tools and interim and summary reports. Advisory Board members will be invited to attend the group web conferences as well.

Studying Recruitment: Librarians who are Veterans. There are numerous studies that point to the settings, motivation, and life patterns that lead someone to enter LIS as a career.<sup>2</sup> In a study of recipients of ALA's Spectrum Initiative Scholarships, Spectrum Scholars reported that these were their top five reasons for pursuing a career in librarianship:

- I thought this career would let me use my talents;
- I thought the field would enable me to help others;
- I had enjoyed using libraries in the past;
- I felt I would have opportunities to advance; and,
- The degree would complement my education (Roy et al. 2003)

Based on our readings, work over the past year for the 2014 IMLS Planning Grant, and the anecdotal evidence provided us through interviews with veterans and the librarians who served them, we see an overlap in these motivations among veterans. We believe that a number of veterans might be prospective LIS graduate students and, consequently, seek careers in LIS due to their:

- Motivation to serve others;
- Interest in life-long learning;
- Risk taking and ability to 'pull up stakes';
- Flexibility and adaptability to both formal and informal requirements;
- Ability to see the big picture and be open to what the future might hold;
- Interest in launching new initiatives and programs; and,
- Strong desire to stay connected with other military veterans.

We are interested in gathering and analyzing answers to the following questions through interviews with librarian veterans, students admitted into the *Reaching Those Who Served* program, and individuals at organizations recommended by our Advisory Board:

- How do military veterans 'find' our field?
- When did they make the decision to begin their LIS studies?
- How do they select their LIS program?
- What are their experiences through the admissions process?

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<sup>2</sup> For example, see: Ard, Allyson, et al. 2006; Hussey, Lisa K. 2009; and Moniarou-Papaconstantinou, Vassilakaki, and Tsatsaroni 2015.

- How do they cover their financial responsibilities? How did they tap financial resources such as the GI Bill? What resources are available to prospective students who have exhausted their GI Bill support?
- What strategies might LIS programs use to recruit and retain military veterans?
- What veterans groups or military organizations do you recommend we contact?

Each of the three project sites delivers its programs in varying formats. One offers its program only onsite, one offers a hybrid program with some onsite and some online courses, and the third program is entirely online. We will ask *Reaching Those Who Served* students how delivery impacted their decision to begin their studies. We will gather this information throughout the three years of the project as we identify librarian veterans and organizations, and admit and graduate *Reaching Those Who Served* students.

We do not aim for a census or survey of all librarians who happen to be veterans or all organizations serving veterans. Instead, we will conduct a purposeful sample of individuals who self-identify as veterans and individuals at relevant organizations. We will locate those individual veteran librarians through their published writings, announcements of their presentations, notices sent to relevant LIS electronic lists, and postings on social media. We learned through the 2014 IMLS Planning Grant, for example, that many librarians post reflections and photographs about their military experience on national holidays that recognize military service, such as Veterans' Day. We will identify relevant organizations through recommendations by our Advisory Board. We will send direct invitations to individuals via an email with a link to the online survey.

We will design and administer the instrument using Qualtrics, an online survey service for which UT-Austin has a campus-wide license. Qualtrics has the advantage of being flexible and is in compliance with UT-Austin's strict security requirements. Our instruments and research process will be reviewed and approved by the UT-Austin Institutional Review Board and will follow acceptable practice of human subjects research. Veterans who are admitted as students will be invited to provide advice throughout the program. We will also follow IRB protocol to invite them to participate in exit interviews or closing interviews at the end of the grant funded period for students admitted to all three programs.

Studying Admission: The Process. While we will be learning processes for recruiting and admitting veterans into our own programs, it is worth understanding the experiences of other LIS programs. Thus, we will be contacting other admissions staff/faculty at the 50 plus colleges/universities with programs accredited by ALA, using direct email invitations with links to a survey designed using Qualtrics. The survey will ask these respondents to answer questions such as:

- What process do you follow in recruiting military veterans into your program?
- What types of assistance do you provide veterans applying for your program?
- What questions do veterans have of your program?
- What assistance do you need in recruiting veterans into your program?
- What services are available to your student veterans?
- What contact do you have with student veteran's services on your campus?
- How do you recruit students from diverse backgrounds?

Answers to these questions will assist us in identifying trends across admissions processes and will also invite members of other LIS programs to provide input into the study.

Recruitment and Admission: Of Veterans at the Project Sites (UT-Austin, UH-Manoa, and SJSU).

As faculty members who have also served as Director, Chair, or Graduate Advisor, we are familiar with the admissions process of our programs and our universities. Each of our programs has some

recruitment activities. This may involve, for example, staffing information booths and providing online content. We will employ additional approaches in recruiting students to *Reaching Those Who Served*, including strategies that have been especially useful in recruiting students from diverse backgrounds.

We will first review our project locations' recruitment processes to assess how we have reached out to veterans in the past. In addition, we will follow advice we learned through the 2014 IMLS Planning Grant to (1) investigate informal/word-of-mouth approaches; (2) identify local services that host universities might already be offering for veterans; (3) identify community partners; and (4) coordinate our efforts with other organizations serving veterans. We will test these approaches in admitting a dozen veterans into our group, four at each of our programs. Admissions may need to be staggered, beginning in fall 2017, with an expectation that most students will be admitted by spring 2018. With the assistance of our Advisory Board, we will create a directory of veterans groups and contact information; we will distribute recruitment information to these organizations as well.

We know that we will need an online presence, starting with a project website. *The Reaching Those Who Serve* website should not only provide standard links and information about the admissions process, but it should also translate the process in ways that inform and assist new applicants, especially prospective students who may be first generation graduate students and/or who are members of communities of color. Our social media presence will include a Facebook group, Instagram account, and a Twitter feed. We will schedule online open houses and live and recorded podcasts and continue to use web conferencing throughout the grant to connect students with each other. We will need to cycle our efforts with each recruitment/admissions deadline but also be aware that some students may need to take time to make their decision, especially if attending graduate school means relocating. We will need to demonstrate flexibility. While some programs recruit students who enroll simultaneously and attend courses as a cohort, we will need to be open to recruiting prospective students in ways that work best for them. Through the IMLS funded *Honoring Generations* grant, we at UT-Austin learned that staggered admissions can work well, allowing several students to enroll early and others to join the program later. Students admitted early can also serve as peer mentors and even assist prospective students through the admissions process.

We will first rely on our own personal networks to extend the word to prospective students. We heard from librarians we interviewed for the 2014 IMLS Planning Grant that it is essential to collaborate with veteran's organizations and groups. We will also expand our networks, with assistance from our Advisory Board, to include more individuals and organizations working with veterans. We will also need to enlist the assistance of colleagues (faculty, staff, and students) in our LIS programs who can assist in spreading the news word-of-mouth especially at conferences and other gatherings. Collaboration not only helps distribute news and information, it also helps establish credibility within the close-knit community of veterans and those who focus on them in their work.

It is important to have the GRA involved in communicating with prospective students for all three programs. Just as veterans feel more comfortable communicating with other veterans, prospective students appreciate being able to contact a current student. Throughout the recruitment phase, it is important for us to work closely with our admissions and awards committees and to monitor applications of prospective students. Monitoring involves sending reminders to applicants and providing assistance through the application process.

Courses of Study for Enrolled Students. The four students enrolled at each site will receive advising to assist them in selecting appropriate courses to satisfy program requirements as well as explore and focus on their individual areas of interest.

At UT-Austin, students enrolled in the MSIS program complete a minimum of 40 graduate credit hours; all courses are offered onsite, face-to-face. These 40 hours include 9 hours of foundation or core classes, 27 hours of elective courses, and a 4 hour Capstone with electronic portfolio. Students pursuing a MLISc degree at UH-Manoa complete at least 39 graduate credits, including 5 required core courses, 1 of 2 required management courses, at least 1 advanced technology course, and at least 6 elective courses. Students have the option of completing a master's thesis or taking an oral examination. Some courses are offered online. MLIS students at SJSU enroll in a program that is 100 percent online. Students must complete 43 units in their degree including 6 required courses and 27 elective units.

All three programs provide students with options to specialize through certificates, endorsements, graduate portfolios, and/or dual degrees. Elective courses enable students to specialize in areas including design, archives, preservation management, and human computer interaction. In addition, students may be able to enroll in courses in other departments on campus, take individual studies, and/or transfer credit from courses completed at other universities.

Dissemination and Inviting Input. As soon as we receive news of funding and receive approval from our institutions to begin sharing this information, we will immediately begin to disseminate news about *Reaching Those Who Served*. We will disseminate information about our activities through formal avenues while also maintaining a strong social networking presence on Facebook and Twitter. We will arrange for early speaking opportunities at events where we may be already scheduled to attend and present. This may include the American Library Association annual conference, state conferences, and events addressing interests and needs of diverse communities such as the Tribal College Librarians Institute and the Association of Tribal Archives, Libraries, and Museums. We will reach out to the veteran's organizations that our Advisory Board helps us identify, inviting their assistance in sharing updates on the project as well as identifying prospective students.

Announcements of the grant will be published online and submitted to newsletters such as *American Indian Libraries* and to the membership of interest groups such as FAFLRT. We will invite discussion through the project by sharing our plans, and ultimately our findings including the tools (guidelines, assessment tool, and directory of potential partners) through the *Reaching Those Who Served* website and through presentations at conferences and meetings as well through professional publications. We will submit a panel proposal for the annual Association of Library and Information Science Education (ALISE) conference, poster session proposals for the ALA annual conference and at ALA's Diversity Fair, poster session proposals for the annual World Library and Information Congress of the International Federation of Library Associations and Institutions (IFLA), and a proposal for the annual Conference on Inclusion & Diversity in Library and Information Science (CIDLIS). We will aim to submit manuscripts for publication in the ALISE journal (JELIS), among others, including online and print publications that reach the veteran community and local publications including newspapers. Our Advisory Board will provide guidance on the dissemination plan as well. We will seek opportunities for *Reaching Those Who Served* students to also participate in the dissemination.

### **Diversity Plan**

Veteran statistics point to a diverse community. Demographics indicate that 20 percent (one out of five) veterans is a member of a community of color. Of those, Black veterans are 11.6 percent of the total with Hispanic accounting for another 6 percent. Other racial communities include Asian: 1.5 percent; American Indian/Alaskan Native: 0.7 percent; and Native Hawai'ian or other Pacific Islander: 0.2 percent (U.S. Census. Veterans Day 2016).

Projections predict there will be an even greater number of people of color among the veteran population. The estimates include the Black veteran population increasing to 16 percent by 2040 and the Hispanic veteran population doubling to 12 percent (National Center for Veterans Analysis and Statistics 2016).

Increasing diversity is also expected with regards to gender. While the current female veteran population is 10.3 percent (2.5 million), it is expected to more than double and increase to 15 percent by 2030 (Women's Health USA 2013). Minority veterans tend also to be younger, with a median age of 54 years among Black and Hispanic, a median age of 57 among Asian and American Indian/Alaskan Native while their White counterparts have a median age of 64.

Given current and predicted veteran demographics, it is important that our goals demonstrate attention to the topic of diversity within admissions and the practice of diversity within our own recruitment plans for the twelve students supported through *Reaching Those Who Served*. Recruiting a diverse student body is reflective of our profession's values for and the desire to employ workers who reflect the students they serve.

Our efforts to account for and support diversity will be reflected in our data collection and in our recruitment efforts. Our surveys of veterans working in libraries will ask respondents to provide demographics including their gender and race or ethnicity. In our interviews of admissions, faculty and staff we will also ask how their programs recruit students from diverse backgrounds. While these may be sensitive topics, we anticipate that our own backgrounds will help assure our respondents that our intentions for data collection are to inform the field and assist in future admissions. Likewise, our Institutional Review Board will review our data collection plans and ensure that we are following ethical human subjects research protocol.

We will employ recruitment strategies that support diversity as well. Each member of the Research Grant Team at UT-Austin, UH-Manoa, and SJSU has had substantial experience working with diverse student bodies. SJSU has a Diversity Committee that aims to:

- Foster discussion and solicit input about diversity issues from students, staff, and faculty to improve iSchool programs, processes, and activities.
- Plan one Webcast a year on a diversity topic (in coordination with Webcast Coordinator)
- Recommend and plan additional diversity activities for the iSchool.
- Welcome and mentor iSchool Spectrum scholars.
- Build relationships outside of the School (within the University, in the Silicon Valley, other national and global relationships) (San Jose State University 2016).

SJSU was also the site of a successful IMLS grant, Circle of Learning, that recruited 19 American Indian or Alaskan Native students, 14 of whom completed their master's degrees within the funding period. SJSU also typically attracts one of the highest number of Spectrum Scholars to its MLIS program.

The Library and Information Science Program at UH-Manoa has values that reflect the Native Hawai'iian values of aloha (caring), 'ohana (family), and kuleana (responsibility and accountability) (University of Hawai'i at Manoa). Students can pursue dual degrees with Asian Studies and programs in Hawai'iian language, Hawai'iian studies, and Pacific Island studies.

Roy, the PI, has a strong record in diversity in education, teaching, research, and writing. She is Anishinabe/Ojibwe and a member of the Minnesota Chippewa Tribe (White Earth Reservation). She was PI for a 2003 IMLS Recruiting and Training Grant, *Honoring Generations*; she fulfilled the grant goals, recruiting seven Native students, each of whom completed degrees. She served on the *Knowledge River* Steering Committee (University of Arizona) and on the *Circle of Learning* Advisory Committee for (SJSU).

She teaches graduate courses on indigenous librarianship and access and care of indigenous knowledge for UT-Austin and UH-Manoa and was the SJSU convocation speaker. She served as President of ALA, the first American Indian to be elected. She received the Equality Award from ALA, the Sarah Vann Award from the ALA Hawai'i Student Chapter at UH-Manoa, and the Distinguished Service Award from the American Indian Library Association, among other awards.

Spectrum Scholars provided answers in a study of ALA's Spectrum Initiative Scholarship that provide advice on recruiting LIS students from diverse backgrounds. The three top ways students learned about the scholarships through a website (34 percent) or from a colleague such as a co-worker (16 percent) or college librarian (15 percent). When asked to indicate what aspects of an LIS program influenced their choice to apply, Spectrum Scholars noted that the cost of attending was important (85 percent), as was the reputation of the school (83 percent), the financial assistance they were provided (82 percent), and the nearness of the school to their home (81 percent) (Roy et al. 2003). *Reaching those Who Served* will help address students' concern about cost. Our three sites at UT-Austin, UH-Manoa, and SJSU have strong reputations and can provide the proximity of location that diverse students often desire. We will work to engage with prospective students with diverse backgrounds through our formal and informal networks. This includes sharing information on the electronic lists of the ethnic library organizations affiliated with ALA: the American Indian Library Association (AILA), Asian Pacific American Library Association, the Black Caucus of ALA, the Chinese Library Association, and REFORMA: The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking. We will also contact the local chapters of these national organizations.

### **National Impact**

*Reaching Those Who Served* funding period will be from July 1, 2017 to June 30, 2020 but we expect its impact to be felt beyond this time. The presence of veterans in programs will not only further those students' career plans but also impact the experience of their classmates, especially those who work with them on group/collaborative projects. Roy and the PIs at UH-Manoa and SJSU have a strong record of mentoring students and will continue to devote considerable time to furthering the students' developing and professional connections. We have every reason to expect that *Reaching Those Who Served* students will enter the profession prepared to create local changes that will ripple out into national and even international impact.

*Reaching Those Who Served* will help us identify and test some answers to our research questions. Through developing and sharing tools (guidelines, assessment tool, and directory of organizations) and testing those tools in actual recruitment of students, the project has the potential of informing all LIS schools about effective recruitment methods to admit veterans into their programs. Since veterans feel most comfortable speaking with other veterans and they desire to continue to assist each other, we will ask our *Reaching Those Who Served* alumni to participate in recruiting after they graduate. We will welcome their visions of serving as future ambassadors to the profession with other veterans.

The University of Texas at Austin, School of Information

Reaching Those Who Served

2017-2018 Year 1

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Veteran Librarian Survey												
Draft	XXX											
PreTest		XXX										
Administer			XX									
Analysis												XXXX
Admissions Staff Survey												
Draft	XXX											
PreTest		XXX										
Administer			XX									
Analysis												XXXX
Veteran Organizations Survey												
Draft	XXX											
Pretest		XXX										
Administer			XX									
Analysis												XXXX
RTWS Student Recruitment	XX											
RTWS Student Advising			XX									
Group Web Conference				X				X				X
RTWS Student Studies			XX									
Tools												
Draft Guidelines				XX								
Draft Assessment Tool				XX								
Draft Directory				XX								
Dissemination												
Announcements		XX										
Interim Findings							XXX					XXXX

Work during Year 1 focuses on designing, testing, and administering data collection surveys as well as launching recruitment of students into the *Reaching Those Who Served* program, providing students with advising, and the students starting to make progress in their studies. We will draft the key documents and they will be continuously revised. We will disseminate announcements about the project and start to share information about the plan of work.





## DIGITAL PRODUCT FORM

### Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### Instructions

You must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

## PART I: Intellectual Property Rights and Permissions

**A.1** What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

N/A

**A.2** What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

N/A

**A.3** If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

N/A

## Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

### A. Creating or Collecting New Digital Content, Resources, or Assets

**A.1** Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

N/A

**A.2** List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

N/A

**A.3** List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

N/A

## **B. Workflow and Asset Maintenance/Preservation**

**B.1** Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

N/A

**B.2** Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

N/A

## **C. Metadata**

**C.1** Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

N/A

**C.2** Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

N/A

**C.3** Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

N/A

## **D. Access and Use**

**D.1** Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

N/A

**D.2** Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

N/A

## **Part III. Projects Developing Software**

### **A. General Information**

**A.1** Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

N/A

**A.2** List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

N/A

## **B. Technical Information**

**B.1** List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

N/A

**B.2** Describe how the software you intend to create will extend or interoperate with relevant existing software.

N/A

**B.3** Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

N/A

**B.4** Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

N/A

**B.5** Provide the name(s) and URL(s) for examples of any previous software your organization has created.

N/A

## **C. Access and Use**

**C.1** We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

N/A

**C.2** Describe how you will make the software and source code available to the public and/or its intended users.

N/A

**C.3** Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

N/A

## **Part IV: Projects Creating Datasets**

**A.1** Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

N/A

**A.2** Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

N/A

**A.3** Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

N/A

**A.4** If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

N/A

**A.5** What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

N/A

**A.6** What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

N/A

**A.7** What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

N/A

**A.8** Identify where you will deposit the dataset(s):

Name of repository:

URL:

N/A

**A.9** When and how frequently will you review this data management plan? How will the implementation be monitored?

N/A