Abstract

The Educopia Institute and the Library Publishing Coalition (LPC), in partnership with the Public Knowledge Project (PKP), NASIG, and BlueSky to BluePrint, request $191,225 (with $52,944 in cost share) for a two-year LB21 research grant to design and implement a competency-based curriculum for library publishing.

"Library Publishing" is a rapidly evolving subfield of publishing that has arisen and matured in response to scholars' demands for publishing platforms and service infrastructures to support the production and dissemination of scholarship, including websites, e-journals, textbooks and other open education resources, conference proceedings and technical reports, databases and mapping interfaces, digital humanities projects, gray literature, electronic theses and dissertations, and monographs.

Over the last decade, the number of university presses has fallen to 124 nationally. Simultaneously, hundreds of libraries have embraced the role of publisher, spearheading a range of alternative scholarly publishing models and providing increasingly essential services to campus and local communities (Lippincott, 2015). Library publishers are experimenting with new modes of scholarship, new funding models, the rectification of structural inequalities in publishing, and other work to improve and sustain the publishing ecosystem (Roh, 2016).

Although publishing is compatible with librarians' traditional strengths, there are additional skill-sets and competencies that library publishers must master in order to provide robust publishing services to their communities. Specifically, library publishers need to build awareness of the range of existing publisher models (commercial, society, university, etc.) and understand how to perform the range of functions undertaken within a publishing program, including assessing and quickly responding to the needs, norms, and market conditions of different disciplines (Watkinson, 2013). To manage a sustainable program, library publishers also require concrete business training, building skills in strategic planning, accounting, product development, audience segmentation, marketing, and copyright management.

This project will develop a suite of synchronous and asynchronous professional development offerings for librarians. The resulting dynamic, extensible, multimedia curriculum will empower librarians to meet local demands to launch and/or enhance scholarly publishing activities.

This project will build capacity for library publishing, resulting in the following outcomes during the project period: 1) at least 60 diverse trainees will be recruited and trained to meet the scholarly publishing demands on their campuses and to address a range of socio-cultural inequities scholarly publishing; 2) at least 10 libraries will launch and/or enhance library publishing services to meet local needs; and 3) at least 8 trainers will engage with the open curriculum itself, continuing its usage in myriad contexts. The project is poised to have an impact on the quality and quantity of library publishing services offered to scholars and students; ultimately it will result in a healthier, more equitable publishing ecosystem.

DEVELOPING A CURRICULUM TO ADVANCE LIBRARY-BASED PUBLISHING

The Educopia Institute and the Library Publishing Coalition (LPC) in partnership with the Public Knowledge Project (PKP), NASIG, and BlueSky to BluePrint, request $191,225 (with $52,944 in cost share) for a two-year LB21 research grant to design and implement a competency-based curriculum for library publishing. The project will develop synchronous and asynchronous professional development opportunities for librarians. The resulting dynamic, extensible, multimedia curriculum will empower librarians to meet local demands to launch and/or enhance scholarly publishing activities. The curriculum suite will include instructional videos, readings, workflows, narrative case studies, tips, topic guides, checklists, tests and exercises, evaluation guides, and model documents that guide librarians through the publishing process. The project will also explore and document how to present this material in different settings and with different student/trainee groups by piloting the following: two in-person professional development workshops, two online workshops, and integration into at least one graduate course in library and information science. The curriculum's modules will be designed specifically to adjust to these three teaching environments.

This project will:
1. Produce highly relevant curriculum modules to prepare librarians and LIS students for jobs in scholarly communication, repository management, and publishing;[1]
2. Enhance publishing competencies among librarians already working in these areas;
3. Build a skilled workforce capable of providing robust publishing services to scholars;
4. Increase diversity in scholarly publishing--including in trainers, publishers, and authors;
5. Build a strong evaluation toolkit using identified learning objectives and competencies.

STATEMENT OF NEED
"Library Publishing" is a rapidly evolving publishing subfield that has matured in direct response to scholars' demands for publishing platforms that support the production and dissemination of diverse scholarly outputs,[2] including websites, e-journals, conference proceedings and technical reports, databases and mapping interfaces, digital humanities projects, gray literature, electronic theses and dissertations, and monographs.

Over the last decade, the number of university presses has fallen to 124 nationally, while hundreds of academic libraries have embraced the role of publisher, spearheading a range of alternative scholarly publishing models and providing increasingly essential services to campus and local communities.[3] These library publishers are experimenting with new modes of scholarship, new funding models, the rectification of structural inequalities in publishing, and other endeavors intended to improve and sustain the publishing ecosystem. As early as 2008, an ARL report observed that "[t]here is an emerging consensus that some sort of basic publishing services will become a core service for research libraries."[4] Eight years later, more than 120 libraries have established publishing programs, many with dedicated staff. Academic libraries have demonstrated convincingly that library publishing fulfills unmet needs[5] and fits well within the portfolio of existing library services and skills.[6]

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[1] The LPC maintains a job board of the many library-based positions (often newly created) that specifically include publishing and scholarly communications functions. See http://www.librarypublishing.org/resources/jobs.
[2] This project focuses on library publishing activities in higher education.
[3] See, e.g. Library Publishing Directory 2015, which includes over 100 library publishers. *Library Publishing Directory 2015*, ed. Sarah K. Lippincott (Atlanta: Library Publishing Coalition, 2016). http://www.librarypublishing.org/resources/directory.
[4] Karla L. Hahn, *Research Library Publishing Services: New Options for University Publishing* (Washington, DC: Association of Research Libraries, 2008), 27.
[5] Isaac Gilman provides a thorough discussion of the argument for publishing as a core library service in I. Gilman, "Adjunct no more: Promoting scholarly publishing as a core service of academic libraries," *Against the Grain* 26, no. 6 (December 2014 - January 2015): 30-34, http://www.against-the-grain.com/.
[6] Monica McCormick notes: "content "selection, curation, collection development"; "management and conversion of structured metadata"; "implementation of technical standards for content discovery"; "management of hardware and software"; and "digital text markup and encoding". See M. McCormick, "Toward New Model Scholarly Publishing Uniting the Skills of Publishers and Libraries," in *Getting the word out: Academic libraries as scholarly publishers*, ed. Maria Bonn and Mike Furlough (Chicago: Association of College and Research Libraries, 2015), 64.

Demands for library publishing continue to grow; however, tailored training opportunities in this area are scarce.[7] Librarians and LIS students need tailored curriculum that is grounded in library competencies and institutional contexts, to provide high-level and technical guidance. Library publishers differ from their scholarly communications peers in that they are both (a) more likely to publish different content types alongside books and journals (e.g., gray literature, "boutique" digital humanities projects, digital collections); and (b) more likely to employ open licensing and distribution models that have significant impacts on both financial planning and rights management for both authors and publishers. Embedding publishing in the library also enables new alignment opportunities between publishing and traditional library tasks.[8] While research on library publishing has proliferated over recent years[9], no known resource offers tailored guidance on launching, expanding, or enhancing library publishing initiatives.[10] To increase the efficiency, operational health and prevalence of library publishing activities, the library field needs resources and training to build librarians' skills, increase consistency in activities, and reduce duplication of effort across institutions.

Gaps in Publishing Education for Librarians
The proposed project addresses significant gaps in existing publishing education opportunities for library-based publishers. The idea to tailor a curriculum to the unique needs of library publishers grew out of research undertaken by the co-PIs with Virginia Tech colleagues in 2013.[11] The authors conducted an environmental scan of publishing education (spanning degree and certificate programs, summer-intensive programs, professional development workshops, online or distance education, and internships), finding that the vast majority of training served trade publishing audiences, leaving a significant training gap for academic and scholarly publishing staff overall. The authors also found that personnel involved in library publishing were most often promoted into these positions with little-to-no formal training.[12] In a set of structured interviews, academic publishing thought leaders from university presses, scholarly societies, commercial publishers, and libraries noted that scholarly publishing competencies must encompass three key skill areas: business (*e.g.*, project management, product development, revenue management); technical (*e.g.*, metadata, layout, usability testing, altmetrics analysis) and soft (*e.g.*, relationship building, communication).[13]

Short-term, lightweight, and lower investment training mechanisms have been identified as especially valuable for teaching the practices and hard skills needed in the quickly changing library publishing landscape.[14] The same interviewees suggested that several types of organizations are poised to address these needs, including LIS and iSchool programs, Digital Humanities and Digital Science programs, and in-person workshops taught in association contexts (*e.g.*, AAUP, SSP, LPC). They cited targeted and online self-paced training as optimal delivery mechanisms and noted these may rapidly transform over time.

In 2015, under the guidance of co-PI Sarah Lippincott (also the Program Director of the LPC), the LPC undertook an internal survey of its 66 member libraries to determine their professional development needs. Fifty-seven individuals responded, providing insights into their preferred topics, delivery methods, and barriers that keep them from pursuing training. The survey found that professional development was most needed by library publishing staff with the following functional roles in their units: outreach, public education, content production and design, technical programming and web development. The top three areas for topical training were: specific publishing-related skills (31%), new publishing

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[7] For a more comprehensive analysis of existing professional development opportunities for publishers, as well as a gap and needs analysis, see Katherine Skinner, Sarah Lippincott, Julie Speer, and Tyler Walters, "Library-as-Publisher: Capacity Building for the Library Publishing Subfield," *Journal of Electronic Publishing* 17, no. 2 (2014), http://dx.doi.org/10.3998/3336451.0017.207.

[8] See J.L. Mullins, C. Murray-Rust, J.L. Ogburn, R. Crow., O. Ivins, A. Mower, D. Nesdill, M.P. Newton, J. Speer, and C. Watkinson, *Library Publishing Services: Strategies for Success: Final Research Report* (Washington, D.C.: SPARC, 2012).

[9] See Library Publishing Coalition, "Bibliography," *Librarypublishing.org*, last updated 2016, http://www.librarypublishing.org/resources/biblio.

[10] The curriculum would build upon and complement current resources, which do not provide a comprehensive, platform/context agnostic guide for new and growing library publishers. See Library Publishing Coalition, "Professional Development Guide,"
(LPC's Professional Development LibGuide, http://www.librarypublishing.org/resources/professional-development-guide; Library Publishing Toolkit 2013)

[11] Skinner et al.

[12] Many mid-career librarians have taken on publishing and scholarly communications functions in addition to or in lieu of other roles. They frequently have little background or previous training in publishing and may be starting a program from scratch with few resources.

[13] Skinner et al.

[14] Ibid.

developments/innovations (30%), and peer-based idea and information exchange (30%).[15] Most respondents reported a preference for either in-person training opportunities requiring minimal travel, such as workshops held at the Library Publishing Forum, or webinars. A third of respondents also expressed a preference for self-paced, online training. When identifying barriers to participation, respondents predictably cited a lack of time and funding--indicating that shorter, flexible, and low-cost training options will be more likely to gain uptake.[16]

Addressing the Need for 21st Century Library Publishing Training

Librarians are natural partners for scholarly publishing given their longstanding roles in digitization, curation, selection, and organization, as well as in building digital infrastructures and resources. While publishing is compatible with librarians' traditional strengths, the studies cited above identify additional skill-sets and competencies that library publishers must master in order to provide robust publishing services to their communities. As the field of library publishing continues to grow, librarians need resources that provide both high-level and technical guidance that builds upon and enhances librarians' existing skills and knowledge. Specifically, library publishers need training that: 1) enhances their understanding of the broad spectrum of publisher models; 2) prepares them to perform the range of production and distribution functions undertaken within a publishing program; 3) helps them to quickly respond to the needs, norms, and market conditions of different disciplines; and 4) grounds them in the business aspects of publishing.

As noted in the IMLS Focus report on learning in the library, "Continuing education should be informed by other sectors and disciplines, and support librarians' mastery of new skills that will encourage learning in libraries."[17] This proposed project draws upon the expertise of both scholarly communications and publishing professionals (e.g., university press staff, independent consultants, Society for Scholarly Publishing members, librarians) to better prepare librarians to offer publishing services locally that complement, not compete with, existing publishing models.

This project will build capacity for library publishing through the development and deployment of an extensible, adaptable curriculum that illuminates best practices and provides a roadmap for successful publishing activities. Specifically, this project will develop four topical web-based learning modules that empower librarians to launch or enhance publishing activities. The project will also design and implement two in-person professional development workshops, two asynchronous online workshops, and at least one LIS integration (confirmed with San Jose State University). As detailed in the project design section of this proposal, this hybrid approach to curriculum development, creating a suite of learning modules that are customized such that they can be completed asynchronously online or deployed in-person, ensures that we will reach a broad audience with diverse learning styles.

The topic, scope, and specific components of each learning module will be decided by the project's Advisory Board based on user needs research (that which is represented herein, as well as a field-based scan that we will undertake at the beginning of the project due to the speed with which this field is developing). Each module will incorporate videos and readings to introduce foundational concepts as applied to library publishing activities. These will be accompanied by adaptable learning aids and resources that librarians can use as they launch or grow publishing programs, including workflows, checklists, and model documents. Each module will encourage high-level, theoretical learning as well as the acquisition and evaluation of specific technical competencies.[18] Resulting curricular materials will be freely accessible online, published under a Creative Commons CC-BY license. Throughout and after the funding period, the project team

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[15] Specific topics that respondents want to learn more about include copyright, fair use, and intellectual property; publication agreements; and project management. User experience/accessible design and e-book creation were also highly ranked.

[16] When examined together, the popularity of "lack of knowledge about available opportunities" and the relative unpopularity of "lack interest" imply that well publicized professional opportunities that meet the needs of the membership could be successful.

[17] *IMLS Focus: Learning in Libraries*, ed. Chrystie Hill, Merrilee Proffitt, and Sharon Streams (Kansas City, MO: Kansas City Public Library, 2015), accessed June 1, 2016, https://www.imls.gov/sites/default/files/imls_focus_learning_in_libraries_final_report.pdf.

[18] For example, a module on "copyright and intellectual property for library publishers" might include an overview of the copyright and intellectual property issues library publishers encounter and provide readings, videos, exercises, and model documents that would enrich the user's understanding of the topic and how it relates to their work. Exercises within the module might educate users about the elements they should consider when creating an author agreement for work they plan to publish.

will work with project partners, including NASIG, PKP, and the LPC, to publicize the curriculum and encourage reuse of the infrastructure and templates established during the grant period to produce and release new open modules over time.

IMPACT

This project addresses a national need to train librarians as publishers to advance open digital publishing models and better serve the needs of scholars worldwide. As described above, research conducted by the co-PIs (2014) and the LPC (2015-16) has laid a significant foundation for this project, documenting the gaps between the training needs and current offerings for library publishers, and developing recommendations for 21st century publishing competencies. This project will create open curriculum modules and usage frameworks (for use in in-person and online/asynchronous workshops) to fill identified gaps and improve library staff capacity to create, mature, and sustain publishing activities that address inequities in the scholarly communications industry.

This curriculum will empower library publishers to experiment with new modes of scholarship and funding models to improve the health and sustainability of the academic publishing ecosystem. As such, the project will benefit LIS students and new librarians as well as mid-career librarians who have taken on publishing responsibilities and/or work in journal, monograph, and gray literature publishing programs in libraries. The modular curriculum will be deployed in LIS courses, workshops, and in online teaching environments, both in its entirety and in parts.[19] The availability of prepared, intentionally adaptable modules will enrich existing offerings and encourage the creation of new courses in publishing.

The curriculum's relevance will extend to a secondary audience of librarians working with a range of content types, such as repository managers working with electronic theses and dissertations (ETDs), digital collections staff working with digitized archival materials, and even reference and instruction librarians who need an increasingly sophisticated understanding of scholarly publishing in order to advise students and faculty.[20] The project team is committed to building a curriculum that will be adaptable to a variety of institutional sizes and contexts. Our Advisory Board comprises representatives from small liberal arts college libraries, large research libraries, and external consultants who will ensure that the curriculum suits the needs of staff in a variety of environments.

Similar curriculum development initiatives have proven popular and durable in the areas of ETD management[21], learning spaces[22], and digital preservation[23], to name a few. The modules will be openly licensed, so they can be adapted and hosted anywhere (*e.g.*, in a learning management system, institutional repository, other website).

Measurable outcomes for the project include:
1. *At least 10 hosts/trainers will actively begin using the initial curriculum and evaluation materials produced in this project by the project's conclusion.* Continuing education hosts and trainers for libraries will gain a robust set of modular resources as well as information on how they can easily adapt, brand, and host the module content (including video, text, interactive sections, and testing) in myriad environments and for various audiences.

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[19] Both SJSU and UIUC have committed to integrating these resources. For a partial list of existing library school courses on these subjects that might also use them, see http://libguides.uky.edu/libpub/programs.

[20] For a series of thoughtful articles on how scholarly communication and publishing intersect with information literacy needs, see Stephanie Davis-Kahl, and Merinda Kaye Hensley, *Common Ground of the Nexus of Information Literacy and Scholarly Communication* (Chicago: Association of College & Research Libraries, 2013), http://digitalcommons.iwu.edu/bookshelf/36.

[21] Networked Digital Library of Theses and Dissertations, "Manage ETDs," *NDLTD.org*, accessed May 26, 2016, http://www.ndltd.org/resources/manage-etds.

[22] Learning Space Toolkit, "Roadmap," *Learningspacetoolkit.org*, accessed May 26, 2016. http://learningspacetoolkit.org/roadmap/.

[23] Cornell University Library, "English Tutorial," *DPWorkshop.org*, last updated 2007, http://www.dpworkshop.org/dpm-eng/eng_index.html; Library of Congress, "DPOE Curriculum," *Digitalpreservation.gov*, accessed May 26, 2016, http://www.digitalpreservation.gov/education/curriculum.html.

2. *At least 10 trainees will use what they have learned to launch and/or enhance library publishing services locally.* Libraries will have a skilled workforce capable of providing robust publishing services in scholarly communication, repository management, and publishing;[24]

3. *At least 20 students who are exposed to this curriculum will report their intent to pursue a scholarly publishing career in some form.* LIS and Information Management students will benefit from early exposure to a burgeoning area for which there are few educational opportunities.

4. *At least 5 library publishing programs exposed to this curriculum will commit to a diversity statement and/or policy, and will work actively on issues of inclusion in scholarly communications within their programs, ultimately influencing the field of academic publishing.* Authors and editors will regard library publishers as promoters of diversity and inclusion for works of merit from a variety of perspectives and fields.

5. *At least 60 trainees, deliberately selected to represent diverse perspectives and backgrounds (socio-cultural--race, gender, sexuality, cultural identities, and geographic), will be recruited and trained to meet the scholarly publishing demands on their campuses and to address inequities in scholarly publishing.* Library publishing programs will have access to a steadily increasing number of well-trained job candidates from diverse backgrounds, resulting in a healthier, more equitable publishing ecosystem.

PROJECT DESIGN

Led by Dr. Katherine Skinner and Sarah Lippincott, and advised by 11 top field experts, this two-year project will develop, pilot, and publish open curriculum to strengthen publishing-related skills that can be applied to the wealth of content types a library typically manages, from grey literature to peer reviewed books, to cutting-edge digital humanities resources. The project will occur over five phases: 1) planning and needs assessment, 2) design and development, 3) sustainability planning, 4) delivery and refinement, and 5) evaluation and reporting, as described below.

Phase 1: Planning and Needs Assessment: The project will kick off with a brief landscape scan, including both a literature review and interviews with individuals who are responsible for major publishing training programs to reaffirm earlier research and inform the choice of module topics. During this phase, we will hire the project manager, establish the regular meeting schedule and in-person meeting dates, and secure the pilot workshop facilities. Sustainability planning will begin at the project's inception, through engagement with hosts and trainers of continuing education.

Phase 2: Design and Development: This phase encompasses the design and development of curriculum, evaluation frameworks, and an online platform.

Topic Identification. Based on Advisory Board guidance, and Phase 1 research findings, the project team will identify four topics for curricular development. The Advisory Board, in conjunction with the PIs and the Curriculum Design Consultant, will establish the structure, learning outcomes, core competencies, and evaluation frameworks for each of the four pilot modules. Each module will be designed for multi-environment usage, with specific instructions and adjustments for the following scenarios: in-person workshop, online training, and LIS-course integration.

Author selection. Once the topics and module elements have been selected, the project team will open and widely disseminate a call for proposals for experts to author the individual modules. The call will describe expectations regarding each module's structure and multi-use framework (Appendix D: Model Call for Authors).

Course design. The team of authors will meet with the project team and Curriculum Design Consultant to establish a coherent tone and purpose for the curriculum modules. An in-person retreat will permit this group to review overall program goals, finalize learning objectives and competencies for each module, and review learning approaches for the three styles of delivery: in-person workshop, online, and graduate course integration. Evaluation criteria for each module will be established during this retreat and refined as the modules are written and finalized. Following this retreat, module authors will work from a common timeline and a clear set of standards that reflect instructional design best practices and encourage a cohesive scope and style between the modules.

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[24] The LPC maintains a job board of the many library-based positions (often newly created) that specifically include publishing and scholarly communications functions. See http://www.librarypublishing.org/resources/jobs.

Module creation. Authors will be responsible for assembling and creating all instructional materials, including tutorials, slides, bibliographies, exercises, and video transcripts. The project team will assist with the recording of webinars, tutorials, and other video clips, through web-conferencing and on-site at the Library Publishing Forum. The full set of instructional materials will be vetted and edited by the Curriculum Design Consultant and formatted by Educopia staff. *Evaluation tools.* The PIs will work with the Curriculum Design Consultant and each author to build an evaluation framework and instruments (in SurveyMonkey) that correspond to the learning objectives and competencies of each module and that will be easy for instructors to deploy in three settings (in-person workshop, online, and graduate classroom). Content-specific questions will be provided by module authors and integrated into the evaluation forms. *Preliminary evaluation.* The Advisory Board will review and provide feedback and beta testing on all four content modules and their associated evaluation tools prior to the pilot phase. *Online platform development.* PKP School will build the WordPress site that will host the curriculum modules using their pre-existing WordPress infrastructure. PKP School's staff will work with the project team to create, adapt, and brand the template and dedicated website.[25] WordPress' flexibility and easy content export functions will enable us to host additional copies of the content with NASIG and LPC, (with appropriate cross-referencing to avoid confusion). The project team will also explore depositing the modules in an open learning materials repository such as MERLOT.[26]

Phase 3: Sustainability Planning: BlueSky to BluePrint will work with the PIs to develop a sustainability plan that promotes ongoing maintenance and adoption of the curriculum after the end of the grant period. The Advisory Board and project team will reach out to community partners through our existing connections with the Coalition to Advance Learning (CAL), NASIG, SSP, PKP, the Association of American University Presses (AAUP), and others, to attract interest in adopting, hosting, replicating, and expanding the curriculum and evaluation components. Additionally, the project team will begin working with the University of South Florida (USF), who has agreed to deposit the course materials in its Digital Commons Private LOCKSS Network for long-term preservation purposes.

Phase 4: Delivery and Refinement: To encourage broad uptake of the curriculum and accommodate different needs and learning styles, the modules and evaluation tools will be piloted by multiple trainers in several distinct settings, including two in-person workshops, two online workshops, and at least one LIS course. Participants in the in-person and online workshops will be selected by the Advisory Board based on a competitive application process and in accordance with the proposal's diversity plan. Piloting the online and in-person modules twice will allow us to evaluate and revise the content and delivery (of both the modules and evaluation tools) between pilot instances to ensure the materials are thoroughly tested in each delivery form. Workshops will be limited to 15 participants per in-person workshop and 25 participants per online workshop during the pilots. We will not charge participants for pilot workshops.

In-person workshops. The project team will pilot the curriculum and evaluation tools via two intensive one-day, in-person workshops: one at the 2018 Library Publishing Forum and one with another relevant event (TBD). Members of the Advisory Board will serve as trainers to ensure content delivery is well documented and that each module is sound. *Self-paced online modules.* We will also pilot the curriculum and evaluation components as a four-week, asynchronous online workshop. Advisory Board members will serve as instructors, and participants will complete one module per week at their own pace, contribute to a discussion forum, and complete a capstone exercise. Based on the pilot feedback, the modules and evaluation tools will be refined, and a second pilot workshop will be conducted. *LIS integration.* We are partnering University of Illinois at Urbana-Champaign Graduate School of Library and Information Science and San Jose State University School of Information to investigate integration into classes on scholarly communication and publishing. Modules will be integrated into at least one course to enable testing/refinement. *Evaluation.* Participants will be asked to complete evaluation forms at the end of each day (in person) and each module (online). Workshop evaluation will gather both quantitative and qualitative data, to address: quality, depth and usefulness of content; formats; logistics; and instruction. It will also encourage feedback on improvements and future topics to address. A member of the project team will also conduct a structured debriefing interview with the workshop facilitator.

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[25] The template will be based on PKP School's existing modules (see, for example, http://pkpschool.sfu.ca/ojs-for-editors/), but will be customized and expanded to suit the needs of this project.
[26] https://www.merlot.org/merlot/index.htm

We will compile and analyze the data gathered online (including web analytics) and in the onsite workshops to assess participants' reception of the workshops and formats and to refine the curriculum and evaluation framework.

Phase 5: Evaluation and Reporting: All versions of modules and evaluation tools will be refined and released with a Creative Commons CC-BY license to encourage adoption, adaptation, and promotion. The full set of free, self-paced, online curriculum will be hosted by PKP School; additional copies will be hosted by LPC, SSP, and NASIG (with clear cross-referencing to avoid confusion). We will work with a broad range of community partners to publicize and encourage adoption and to encourage others to develop additional resources using this model.

DIVERSITY PLAN

Structural inequalities in the broader society are unfortunately alive and well in traditional academic publishing.[27] Studies of academic racism, sexism, and homophobia tend to be undertaken in interdisciplinary departments (African American Studies, Cultural Studies, American Studies, Women's Studies, LGBTQ studies, etc.) and their ripple effects have been slow to impact the system of scholarly communications. As noted by Charlotte Roh, Emily Drabinski, and Harrison Inefuku in 2015, "countless studies and personal narratives have demonstrated that cultural, racial, and gender bias influence important aspects of academia, including traditional book and journal publishing".[28] These biases include inequities in both who authors and who publishes and disseminates these works.

Library publishing potentially could address structural inequalities and diversity issues in scholarly communications by mindfully and deliberately supporting publications that otherwise might go unpublished, especially those authored by marginalized voices. In order to do so, the editors and publishers it empowers must themselves be diverse, rather than a replication of the homogenous (overwhelmingly white, male) system that currently governs so much of our publishing industries.[29] In other words, empowerment and representation of diverse voices has to permeate our own library-based teams that work in this area if we want to ensure that the platform we are creating will publish diverse voices.

This project will address diversity in two ways: first, by ensuring that at least a third (and hopefully more!) of the *authors*, the *in-person trainees*, and the *online trainees* are representative of diverse voices in terms of gender, sexuality, race, and cultural backgrounds; and second, by including in the curriculum itself a substantive examination of the impact of homogeneity on publishing and ways to assess and correct these systemic problems through frank conversations, diversity statements and plans, and active monitoring and transparency in reporting the demographics of their own publications. In these ways, we will help to ensure that traditionally underserved groups are better represented in the next generation of publishing, both as library publishers and as editors and authors working in our environments.

PROJECT RESOURCES: PERSONNEL, TIME, BUDGET
Proposed Budget, Timeline and Work Plan
The project budget is $244,169 ($191,225 outright and $52,944 cost share), which breaks into the following categories: $162,009 salary/fringe, $39,744 travel, $40,000 consultants/honoraria, and $2,416 supplies. Over the course of a two-year period from October 1, 2016 through September 30, 2018, the project partners will develop and pilot a curriculum to teach essential library publishing skills. The bulk of the first year will be devoted to planning and curriculum/evaluation development, while the second year will focus on deployment of pilots and refinement of all resources. Please note that the following is a summary timeline for the project; a work plan with full details of specific activities and a Gantt chart are

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[27] See e.g. Code4Lib's 2014 study, which analyzed the gender makeup of both the authors it publishes (less than 40% female) and its own Editorial Committee (at that time, historically, out of 29 who had served, only 8 were women), and talked about the relationship between these inequities in representation. Ron Peterson, "Editorial Introduction: Seeking a Diversity of Voices," *The Code4Lib Journal* 24 (2014), accessed May 26, 2015, http://journal.code4lib.org/articles/9345.

[28] Charlotte Roh, "Inequalities of Publishing" (presentation, LACUNY Institute 2016, New York, NY, May 20, 2016), https://works.bepress.com/charlotteroh/26/. See also Charlotte Roh, Emily Drabinski, and Harrison Inefuku, "Librarian Engagement and Social Justice in Publishing" (presentation, Library Publishing Forum 2016, Denton, TX, May 18, 2016), http://works.bepress.com/charlotteroh/27/.

[29] E.g., a 2015 *Publishers Weekly* survey reported that publishers are 89% white/Caucasian. Jim Milliot, "The PW Publishing Industry Salary Survey 2015: A Younger Workforce, Still Predominantly White,." *Publishers Weekly*, October 16, 2015, http://www.publishersweekly.com/pw/by-topic/industry-news/publisher-news/article/68405-publishing-industry-salary-survey-2015-a-younger-workforce-still-predominantly-white.html.

provided in the supporting appendices to this grant proposal submission. We are aware that we are proposing a significant amount of work for a two-year project; our Advisors, consultant, and PIs have all prioritized this work in their current 2017-2018 calendars in order to ensure we will stay on schedule and deliver all elements on time.

In year 1, we will develop four publishing curriculum modules, including gathering and authoring resources and building web infrastructure to host the modules. First year tasks include: 1) refine needs assessment; 2) establish core competencies for each module with the Advisory Board and consultants; 3) implement stable, extensible web infrastructure to host the curriculum; 4) select and engage module authors; 5) create and assemble learning resources and tutorials. In year 2, we will pilot, refine, finalize, and broadly disseminate the curriculum. Second year tasks include: 1) advertise pilot workshops and recruit workshop cohorts; 2) deploy two pilot in-person workshops and two pilot online workshops, as well as integrating modules into at least one graduate school LIS course (SJSU); 3) assess curriculum effectiveness through participant and facilitator evaluations and interviews; 4) update and enhance web-based resources and learning modules based on student evaluations and moderator recommendations; 5) work with community partners to publicize and encourage adoption and to encourage community partners to develop additional modules.

Key Personnel

Dr. Katherine Skinner (Executive Director, Educopia Institute and Adjunct Professor) will act as principal investigator and overall coordinator for the project. Skinner has served as PI for grants and contracts totaling more than $2.5M, including a broad range of cross-sector initiatives in digital preservation, scholarly communication, and continuing education across libraries, publishers, archives, and museums. She has substantial expertise in managing collaborative projects involving a broad range of partner types and an established reputation for empowering project teams, ensuring that each member is deeply involved (see e.g., "Nexus: LAB" and "Mapping the Landscapes", two large-scale, cross sector education projects undertaken in 2014-2016). She will ensure the project and its deliverables adhere to open access and community frameworks, and that they are both built and sustained by a range of committed partners.

Sarah Lippincott (Program Director, Library Publishing Coalition) will act as co-principal investigator for the project. Lippincott is a librarian with a background in scholarly communications and the humanities. She received her MSLS from The University of North Carolina at Chapel Hill. She frequently presents around the country and internationally about library publishing, scholarly communication topics, and the LPC. As Program Director, Sarah bears primary responsibility for all LPC development duties, including attracting and retaining member institutions, developing and maintaining relationships with relevant service organizations, research/market analysis, event hosting/organization, and creation/dissemination of outreach activities. Sarah successfully shepherded the LPC through a two-year seed-funded start-up phase and has proven expertise in facilitating teams and managing projects. Before joining Educopia, she worked as an independent communications consultant for ARL, SPARC, and the open access journal *eLife*.

Nancy Maron (Founder, BlueSky to BluePrint), Curriculum Design Consultant, will offer support to the project, facilitating the group that will establish the final format for curriculum, guiding module authors at key milestones throughout the project, and reviewing evaluation materials. Nancy has experience in curriculum design, as the lead author and designer of the Sustaining Digital Resources program, launched while she was at Ithaka S+R. She has significant experience in designing, gathering and analyzing survey data, including evaluations.

Other Personnel

Advisory Board: Brad Eden (Valparaiso University), Charles Watkinson (University of Michigan), Meredith Kahn (University of Michigan), Kate Pitcher (SUNY Geneseo), Jon Cawthorne (West Virginia University), Isaac Gilman (Pacific University), Holly Mercer (University of Tennessee), Marilyn Billings (UMass Amherst), Carol Ann Borchert (University of South Florida/NASIG), Kevin Stranack (Simon Fraser University/PKP), and October Ivins (Informed Strategies/Society for Scholarly Publishing). This confirmed Advisory Board represents a strong and vibrant cross-section of thought leaders involved in library publishing. The expertise represented herein is both broad and deep, covering the spectrum of contemporary academic publishing. The Advisory Board will identify the topics, scope, and learning

outcomes for each module; pilot test the materials and offer feedback as modules are being developed; and participate in evaluation and revision of modules. Members of the Advisory Board will also lead the in-person and online workshops.
Curriculum Development Team: The Advisory Board will issue and coordinate a targeted call (see Appendix E) for a team of authors, comprising between one and two authors per module, or four to eight total authors. We will seek to include some of today's top specialists and instructors within this group, and we will also work to ensure diversity in the group's constitution, as documented in the Diversity Plan above. The Curriculum Development Team will be guided by Nancy Maron (Curriculum Design Consultant) and by the Advisory Board as it produces the project's curricular modules.
Online Curriculum Implementation Team: PKP School will provide a primary hosted instance of the modules on its WordPress site. Kevin Stranack (Simon Fraser University), Director of PKP School, and Nancy Maron of BlueSky to BluePrint will provide instructional design expertise, ensuring that the modules not only address the topical needs of participants, but adhere to pedagogical best practices for online, asynchronous education. Stranack will provide guidance and resources to customize and build out the PKP School WordPress site to meet the project's needs.

COMMUNICATIONS PLAN
Educopia Institute, the Library Publishing Coalition, the Public Knowledge Project, and NASIG all share a strong and proven commitment to the wide dissemination of project research findings and outputs. We also share a belief that outreach begins the moment a project is conceived, continues (and amplifies) when an award is granted, and builds to a crescendo across the grant period and beyond. The design of the project demonstrates these principles. This project will involve a broad range of players, including thought leaders in the library and publishing fields, and it will produce research findings, a curriculum development plan, and a set of workshop modules (including teaching guides, slide decks, and other resources), all of which will be broadly disseminated to target audiences as described below.

Already, this proposal has consulted with numerous entities in the library and publishing fields, and it includes formal commitments from advisors who are connected to the consortia and "metaorganizations" serving these areas. These groups have broad and deep reach throughout the fields. If awarded, the project would kick off with the development of a project website and the distribution of announcements throughout the field, including to several target audiences:

1. Continuing Education and Professional Development hosts and trainers: The Coalition to Advance Learning (CAL) encompasses more than 20 organizations, including SAA, ALA, ACRL, ARL, ALISE, AASLH, and many other committed to training across sector boundaries. We will work through CAL and our project partners to circulate information about the project to all of their constituents (including the calls for authors and workshop attendees).
2. LIS and iSchool communities: We will work through our advisors to ensure that both the survey findings and the curricular elements are broadly known and available to graduate programs. Here, too, we will regularly engage with leaders in these environments, encouraging uptake of the modules in classroom environments. In particular, we are partnering with two universities—University of Illinois at Urbana-Champaign Graduate School of Library and Information Science and San Jose State University School of Information—to investigate integration into existing classes.
3. Librarians, archivists, and university publishers: The Advisory Board will help to recruit our Curriculum Development Team, oversee the curriculum module development process, and deliver the in-person pilot workshops. Each of these Advisors is connected with broad communities of practice and will help with outreach to attract authors, students, and prospective trainers and instructors who can adapt/adopt these modules for additional workshops in the future. These advisors will also help us to ensure that at least 10 (and we hope more!) institutions use the workshop as an opportunity to launch or formalize their own local library publishing services program.

The project will also capitalize on the extensive reach of its advisors to address communities of practitioners (current and prospective) through regular updates across the project period—not just through listservs, but also through a set of webinars that advertise the project and its deliverables to academic library directors, scholarly communications librarians, trainers, and students who are likely to be interested in library publishing training resources and opportunities.

All project outputs—which will include one publication on our research and project model, curricular materials for four modules, and evaluation tools—will be published with CC-BY licensing and disseminated freely and widely to the above target communities. Due to our personal relationships throughout the field, our outreach efforts will not be limited to simple listserv distribution, but will also travel across our (intentionally diverse) networks through a wide variety of webinars, presentations, and invitations to use the research outputs. More specifically, we will encourage their use by a wide variety of continuing education and professional development groups throughout the nation and beyond, reaching out directly through such groups as the Coalition to Advance Learning (with more than 20 metaorganization members) and Educopia's project groups and Affiliated Communities (including the Mapping the Landscapes and Nexus LAB efforts, each with more than 35 metaorganizations that offer training) to ensure broad uptake and reuse.

SUSTAINABILITY

Long-term hosting and access of course content. The course modules will be created in widely-supported formats, including HTML, PDF, and Excel. Learning modules will be hosted at multiple sites from the outset, including a WordPress site developed and maintained by PKP School and a Drupal site built and hosted by the LPC. The project team will also work with the University of South Florida (USF), who has agreed to deposit the course materials in its Digital Commons Private LOCKSS Network for long-term preservation. Course content will be owned by the module authors and issued under a CC-BY license to permit widest ease of use/reuse

Ongoing development and promotion. The key to sustainability and the long-term success of the curriculum will be cultivating a network of users and partner organizations to promote, adopt, and build upon the four modules created during the funding period. Sustainability planning will involve ensuring ongoing access to the modules created, as well as developing guidance for updating and contributing to the curriculum. A previous effort by PKP School to crowdsource a library publishing curriculum struggled due to a lack of dedicated staff to coordinate and launch a method for building the curriculum. The proposed project will combine PKP School's experience with a strong curriculum design and support apparatus to produce a stable, visible groundwork that can be fully adopted by a community of engaged practitioners. _Creating replicable models._ The four modules supported by the grant will be authored by carefully selected experts and designed using a common format and approach. The initial hosted instances of the curriculum are intended as the start of an ongoing, community-based initiative to share and create content. PKP School will provide an ongoing platform that contributes to the curriculum's visibility, reach, and impact and provides a model for additional implementations. _Cultivating partners._ The project team will work with its existing network of partners, including the CAL, SSP, and NASIG, to promote, host, and expand the curriculum. The LPC will also leverage its own member network of over 60 academic libraries, who have a vested interest in maintaining and expanding professional development resources. The LPC also commits to hosting on-site workshops at two future Library Publishing Forums after the end of the grant period. _Incentivizing authorship._ This project is inspired by existing examples of successful community-based professional development initiatives that engage community members as trainers, including ACRL's Scholarly Communications Roadshow and SAA's Continuing Education catalog. The project team will identify and cultivate individuals who are likely to adopt existing modules, author new materials, or facilitate workshops.

Sustainability planning. BlueSky to BluePrint will explore sustainability options, including existing platforms, communities and motivating factors that will encourage ongoing curriculum development and revision beyond the term of the grant. The deliverables from this work will be a post-grant budget, a memo outlining key elements of a trainer network, and a roadmap for creating that network. BlueSky to BluePrint will first undertake an environmental scan of and interviews with leaders of existing publishing training initiatives. This process will determine how the proposed curriculum fits with existing efforts, and will help identify the next generation of module authors and trainers. BlueSky to BluePrint will also determine minimum ongoing operational costs and will explore funding models (fees for credentialing, "freemium" services, etc.). We will build upon both Educopia and LPC's successes in community engagement and sustainability to ensure that this project becomes the beginning of an extended effort in library publishing training.

Appendix B: Detailed Work Plan and Schedule of Completion

Phase 1: Planning and Needs Assessment

<u>October 1 - December 30, 2016: Needs Assessment and Project Planning</u>

Overview: The first phase of the project will lay the groundwork for designing the curriculum that serves the unique needs of library publishers. The project team will reaffirm and update our user needs assessment through desk research and interviews. During this phase, we will also hire the project manager, set up a regular meeting schedule, set in-person meeting dates, and secure pilot workshop facilities. Our team believes sustainability planning should begin at a project's inception, and we will engage in initial work to promote ongoing interest and community investment accordingly.

> **Oct 1 - 30:** Project team updates user needs research, including literature review, interviews with thought leaders in publishing and professional development for librarians.
>
> **Nov 5 - 6:** Advisory Board convenes at 2016 Charleston Conference to determine topics, guidelines, learning outcomes, and framework for four pilot modules and finalize call for authors.
>
> **Nov 7 - 30:** Advisory Board and Curriculum Design Consultant finalize author guidelines.
>
> **Dec 1 - 30:** Preliminary sustainability planning and initial outreach to potential partners completed by BlueSky to BluePrint and the project team.

Phase 2: Design and Development

<u>January 1 - March 30, 2017: Curriculum and Evaluation Design</u>

Overview: The project team, working in tandem with the Advisory Board and the Curriculum Design Consultant will recruit and engage authors for each of the four pilot modules. Authors will attend two web conferences with the Curriculum Design Consultant and will receive support and guidance throughout the process. The Advisory Board will oversee the creation of an evaluation strategy and the questionnaires, interview protocols, and other evaluation instruments to be used in each of the pilot venues (in-person workshops, online workshops, LIS classroom, and self-paced modules)

> **Jan 1 - Jan 30:** Advisory Board recruits and selects authors for each of the four pilot modules.
>
> **Feb 1 - Mar 15:** Authors work on creating their course materials and attend two meetings with Curriculum Design Consultant. The Advisory Board works with the Curriculum Design Consultant and module authors to create standardized evaluation guidelines for the four implementation venues.

<u>April 1 - June 30, 2017: Curriculum Review, Module Development</u>

Overview: Module authors will continue to develop their modules through May 30. Authors will have an opportunity to work with Educopia staff to create video components of each module (e.g., video tutorials, interviews with practitioners) at the 2017 Library Publishing Forum. The modules will be reviewed and vetted by the Advisory Board and the Curriculum Design Consultant and returned to the author for revisions. Promotion of the forthcoming modules and workshops will begin in earnest during this phase, as concrete details about the curriculum become available. The project team will begin to present and publish about the project and will advertise on relevant email lists.

> **Apr 1 - May 30:** Project team works with PKP School to build customized WordPress site based on PKP School's template to host online modules. Educopia staff will build out a section of the LPC's Drupal-based website to host a secondary copy of the modules. Course materials will additionally be deposited in the University of South Florida's (USF) Digital Commons repository. Appropriate cross-linking and branding will avoid confusion between the three preliminary implementations.
>
> **May 15:** Creation of instructional videos at 2017 Library Publishing Forum.
>
> **May 30:** Module authors finalize draft modules and submit to project team.
>
> **May 30 - Jun 15:** Advisory Board reviews modules and returns to authors for revisions.

July 1 - September 30, 2017: Module Testing and Refinement

Overview: When authors have completed revisions of their modules, Educopia, PKP, and USF staff will format the content and load it into each of the three pilot host sites (LPC's Drupal site, PKP's WordPress site, and USF's Digital Commons repository). The Advisory Board and PKP School staff will conduct beta testing on the modules, ensuring that they function properly, adhere to user experience (UX) and accessibility principles, and offer an enriching professional development experience.

Jul 30: Final modules due from authors.

Aug 1 - 15: Educopia staff formats content and PKP School staff load content into WordPress site.

Aug 15 - Sep 15: Advisory Board Members, PKP School staff, and the Curriculum Design Consultant beta test the modules.

Phase 3: Sustainability Planning

October 1 - January 30, 2018: Sustainability and Promotion

Overview: BlueSky to BluePrint will develop a sustainability plan that promotes ongoing maintenance and adoption of the curriculum after the end of the grant period. The Advisory Board and project team will reach out to community partners through our existing connections with the Coalition to Advance Learning (CAL), NASIG, SSP, PKP, the Association of American University Presses (AAUP), and others, to attract interest in adopting, hosting, replicating, and expanding the curriculum.

Oct 30 - Dec 30: Project team meets virtually with community partners to promote adoption and dissemination of the curriculum.

Jan 30: BlueSky to BluePrint delivers sustainability plan.

Phase 4: Delivery and Refinement

October 1 - December 30, 2017: Cohort Recruitment

Overview: The project team will recruit trainee cohorts for the in-person and online workshops. We intend to recruit 15 participants for each in-person workshop and 20 for each online workshop. Potential trainees include early- and mid-career librarians working in the areas of library publishing, scholarly communications, repository management, data curation, and digital humanities; LIS students interested in careers in these areas; and university press staff and other scholarly publishing professionals. Cohort recruitment for the workshops also serves as an opportunity to promote the forthcoming launch of the freely available, self-paced modules.

Oct 1 - Oct 30: Project team launches call for participants for online and in-person workshops.

Nov 15: Applications due from potential workshop participants.

Dec 15: Accepted workshop participants are notified.

January 1, 2018 - April 30, 2018: LIS Classroom Piloting

Overview: The online modules will be piloted in a scholarly communications course at San Jose State University.

February 1 - April 30, 2018: Workshop Planning

Overview: The module authors will work with the Curriculum Design Consultant to adapt the course materials for use in facilitated in-person and online workshops. The project team will recruit members of the Advisory Board to serve as facilitators for each of the in-person and online workshops. Each workshop will have two facilitators who will deliver brief lectures, guide trainees through interactive exercises and group work, evaluate trainee outcomes, and provide feedback to module authors.

May 1 - August 30, 2018: Curriculum Piloting

Overview: The project team will pilot the curriculum in two in-person workshops, two online workshops, and as a self-paced suite of online modules. The self-paced online modules will also be launched for a pilot phase. Each workshop will be evaluated as described previously and curriculum and evaluation materials will be updated between each

implementation. Users of the self-paced modules will be given the opportunity to complete a feedback survey after they complete each module.

May 1: Online modules launch openly on the web.
May 15: First in-person workshop pilot at 2018 Library Publishing Forum.
Jun 1 - 30: First four-week asynchronous online workshop pilot.
Jul 1 - 30: Assessment, and revision of workshops based on trainee and facilitator feedback.
Aug 1 - 30: Second four-week asynchronous online workshop pilot.
**Sep 15:** Second in-person workshop pilot (location TBD).

Phase 5: Evaluation and Reporting
September 1 - 30, 2018: Evaluation and Next Steps
Overview: The project team will evaluate the pilot implementations using data gathered from trainee and facilitator evaluations and from web analytics data. The Advisory Board and module authors will revise the modules and any workshop materials based on this analysis. The project team will actively and widely promote the pilot modules and call on its community partners to develop new content. The Library Publishing Forum will continue to provide a home for on-site workshops for at least 2 years and will work with partners to provide workshops at other relevant events.

Schedule of Completion
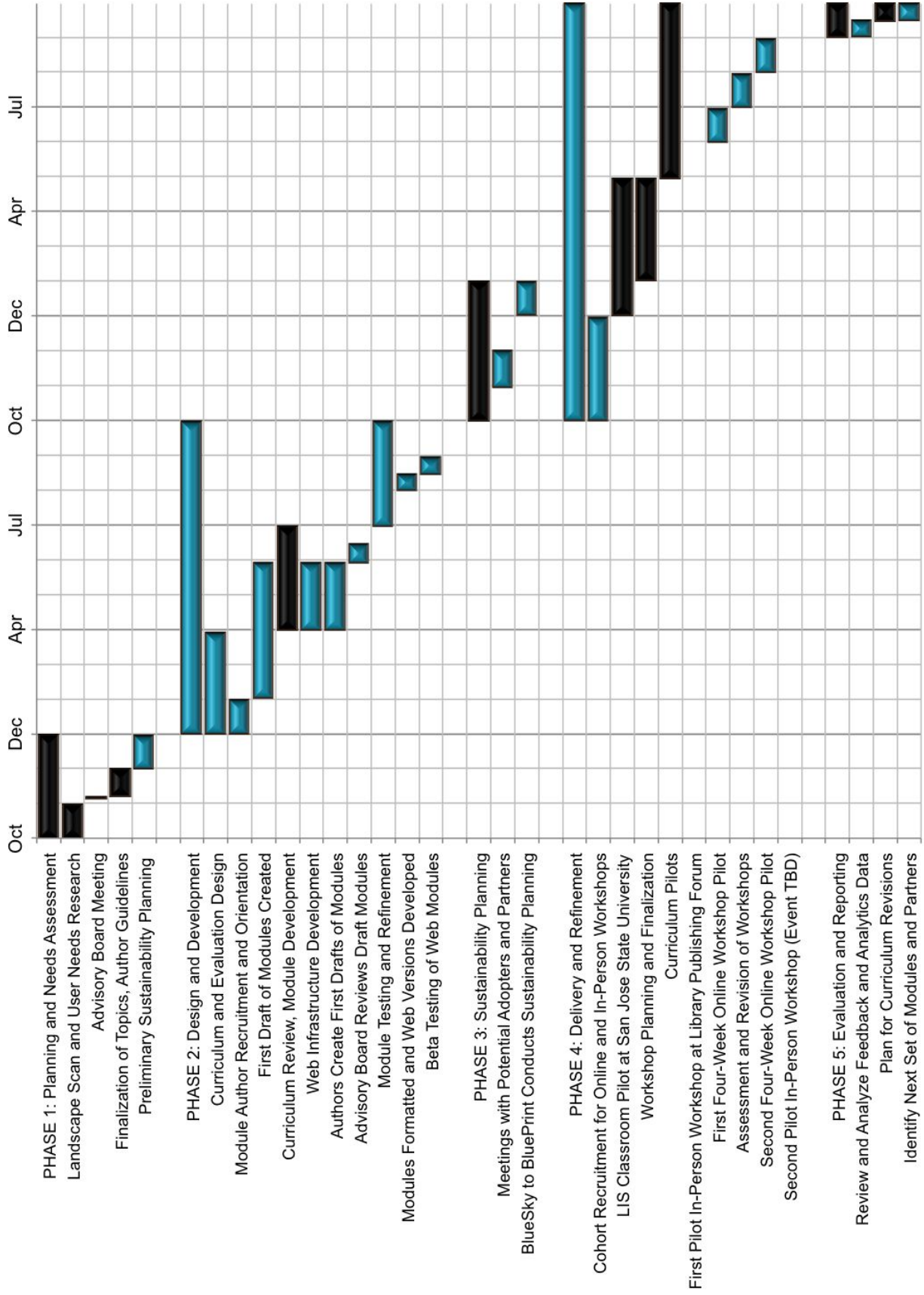
DIGITAL STEWARDSHIP SUPPLEMENTARY INFORMATION FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded research, data, software, and other digital products. The assets 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 is not always straightforward. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and best practices that could become quickly outdated. Instead, we ask that you answer a series of questions that address specific aspects of creating and managing digital assets. 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

If you propose to create any type of digital product as part of your project, complete this form. We define digital products very broadly. If you are developing anything through the use of information technology (e.g., digital collections, web resources, metadata, software, or data), you should complete this form.

Please indicate which of the following digital products you will create or collect during your project (Check all that apply):

	Every proposal creating a digital product should complete …	Part I
	If your project will create or collect …	**Then you should complete …**
■	Digital content	Part II
■	Software (systems, tools, apps, etc.)	Part III
■	Dataset	Part IV

PART I.

A. Intellectual Property Rights and Permissions

We expect applicants to make federally funded work products widely available and usable through strategies such as publishing in open-access journals, depositing works in institutional or discipline-based repositories, and using non-restrictive licenses such as a Creative Commons license.

A.1 What will be the intellectual property status of the content, software, or datasets you intend to create? Who will hold the copyright? Will you assign a Creative Commons license (http://us.creativecommons.org) to the content? If so, which license will it be? If it is software, what open source license will you use (e.g., BSD, GNU, MIT)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital content, software, or datasets and what conditions will you impose on access and use? Explain any terms of access and conditions of use, why they are justifiable, and how you will notify potential users about relevant terms or conditions.

A.3 Will you create any content or products which may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities? If so, please describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content

A. Creating New Digital Content

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

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

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

B. Digital Workflow and Asset Maintenance/Preservation

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

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance (e.g., storage systems, shared repositories, technical documentation, migration planning, 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 CFR 200.461).

C. Metadata

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

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

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of digital content created during your project (e.g., an API (Application Programming Interface), contributions to the Digital Public Library of America (DPLA) or other digital platform, or other support to allow batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content 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).

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

Part III. Projects Creating Software (systems, tools, apps, etc.)

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) this software will serve.

A.2 List other existing software that wholly or partially perform the same functions, and explain how the tool or system you will create is different.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software (systems, tools, apps, etc.) and explain why you chose them.

B.2 Describe how the intended software will extend or interoperate with other existing software.

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

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

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

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under an open-source license to maximize access and promote reuse. What ownership rights will your organization assert over the software created, and what conditions will you impose on the access and use of this product? 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 any prohibitive terms or conditions of use or access, explain why these terms or conditions are justifiable, and explain how you will notify potential users of the software or system.

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

C.3 Identify where you will be publicly depositing source code for the software developed:

Name of publicly accessible source code repository:
URL:

Part IV. Projects Creating a Dataset

1. Summarize the intended purpose of this data, the type of data to be collected or generated, the method for collection or generation, the approximate dates or frequency when the data will be generated or collected, and the intended use of the data collected.

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?

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).

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.

5. What 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).

6. What documentation (e.g., data documentation, codebooks, etc.) 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?

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

8. Identify where you will be publicly depositing dataset(s):

   Name of repository:
   URL:

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

Developing A Curriculum to Advance Library-Based Publishing

The Educopia Institute and the Library Publishing Coalition (LPC) request $191,225 (with $47,598 in cost share) for a two-year LB21 research grant to design and implement a competency-based curriculum for library publishing. The project will develop synchronous and asynchronous professional development opportunities for librarians. The resulting dynamic, extensible, multimedia curriculum will empower librarians to meet local demands to launch and/or enhance scholarly publishing activities. The suite will include instructional videos, readings, process maps, narrative case studies, tips, topic guides, checklists, and model documents that guide librarians through the publishing process. The project will also pilot two in-person workshops that complement the web-based suite of resources.

Project Team: Project Directors: Sarah Lippincott (Library Publishing Coalition), Katherine Skinner (Educopia Institute); Advisory Board: Brad Eden (Valparaiso University), Charles Watkinson (University of Michigan), Meredith Kahn (University of Michigan), Nancy Maron (BlueSky to BluePrint), Kate Pitcher (SUNY Geneseo), Jon Cawthorne (West Virginia University), Isaac Gilman (Pacific University), Holly Mercer (University of Tennessee), Marilyn Billings (UMass Amherst), October Ivins (Ivins eContent Solutions, SSP), Carol Ann Borchert (University of South Florida, NASIG)

Background and Assessment of Need: "Library Publishing" is a rapidly evolving subfield of publishing that has arisen and matured in direct response to scholars' demands for publishing platforms and service infrastructures to support the production and dissemination of scholarship, including websites, e-journals, conference proceedings and technical reports, databases and mapping interfaces, digital humanities projects, gray literature, electronic theses and dissertations, and monographs. Over the last decade, the number of university presses has fallen to 124 nationally. Simultaneously, hundreds of academic libraries have embraced the role of publisher, spearheading a range of alternative scholarly publishing models and providing increasingly essential services to campus and local communities.[1] These library publishers are experimenting with new modes of scholarship, new funding models, the rectification of structural inequalities in publishing, and other endeavors that will improve and sustain the publishing ecosystem.[2]

Demands for library publishing continue to grow; however, tailored training opportunities in this area are scarce.[3] Librarians and LIS students need a tailored curriculum that is grounded in their existing competencies and institutional context, and that provides both high-level and technical guidance. Library publishers differ from their scholarly communications peers in that they are (a) more likely to deal with different content types along with books and journals (e.g., gray literature, "boutique" digital humanities projects, digital collections); (b) more likely to employ open licensing and distribution models that have significant impacts on both financial planning and on rights management considerations for both authors and publishers; and (c) embedded in the library, which enables new alignment opportunities between publishing and traditional library tasks. While research on library publishing has proliferated over recent years[4], no known resource offers tailored guidance on launching, expanding, or enhancing intra-library publishing.[5]

The proposed project will take a hybrid approach to curriculum development, creating a suite of learning modules that can be completed asynchronously online or deployed in the LIS classroom or in-person

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[1] See e.g., *Library Publishing Directory 2015*, which includes more than 100 libraries that self-identify as library publishers.

[2] See e.g., Roh, "Library Publishing and Diversity Values" C&RL News, Feb 2016. http://crln.acrl.org/content/77/2/82.full.pdf

[3] For a more comprehensive analysis of existing professional development opportunities for publishers, as well as a gap and needs analysis, see Skinner, Lippincott, Speer, and Walters (2014): http://dx.doi.org/10.3998/3336451.0017.207

[4] See Library Publishing Bibliography

[5] This work will build upon and complement current resources (LibGuide, Library Publishing Toolkit 2013), which do not provide a comprehensive, platform/context agnostic guide for new and growing library publishers.

workshop setting.[6] Each learning module will incorporate videos and readings that introduce foundational publishing concepts as applied to library publishing activities, including such key topic areas as how to cultivate partnerships with other publishers (e.g., university presses and scholarly societies) and how to address structural inequalities in the scholarly publishing landscape (e.g., via emphasizing marginalized voices and actively working to correct economic disparities in access). The videos and readings will be accompanied by adaptable resources that librarians can use to launch or grow their own publishing programs, including process maps, checklists, and model documents. Each module will encourage high-level, theoretical learning as well as the acquisition of specific technical competencies. The modules will be freely available online and all course materials will be offered under a Creative Commons license. Throughout and after the funding period, the project team will work with project partners, including NASIG, the Public Knowledge Project (PKP), the Society for Scholarly Publishing (SSP), and the LPC community, to publicize the curriculum and encourage community members to produce new modules. The curriculum's relevance will extend to include librarians working with a range of content types, such as repository managers working with gray literature and ETDs, and digital collections staff working with digitized archival materials. Similar curriculum development initiatives have proven popular and durable in the areas of ETD management, learning spaces, and digital preservation, to name a few.[7]

Work Plan: In year 1, we will develop four publishing curriculum modules, including gathering and authoring resources and building web infrastructure to host the modules. First year tasks include: 1) establish core competencies for each module with the Advisory Board; 2) implement stable, extensible web infrastructure to host the curriculum; 3) select and engage module authors; 4) create and assemble learning resources and tutorials. In year 2, we will finalize and broadly disseminate the curriculum. Second year tasks include: 1) advertise pilot workshops and recruit workshop cohorts; 2) deploy two pilot workshops; 3) assess curriculum effectiveness through participant evaluations and interviews; 4) update and enhance web-based resources and learning modules based on student evaluations and moderator recommendations; 5) work with community partners, including NASIG, PKP, and LPC, to publicize and encourage adoption and to encourage others to develop additional modules.

Performance Goals, Outcomes, and Potential Impact: This project will build capacity for library publishing, resulting in the following outcomes: 1) 24 diverse trainees will be recruited and trained to meet the scholarly publishing demands on their campuses and to address inequities in scholarly publishing; 2) 10 libraries will launch and/or enhance library publishing services to meet local needs; 3) improved library services to scholars will result in a healthier, more equitable publishing ecosystem.

Relevance to IMLS Funding Priorities: This proposal addresses the IMLS "learning in the library" funding priority by contributing to the development of a skilled 21st century library workforce. As stated in the IMLS Focus Report on learning in the library, "There is real potential for change in our institutions, when staff are encouraged to create and think in new ways about space and services." This curriculum would expand the skill sets of librarians working in publishing roles and would encourage librarians working in a range of functions across the library, including repositories and digital collections, to apply skills and principles from the publishing sector to their work. The curriculum aims to build local capacity by giving librarians, even those with limited publishing backgrounds, proven models and guidance.

Estimated Budget: The project budget requested is $191,225. This includes $87,481 in salaries and benefits, $60,000 for consultants and honoraria (advisors, authors, workshop designers and instructors), $39,744 in travel (advisor in-person meetings and support for two cohorts of students to attend pilot workshops), and $4,000 in supplies and materials (computer, printing). We ask for no indirect costs, and we will contribute $47,598 in cost share.

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[6] Topics of these modules will be informed by a comprehensive 2015 LPC professional development needs survey.

[7] http://www.ndltd.org/resources/manage-etds, http://learningspacetoolkit.org/roadmap, http://www.dpworkshop.org/dpm-eng/eng_index.html