

The Association of Research Libraries (ARL) seeks funding from the Institute of Museum and Library Services (IMLS) to fund a national diversity recruitment and development program, the ARL Fellowship for Digital and Inclusive Excellence. The goal of the project is to provide practical field experience in libraries and archives to undergraduate students from historically underrepresented racial and ethnic minority groups with training and expertise in disciplines outside of master of library and information science. ARL will serve as the lead applicant for this project. Project institutional partners—drawn largely from ARL member organizations from throughout the United States—will be recruited for this project based on the geographic locations (place of residence) of the participants (fellows) and the ability of potential hosts to develop and manage a robust internship experience, with a focus on digital stewardship. The ARL fellows will be selected by a competitive application process. The project will provide numerous continuing education opportunities for the fellows to explore possible career options in the library and information science field, as well as training in diversity, inclusion, and social justice topics.

The ARL Fellowship for Digital and Inclusive Excellence will replicate the design of other successful ARL diversity recruitment and development programs with notable enhancements. The program components will include:

- A one-year, paid internship position in research libraries and archives.
 - Placements will focus on emerging roles in research libraries and archives in a digital environment, including (but not limited to): digital asset management, digital archives, user experience and assessment of digital resources, data information literacy, digital humanities and scholarship, data curation and visualization, and other areas. Rotations may be developed to expose the fellows to multiple functional areas of the library or archives.
- Leadership and career development and other continuing education opportunities provided by attendance at the annual ARL Leadership Symposium (held during the ALA Midwinter meeting) as well as a series of synchronous, online meetings throughout the fellowship year. A portion of the training will include topics such as diversity in LIS, critical race theory, managing micro-aggressions in the workplace, and related topics.
- A mentorship program that pairs student interns (fellows) with peer groups, library and information science professionals from historically underrepresented racial and ethnic minority groups, and professionals with similar areas of subject and domain expertise. The program will pilot a non-dyad mentorship model and will be supported by a Visiting Program Officer at ARL.
- Membership in a professional organization of the student's choosing for one year.
- A capstone institute where the cohort is brought together for additional professional development, community building, and to report out on internship outputs.

The ARL Fellowship for Digital and Inclusive Excellence will recruit, support, and develop a total of 30 students from historically underrepresented racial and ethnic groups—10 per year for the three years of the grant from June 2017 until May of 2020. The intended audience for the project is the research library and archives community, however, benefits will extend into other professional sectors as well. The project acknowledges an upward trend in research libraries and archives in the hiring of new professionals with training and credentialing outside of formal library and information science (LIS) education, as well as the persistent need to diversify the workforce. The program will expose these students to best and emerging practices in digital stewardship of cultural heritage and information resources and to the mission and culture of the contemporary research library and archive.

Introduction

The Association of Research Libraries (ARL) seeks funding from the Institute of Museum and Library Services (IMLS) to fund a national diversity recruitment and development program, the ARL Fellowship for Digital and Inclusive Excellence. The goal of the project is to provide a practical field experience in libraries and archives to undergraduate students from historically underrepresented racial and ethnic minority groups with training and expertise in disciplines outside of the master of library and information science. The project will provide numerous continuing education opportunities for the fellows to explore possible career options in the library and information science (LIS) or archives field, the fundamental values and mission of libraries and archives, as well as training in diversity, inclusion, and social justice topics. This experience will also provide support for transitions directly into professional roles in those environments, or into further formal graduate studies in LIS. ARL will serve as the lead applicant for this three-year project to begin on June 1, 2017 and conclude on May 31, 2020. Project institutional partners—drawn largely from ARL member organizations from throughout the United States—will be recruited for this project based on the geographic locations (places of academic enrollment or residence) of the participants (fellows) and the capacity of the potential hosts to develop a robust internship experience in the target area of digital stewardship. The program fellows will be selected by a competitive application process. ARL requests \$518,507 to support this project grant.

Statement of Need

For more than a decade, the LIS literature has been signaling a change in hiring trends in public and academic libraries. In 2006, Neal noted an increase in hiring in academic libraries of professionals with credentials other than the MLIS and predicted that the trend would continue as libraries evolve to meet information needs in the digital environment.¹ The year prior to this, the Council on Library and Information Resources (CLIR) established its post-doctoral fellowships in academic libraries, providing term appointments in academic libraries for recently credentialed PhDs—either in specific disciplines such as Latin American studies, or with interests in functional areas such as research data curation.² CLIR, with funding from various philanthropic agencies, continues its efforts to help transition former CLIR fellows into permanent positions in academic libraries. A 2011 study conducted by Betsy Simpson from the University of Florida confirmed the “growing acceptance that librarian status is not solely degree-based. Some may denounce this, but the survey data indicate that in public libraries hiring non-MLS librarians is common practice and in academic libraries, this type of hiring is gaining momentum”³ In 2015, a five-year analysis of position descriptions posted to the ARL Jobs and Residencies website confirmed that there had been a steady rise in positions that did not require the MLIS or that required no formal LIS education.⁴ Alongside this trend is persistent low representation of people from racial and ethnic minorities in the LIS profession. Although the American Library Association (ALA) reports static percentages of historically underrepresented groups in the last two decades, data from ARL provide evidence of slow, but steady improvement in the sample of research libraries and archives it represents.⁵ These trends indicate a desire within

¹ James G. Neal, “Raised by Wolves: Integrating the New Generation of Feral Professionals into the Academic Library,” *Library Journal*, 131, no. 3 (February 15, 2006): 42–44.

² For more information, see: <https://www.clir.org/fellowships/postdoc>.

³ Simpson, Betsy’ “Hiring Non-MLIS Librarians: Trends and Training Implications,” *Library Leadership & Management*, 28, no. 1 (November 2013): 1-15.

⁴ Mark A. Puente, “Job Trends 2010–2015,” Presented at the Columbia University Libraries Colloquium, March 20, 2015.

⁵ American Library Association, “*Diversity Counts 2009–2010*

Update, <http://www.ala.org/offices/diversity/diversitycounts/2009-2010update>, (Accessed on August 30, 2016); Association

library and archives communities to engage different types and levels of skills and expertise, as well as diverse worldviews and perspectives in the workforce.

It is at the nexus of these trends, both emerging and static, that ARL proposes the establishment of the ARL Fellowship for Digital and Inclusive Excellence. Although the project intersects across several agency goals, it aligns with IMLS' project category three: Curating Collections. It does so in its projected performance goals of "increasing capacity to create, preserve, manage, and provide access to digital library collections across the country." Moreover, program participants will have opportunities to be trained in the areas of "preservation, conservation, access, and stewardship of digital collections [including data] and, as appropriate, the synergy with physical collections."⁶ The program also supports agency goals in recruiting and developing a diverse library and archives workforce.

Numerous stakeholders will benefit from this project. Academic/research libraries and archives, public libraries with deep research and digital collections, as well as the communities they serve will benefit on multiple levels. Through the internship experiences, fellows will apply their subject or domain expertise, or technological skills and talent to the curation of collections and the development of related digital projects. Host institutions will also benefit from participating in the program as, typically, these initiatives can raise the profile of the institution's commitments to diversity, equity, inclusion, and social justice issues. Consistently, ARL's diversity recruitment efforts yield numerous benefits to its membership in terms of increased demographic representation of its professional workforce, and this benefit has extended well beyond the Association's membership to other academic and public libraries and archives throughout the US, historical societies, special and corporate libraries, and the publishing sector, to name a few. The LIS profession, at large, will benefit from the expertise as well as the diversity that these fellows will bring, should they pursue careers in LIS. In instances where program participants decide to follow other professional paths, the fellows will carry with them a commitment to the LIS profession and become advocates and champions of libraries in civic and other contexts. The fellows will benefit from the pre-professional experience afforded by the program, its financial rewards, as well as by the networking events with program cohorts, mentors, and other LIS professionals contributing to training content. Lastly, this fellowship will provide the participants with an enhanced understanding of their role in the workplace and society in advancing the causes of diversity, inclusion, equity, and social justice, thereby extending the reach and impact of the program.

Project Design

The ARL Fellowship for Digital and Inclusive Excellence will replicate the design of other successful ARL diversity recruitment and development programs with notable enhancements. The program components will include:

- A one-year, paid internship position in a partner (host) research library or archive.
 - Placements will focus on emerging roles in research libraries and archives in a digital environment, including (but not limited to): digital asset management, digital archives, user experience and assessment of digital resources, data information literacy, digital

of Research Libraries, *Annual Salary Survey, 2013–2014*, <http://publications.arl.org/ARL-Annual-Salary-Survey-2013-2014/>, (Accessed on August 30, 2016).

⁶ Institute of Museum and Library Services, Laura Bush 21st Century Librarian Program – FY17 Notice of Funding Opportunity.

humanities and scholarship, data curation and visualization, and other areas. Rotations may be developed to expose the fellows to multiple functional areas of the library or archives.

- Leadership and career development and other continuing education opportunities provided by attendance at the annual ARL Leadership Symposium (held during the ALA Midwinter meeting) as well as a series of synchronous, online meetings throughout the fellowship year.
 - A portion of the training will provide an introduction to the professional language, values, and culture of LIS, including topics such as diversity and inclusion in LIS, critical race theory, managing micro-aggressions in the workplace, and related topics.
- A mentorship program that pairs student interns (fellows) with peer groups, library and information science professionals from historically underrepresented racial and ethnic minority groups, and professionals with similar areas of subject and domain expertise. The program will pilot a non-dyad mentorship model and will be supported by a Visiting Program Officer at ARL.
- Student membership in a professional organization of the participant's choosing.
- A capstone institute at the end of the fellowship year where the cohort is brought together for additional professional development, community building, and to report out on internship outputs.

This project will introduce diverse undergraduate students from outside of the LIS discipline to work and culture of the contemporary research library and archive. The scope of the project (with a focus in undergraduate students) will be assessed after the first year to determine if there would be advantages to expanding the target population to graduate students as well. The project will expose participants to emerging professional roles and services offered by these types of organizations and will provide a platform to explore possible points of entry into the profession. Recruitment of fellows will focus on students with subject, domain, or functional expertise that is needed in the digital information environment. The ARL Fellowship for Digital and Inclusive Excellence will recruit, support, and develop a total of 30 students from historically underrepresented racial and ethnic groups—10 per year for the three years of the grant. The program design will deploy numerous groups and individuals (described below) to support, guide, develop, and sustain the project. It is patterned after several existing ARL programs, both within its diversity portfolio and beyond. The project will serve as a model and a possible stepping-stone for possible integration into ARL's comprehensive diversity and inclusion portfolio on a permanent basis.

While the scale of the project may appear daunting, ARL has extensive experience simultaneously managing similar projects that, in the aggregate, have provided these types of immersive experiences to similar numbers of participants. ARL's director of diversity and leadership programs, Mark A. Puente, will manage the project, assisted by the ARL administrative, financial services, and communications teams. Puente has managed numerous successful IMLS-funded diversity recruitment programs including collaborations with the Music Library Association and the Society of American Archivists. Moreover, ARL has configured its administrative staff structure to optimize its ability to support projects of this nature. In addition, ARL will rely on its extensive network of library and archives professionals employed in member libraries and archives who are committed to supporting diversity, inclusion, equity, and social justice efforts within the professional community and in society.

An advisory group will be established to guide the project consisting, primarily, of LIS professionals from ARL member libraries and archives from throughout the US. Upon constituting the group, it may decide to engage professionals from outside of the membership, from allied sectors, e.g. library and

information science educators, the larger community of practice in digital stewardship, or from outside of the LIS community. This advisory group will be commissioned by ARL's Diversity and Inclusion Committee (DAIC), which provides strategic oversight for all of the Association's diversity, inclusion, and social justice efforts. Members of the DAIC or their designees will serve as the selection committee for the fellowship participants. An appointed chair of the selection committee will serve as a member of the advisory group.

Evaluation of Project

Success of the project will be evaluated by a number of metrics including: number of applications received; number of fellowships awarded and completed (with the goal of providing ten fellowships per year for three academic years); perceived quality of the internships provided by host institutions, including the skills developed or honed to contribute to the stewardship of digital content; quality and variety of online and in-person professional development opportunities provided to (and level of participation by) the fellows; quality of the mentorship component; degree to which participants develop deeper understanding of issues of diversity, inclusion, equity, and social justice and how they manifest in the workplace and in society; number of participants that pursue LIS careers or graduate degrees in related fields. ARL has created, through the management of numerous fellowships that include extended internship components, a formula for assessing these experiences throughout the course of the program and at its conclusion including four evaluations by the internship supervisors, mentors, and fellows. ARL tracks the professional activity of all former diversity recruitment and leadership development program participants. Former fellows in the Digital and Inclusive Excellence program will be included in ARL's tracking and longitudinal assessment efforts.

Periodic evaluations will take place with the fellows at midpoints of the internships (mid-semesters for those operating on that calendar) and at the end of both the first semester and of the yearlong internship. Internship supervisor(s), fellows, and mentors (as appropriate) will complete evaluation forms and where appropriate, supplement with exit interviews. The schedule of evaluations will be analyzed and evaluated by the advisory group with recommended changes implemented in years two and three of the project. Data collected from the evaluations will inform changes to the program design and will provide evidence regarding the program successes and shortcomings.

Timeline and Program Elements

The schedule for the ARL Fellowship for Digital and Inclusive Excellence will follow a successful pattern of recruitment, placement, and implementation utilized for similar efforts led by ARL, built around a traditional academic calendar. The program advisory group and selection committee will be established as a first step. Expectations for serving on both of those groups will be clearly documented and the ARL DAIC, under advisement of the program manager, will select the members. It is expected that members of the advisory group and selection committee will make a three-year commitment to the project, through the completion of the grant.

A call for applications for the fellowships will be released through ARL's extensive communications networks, including through the ARL's primary press tool, "ARL Announcements," the ARL website, social media outlets, and to the ARL membership (deans, directors, and university librarians of its 124 member institutions). ARL relies on an extensive network of former diversity recruitment program alumni (many of whom are employed in member libraries and archives) to assist with marketing of the opportunity. In addition, announcements will be posted to listservs of the ALA ethnic caucuses as well as to relevant student affinity groups for which contacts will be established through the advisory

group. Examples of these include organizations such as student chapters of the National Association of Black Engineers, African American Women in Technology, American Indian Science and Engineering Society, or Latinos in Science and Engineering (MAES). Other possible venues for outreach and marketing of the fellowship include multicultural student centers or organizations on campuses of ARL member institutions (i.e. Black or Latino student centers or associations). The project advisory group will be charged with developing a comprehensive list of contacts for outreach.

Applications will be accepted through an online submission form and will consist of several components:

1. An application form collecting general information about the applicants as well as demographic information, areas of study, relevant skills and knowledge, and anticipated graduation dates.
2. An essay addressing the applicant's interests in the Fellowship for Digital and Inclusive Excellence and the knowledge, skills, interest, or abilities one would bring to the library or archives environment. (This topic could be refined or revised after year one by the selection committee and/or advisory group.)
3. Two letters of recommendation, one written and submitted by a former work supervisor or reference, the other by an academic contact.
4. Unofficial transcripts of coursework completed.

Following an open application period, the selection committee will choose ten fellows to participate in yearlong internships first in 2017-18 and then for the subsequent academic years. The evaluation criteria for selection will be discussed and determined by the selection committee and tested through a "norming" process, but will resemble evaluation criteria established for the ARL Initiative to Recruit a Diverse Workforce (IRDW) (see attachment for draft example). The norming process will allow the selection committee to evaluate a subset of applications, then convene to discuss how they are applying the evaluation criteria in their deliberations before they complete the entire process. This will create some uniformity in the evaluation of each application, although an element of subjectivity will always remain. Upon determination of the top ten candidates, the advisory group will be responsible for reaching out to appropriate personnel at potential host institutions (libraries and archives), securing commitments from those organizations to support the fellows, and to pursue or offer training experiences where needed. This process for securing partner/internship host organizations used for other ARL diversity recruitment programs has proven effective in ensuring that the host institutions have the capacity to develop and manage a robust internship experience, and that all project goals are met. Nevertheless, the placement process will be evaluated in year two of the program based on feedback from the advisory group and evaluations from hosts and fellows.

Ideally, the recruitment cycle for the fellowships will begin in mid-spring (around March 15th with necessary adjustments to year one pending the announcement of the outcome of the grant application) to ensure sufficient time for the selection of the candidates, recruit the partner/ host institutions, and for planning of the internships. Simultaneously the advisory group will begin developing topics for the online, synchronous learning opportunities (webinars), content for the ARL Leadership Symposium, as well as a reading list with potential discussion topics. Webinars, offered 8-10 times during the course of the yearlong fellowship, will be recorded and, when appropriate, shared broadly with the library community or repurposed for select audiences such as other ARL diversity programs participants, the American Library Association (ALA) Spectrum Scholar community, and others. These webinars, pending input from the initial cohort of fellows and other evaluations, may be replicated for participants in years two and three of the program. Curriculum topics and presenters will

rotate, per recommendations made by the advisory committee, in order to engage professionals from the broader library and archives communities in support of the project.

The selected fellows will complete an internship learning plan (example attached) where they will articulate desired outcomes for the experience. The learning plans will be used to inform the design of the internships as well as additional professional development opportunities in which the fellows will participate. Ideally, the framework for the internship will be established prior to the start of the academic year, so that a regular work schedule could be initiated not long after the school year begins. Online communications for the fellows' cohort and supporting groups will be facilitated by the development of Google groups and wiki sites supported by ARL administrative staff.

A consistent component of the design of all ARL diversity and inclusion programs is a mentoring relationship developed between the students and professionals employed at the hosting institutions. These, traditionally, have been dyad relationships, with assignments guided by input from the program participants via a questionnaire. With the help of a visiting program officer (VPO) ARL is currently exploring other types of mentoring arrangements, including non-dyad models and peer mentoring. In addition, for the Digital and Inclusive Excellence fellowships, there will be some exploration of synergies and contributions by individuals from the larger communities of practice around digital curation including DataQ, the Data Curation Network, ARL's collaboration with the Center for Open Science, SHARE, the SHARE Curation Associates, and the National Digital Stewardship Residency (NDSR). Indeed, personnel affiliated with these projects will be among those recruited to serve as project advisors, faculty (presenters) for continuing education experiences, as well as mentors. The mentoring component of the program will benefit from oversight of the VPO, the program director, and the internship coordinator at the host institution.

In January of each year, the full class of ARL Digital and Inclusive Fellows will attend the ARL Leadership Symposium, an event also attended by participants in ARL's other diversity recruitment programs: at this time, the Initiative to Recruit a Diverse Workforce and the ARL SAA Mosaic Program. This event is generally held during the ALA Midwinter meeting in order to take advantage of conference attendees who are recruited to serve as faculty and advisors. The curriculum of the event varies from year to year, but includes training in topics such as:

- Leadership development
- Emerging professional roles in research libraries and archives
- Strategic concerns of research libraries and archives, e.g. open access and educational resources; preservation; digital scholarship; data management; library value; public policy, copyright, and authors' rights; and similar topics
- Building career networks in research libraries and archives
- Critical race theory
- Diversity, inclusion, equity, and social justice in LIS
- Strategies for job searching, and applying and interviewing for positions

The ARL Leadership Symposium is the first opportunity for the fellows to meet and network in person and further build their community. It will also afford them the opportunity to meet other ARL diversity programs participants (MLIS students from historically underrepresented racial and ethnic groups), leaders in ARL libraries, and other luminaries in the profession. The symposium will feature breakout sessions on topics identified specifically for the Digital and Inclusive Excellence fellows.

ARL will schedule periodic conference calls (quarterly or biannual, as needed) with project

teams at the partner institutions to address any issues that arise with the internships and so that personnel at those organizations can share best practices for management of the practical field experiences. Evaluations of the internships will inform necessary adjustments for the duration of the experience. In January or February of each program year, planning will be initiated for the three-day capstone experience that will conclude the fellowship (although the initial development of the work plan will integrate this component into consideration and planning). The advisory group and ARL staff will develop the capstone event, which will feature reports on project work completed, further explorations into career options in LIS, and programs on other topics as identified by the program fellows. The capstone event will provide an opportunity for fellows and program administrators to celebrate the completion of the experience, and to collect additional data about how to improve and enhance the experience for future cohorts.

One of the goals of the project will be to involve program participants from the first cohort in the planning and professional development events offered to the second and third cohorts. This will ensure that a learning community is consistently cultivated and that fresh perspectives are integrated into the design and management of the project. ARL will develop an alumni listserv for all participants in the ARL Fellowship for Digital and Inclusive Excellence and will integrate them into our communication plan with the larger population of beneficiaries of ARL's diversity, inclusion, and social justice efforts.

Personnel

The ARL director of diversity and leadership programs, Mark A. Puente will serve as the project director, committing five hours per week (14.3% FTE) to the program. Puente will provide leadership to the advisory group and selection committee as well as liaise with the ARL DAIC, the ARL Academy Advisory Group, and the project staff at the internship host institutions. He will provide budgetary oversight, facilitate the selection process, provide input into the development of work plans, and is the principle designer of the ARL Leadership Symposium. The project will be supported extensively by the ARL administrative team, consisting of four professionals who assist with scheduling, event planning, financial and grants management, procurement, and other duties. The head of the administration team is Amy Eshgh, who coordinates the work of this team, and who will consult with the supporting teams in all activity in support of this project. One member of the administrative team is dedicated to grants management for ARL. The total time committed to the project by the administrative team is eight hours per week (22.8% of the equivalent of one FTE). Some assistance for management of the project will be provided by the ARL financial services team (budgetary tracking, stipend disbursement, etc.).

Communications

The ARL communications team will assist with press releases, webinar management, and dissemination of information about internship opportunities, and project outputs and outcomes. The team will assist with the development of marketing materials for the project and any reports or communications about outputs or outcomes shared during the ARL association meetings, national professional meetings of the American Library Association, the Association of College and Research Libraries (ACRL), the Joint Conference of Librarians of Color (JCLC), the National Diversity in Libraries Conference (NDLC), the Digital Library Federation (DLF) Forum, and other events. The communications team will advise the project director, advisory group, host institution personnel, and other stakeholders on venues for sharing information about the project's success to groups outside of

traditional LIS communities such as the archival and museum communities, science and technology groups, historical societies, etc.

Serving as an advisor to the mentorship component of the program will be Gabriela Redwine (Yale University), ARL VPO, who is providing support for and oversight of other ARL mentoring programs—particularly ones focused on recruiting and developing people from historically underrepresented racial and ethnic minority groups. Redwine, under Puente’s supervision, will dedicate approximately two hours per month on related activities including communication with mentors, sharing of relevant literature and resources, development of assessment protocols, and the development of training materials and events for mentors and mentees (fellows). Also supporting the mentoring component is consultant, Kathryn Deiss, former content strategist for the Association of College and Research Libraries. Deiss, a noted expert in leadership development, organizational development, and diversity and inclusion (D&I), has provided mentor training for ARL programs for many years.

For the internship component of the fellowships, ARL has a long-standing formula in place that has been used for similar projects funded by IMLS and that involve practical field experiences (e.g. the ARL/Music Library Association Diversity and Inclusion Initiative, and the ARL/Society of American Archivists Mosaic Program). For each internship site, ARL will recruit an internship coordinator (two hours per month for one year) who will liaise with the program fellow and program administrators, help design the experience based on expressed learning outcomes, identify training opportunities for the fellow, and provide general support to the participant and to the program. In addition, an on-site mentor (also two hours per month) will be assigned whose primary responsibility is to help the fellow assimilate into the organization, assist with navigating organizational politics, and provide feedback and reflection about the fellowship learning experiences. The mentor will ensure that the fellowship experience, in the aggregate, is achieving the intended goals of the program and will provide career guidance to the fellow. As noted previously, the fellow may also be assigned additional mentors from outside of the functional area of the work they are completing, or even outside of the organization (from the broader community of practice in digital stewardship). The cohort experience will also facilitate the creation of a peer-mentoring network, also supported by the ARL VPO. Because these mentoring arrangements will be made on an individual basis, based on feedback from the fellow, no contribution of time was factored into cost share figures (in-kind contributions). Finally, work supervisors will provide direct oversight to project assignments and other duties as determined by the work plans for the internships. The fellows may have more than one internship supervisor depending on the design of the internship experience, which may include rotations through multiple units or departments. The commitment of time by internship supervisors is estimated to be two hours per week for 26 weeks for each fellow.

The program advisory group, consisting initially of appointees from ARL member libraries, will dedicate two hours per month of in-kind support to the project. The chair of this group will be paid a modest honorarium (\$1,000 per annum) paid with grant funds. The work of the selection committee (five individuals) will require a commitment of 20 hours each.

Diversity Plan

ARL has long been committed to developing programs that advance diversity and inclusion (D&I) goals within the Association and within the professional community. It is a central feature of the new Strategic Framework, which centers Diversity and Inclusion, along with Assessment, Member Engagement, and Policy and Advocacy, as four essential enabling capacities. Each new project that ARL undertakes must be evaluated for intersections with D&I and equity efforts, and the degree to

which the project advances those goals. This process ensures that these critical issues are central to everything that the Association does. The ARL DAIC began its process of rethinking its work by a thorough vetting of its signature program, the Initiative to Recruit a Diverse Workforce (IRDW), long supported by generous grants from IMLS. This review process resulted in the membership approving a large permanent increase in its dues (in October of 2017), fully and permanently funding the program. The DAIC is currently developing its overall plan of work for the next three years. The DAIC will convene in early 2017 to consider the priorities of the Association and its leadership role in D&I efforts for the association, the profession, as well as allied professions such as archives and museums. In addition, a new component of our Strategic Framework, the ARL Academy, with its own advisory board, can both help with the development and management of the Fellowship for Digital and Inclusive Excellence, as well as advise on the methodology (recruiting outside of the LIS pipeline) and its positioning within the overall D&I strategy for the Association. Although ARL's D&I portfolio has shifted some, away from LIS pipeline programs, focusing more on the development of the ARL membership, diversity recruitment programs will remain a primary focus of Association efforts.

The ARL Fellowship for Digital and Inclusive Excellence is, at its core, a diversity recruitment program that will expose career possibilities in LIS to college and university students from historically underrepresented racial and ethnic minority groups. The goal of the program is to encourage these diverse students—with diverse skills sets relevant to the digital information environment—to pursue careers in academic/research libraries and archives. In addition, fellows will receive training on issues related to diversity, inclusion, equity, and social justice in the LIS profession and in US society, and in tactics for advocating for these issues regardless of the context. The project will also involve a variety of library and archival organizations serving a diverse patron base across all regions of the US.

National Impact

The ARL Fellowship for Digital and Inclusive Excellence will result in greater skills for the library and archives workforce with its focus on emerging professional roles and services, specifically in the digital realm. Fellows will be exposed to innovative practices in digital curation, preservation, and dissemination through the practical internship experiences, and through professional development events that explore emerging and transformational practices in LIS. This model will also challenge the standard practice of recruiting new professionals with MLIS credentials into the academic/research library and archives workforce. The project will also challenge host institutions and the broader LIS workforce to contemplate, develop, and implement processes, programs, and cultures that will ensure the integration and acceptance of fellows and emerging professionals with alternative professional credentials.

Individuals selected to participate in the fellowship and their internship host institutions will represent a broad range of academic and public institutions from, potentially, across every sector of the US. The program curriculum will allow individuals to be developed in theoretical principles in diversity, inclusion, equity, and social justice issues that would be applicable to any professional environment or context. Moreover, program alumni will transition into professional roles in LIS and in other professional sectors. All of these project elements extend the reach of the fellowship program thus ensuring its significant reach and impact.

Schedule of Completion Year One June 2017-May 2018

	<i>June</i>	<i>July</i>	<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>
Design, print, and ship promotional materials												
Recruit Advisory Group and Selection Committee												
Create online application and post call for												
Applications due and reviewed by selection												
Partner/Host institutions and mentors recruited.												
Partner documents submitted to IMLS												
Fellows selected for 2017–2018.												
Fellow MOUs collected. Online community												
Learning plans developed in consultation with												
Introductory webinar												
Student memberships in professional organizations												
Internships begin, paid monthly												
Mentor training webinar provided												
Check-in evaluations distributed to internship												
Webinar												
Webinar												
Webinar												
2017–2018 cohort attends ARL Leadership												
Advisory group begins planning for capstone												
Program evaluations distributed to fellows, supervisors, and mentors												
Webinar												
Post call for applications for year two of the program												
Webinar												
Second semester, mid-point evaluations sent to supervisors, mentors, and fellows												
Applications due and reviewed by selection												
Partner/Host institutions and mentors recruited.												
Partner documents submitted to IMLS												
Mosaic Program Fellows announced for 2018–2019												

Schedule of Completion Year Two June 2018-May 2019

	<u>June</u>	<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
Internships from year one conclude.												
2017-18 fellows attend capstone event												
Learning plans for 2018-19 cohort developed in consultation with supervisors												
Final evaluations for year one fellowships sent to internship supervisors, mentors, and fellows												
Student memberships in professional organizations purchased												
Introductory webinar												
2018-19 cohort internships begin, paid monthly												
Mentor training webinar provided												
Check-in evaluations distributed to internship supervisors												
Webinar												
Webinar												
2018-19 cohort attends ARL Leadership Symposium												
Program evaluations distributed to supervisors, mentors, and fellows												
Advisory group begins planning for capstone												
Webinar												
Call for applications for 3rd cohort released												
Webinar												
Second semester, mid-point evaluations sent to supervisors, mentors, and fellows												
Applications due and reviewed by selection committee												
Webinar												
Partner/Host institutions and mentors recruited												
Partner documents submitted to IMLS												
Program Fellows announced for 2018-20. Fellow MOUs collected. Online community established												
Webinar												
Final evaluations sent to internship supervisors, mentors, and fellows												

Schedule of Completion Year Three June 2019-May 2020

	<u>June</u>	<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>
2018–19 fellows attend capstone												
Internships from year two conclude												
Final evaluations for year two fellowships sent to internship supervisors, mentors, and fellows												
Learning plans for 2019-20 cohort developed in consultation with supervisors												
Introductory webinar												
Student memberships in professional organizations purchased												
2019–20 cohort internships begin, paid monthly												
Mentor training webinar provided												
Check-in evaluations distributed to internship supervisors												
Webinar												
Webinar												
Webinar												
Program evaluations distributed to internship supervisor, mentors, and fellows												
2019–20 cohort attends ARL Leadership Symposium												
Webinar												
Webinar												
Second semester, mid-point evaluations sent to supervisors, mentors, and fellows												
Webinar												
Year three internships end												
2019-20 fellows attend capstone												
Final evaluations sent to internship supervisors, mentors, and fellows												