

Abstract**Tribal College Librarians Institute: Strengthening Tribal College Library Capacity to Serve as Community Anchors**

The Montana State University (MSU) Library, in partnership with the University of Texas (UT)-Austin's School of Information and the University of Washington (UW)'s iSchool, seek a \$249,926 Laura Bush 21st Century Librarian Program (LB21) Planning Grant under the Community Anchors project category to support the Tribal College Librarians Institute (TCLI), an annual, weeklong professional development program for tribal college librarians and archivists that provides continuing education programming across all areas of librarianship and is tailored to the specific, unique needs of library personnel at tribal colleges and academic librarians mandated to serve the information needs of Native constituents. Activities under this proposal will build upon the success of two previous LB21 awards by focusing on better educating and empowering tribal college librarians to be community anchors that provide the information needs and lifelong learning skills to veterans and military families, as well as enhancing their general librarianship skills and knowledge.

Tribal college librarians typically work in geographically-isolated communities with few staff and on a very small budget; they serve the information needs of both their academic and tribal communities. Many lack a library science degree and specific training in librarianship, and thus one of their greatest needs is ongoing, targeted, relevant professional development and training. Since 1990, TCLI has served this crucial need by providing professional development, mentoring, and essential networking to a niche sector - tribal college librarians and librarians serving a similar role with Native constituencies. Many TCLI participants refer to TCLI as *the* conference of choice for meeting their ongoing professional development and networking needs.

TCLI is coordinated by MSU Librarian and Professor Mary Anne Hansen (1997-present), UT Austin's Professor Loriene Roy, Ph.D. (2007-present), and UW Ph.D. Candidate Sandy Littletree (2006-present).

Professor Hansen has co-coordinated TCLI since 1997. In 2009, the Association of Tribal Archives, Libraries and Museums recognized the work of Professor Hansen and her predecessor, Professor Kathy Kaya, by awarding TCLI the Outstanding Project Award. Dr. Roy has formally advised TCLI for the past 10 years, helping to shape programming by recruiting her iSchool students to collaborate with tribal college librarians on various projects, such as building pathfinders, and then share this work at TCLI. These student collaborations also have positive impacts on tribal college libraries in helping them to offer value-added resources that they otherwise wouldn't have had time to create on their own as many of them only have one to a few library staff members. Dr. Roy is also a frequent presenter on trends in library science and serving Native constituents—including veterans and military families. Sandy Littletree is a specialist in Indigenous Knowledge Systems, and has shared this expertise on occasion since 2006, helping to shape TCLI's programming. Most recently, she presented at TCLI 2017 on her project with Omar Poler, Associate Outreach Specialist, School of Library & Information Studies at University of Wisconsin-Madison, to gather stories of the impact of IMLS in tribal libraries across the US. She also recruited two of her UW iSchool students to present at TCLI 2017 on both their projects and trends in library science studies.

Participation in TCLI will have a direct, positive, and lasting impact on the professional development skills of tribal librarians, enhancing their ability to effectively serve their patron bases, including veterans and military family members. TCLI programs during the three-year grant cycle will include workshops and presentations on strategies, services, and resources for serving the specific information needs of veterans and military families; additional programs will include cultural issues and professional knowledge and skills relevant to tribal college librarians. TCLI participants will also help direct annual programming, as they have throughout the history of TCLI, specifying on yearly evaluations and through the TCLIB-1 listserv those specific types of programs that would be useful to them in their unique roles.

This funding will allow TCLI to operate this annual professional development institute for a three-year period between July 1, 2018 and June 30, 2021. The majority of the funds will be used to cover participant and presenter travel expenses for approximately 50-55 participants and presenters for each of the three years.

The Tribal College Librarians Institute (TCLI): Strengthening Tribal College Library Capacity to Serve as a Community Anchor

Introduction:

The Montana State University (MSU) Library, in partnership with the University of Texas (UT)-Austin's School of Information and the University of Washington (UW)'s iSchool, seek a \$249,654 Laura Bush 21st Century Librarian Program (LB21) Planning Grant under the Community Anchors project category to support the Tribal College Librarians Institute (TCLI), an annual, weeklong professional development program for tribal college librarians and archivists that provides continuing education programming across all areas of librarianship and is tailored to the specific, unique needs of library personnel at tribal colleges, as well as academic librarians mandated to serve the information needs of Native students. Project activities will build upon the success of two previous LB 21 Awards by focusing on preparing and empowering tribal college librarians to be community anchors that provide the information needs and lifelong learning skills of veterans and military families, in addition to their academic and community constituencies they serve. TCLI programming hasn't targeted resources for veterans in previous years. Additionally, this project is unique from previous IMLS-funded projects in that some of the goals of the project were generated organically by tribal college librarians during the 2017 TCLI meeting, during which they expressed an interest to share and merge their training, instructional and programming efforts at new levels, strengthening their network beyond the yearly institute to stronger collaborative efforts throughout the year.

Tribal college librarians typically work in geographically-isolated communities with few staff and on a very small budget; they serve the information needs of both their academic community members, while also serving as a public library for their tribal community. Many tribal college librarians lack a library science degree and specific training in librarianship, and thus one of the greatest needs of these library personnel is ongoing, targeted, relevant professional development and training. Since 1990, TCLI has served this crucial need by providing professional development, continuing education, mentoring, and essential networking to a niche sector of librarians, tribal college librarians and librarians serving a similar role with Native constituencies. This project recognizes the need for tribal college librarians to have the knowledge and expertise to also serve the unique needs of veterans and their families, a substantial segment of the population in many tribal communities that hasn't previously been targeted in previous TCLI projects. This project will greatly enhance the knowledge base of tribal college librarians for serving all members of their communities, including veterans, often an underserved sector in tribal communities. Many TCLI participants refer to TCLI as *the* conference of choice for meeting their ongoing professional development and networking needs, and thus this project is key for continuing to build the expertise of tribal college librarians in providing services and resources to every sector of their communities.

Participation in TCLI will have a direct, positive, and lasting impact on the professional development skills of tribal librarians, enhancing their ability to effectively serve their patron bases, including veterans and military

family members. TCLI programs during the three-year grant cycle will include workshops and presentations on strategies, services, and resources for serving the specific information needs of veterans and military families and programming related to cultural issues and further developing the professional knowledge and skills relevant to tribal college librarians and those serving Native students and constituencies. This grant funding will enhance TCLI's efforts in providing more specialized professional development for tribal college librarians for a three-year period between July 1, 2018 and June 30, 2021. The majority of the funds will be used to cover participant and presenter travel expenses for approximately 55-60 participants and presenters for each of the three years. There is little risk that this project won't be carried out as planned, based on TCLI's 28 years of successful professional development and programming, along with the strong partnerships established with other key project staff. Finally, the tribal college librarians deem this their most important professional development opportunity available to them.

Statement of National Need:

Tribal college libraries are often the only library in their community, thus serving as community anchors in this capacity, serving traditionally underserved Native populations. Most of these libraries are located in rural, geographically-isolated reservations with high unemployment rates among traditionally underserved Native peoples. These communities also typically struggle with digital access, with the tribal college library often being the only public location for computer, internet, and telephone access. Additionally, tribal college libraries also serve as community anchors by hosting after-school and summer reading programs, computer skills training, job seeking assistance services, and other community programming—such as the sharing of intergenerational cultural knowledge and skills. The existence of tribal college libraries in rural, isolated communities is also vitally important in providing a safe public space where students and community members alike can take refuge to engage in recreational reading or research alone or interact with others as they choose.

Most tribal communities include a significant number of veterans and their military families, also in need of job and computer skills training, along with ongoing cultural programming opportunities to help them feel engaged with their Native heritage and other community members. According to a [2012 report by the US Department of Veterans Affairs](#), American Indians and Alaska Natives serve in the military at a higher rate than other ethnicities, and they have a higher concentration of female Service members than all other Service members. Additionally, American Indian and Alaska Native Veterans have lower incomes, lower educational attainment, and higher unemployment than Veterans of other races; they are also more likely to lack health insurance and to have a disability, service-connected or otherwise, than Veterans of other races. In short, tribal college libraries, and, more specifically, tribal college librarians and staff, are key to community-building through their diverse educational and outreach efforts. Tribal college libraries are a core public educational and cultural hub of their communities. Per [a November 2014, US News & World Report article](#), unemployment rates on Indian Reservations are far higher than the national average. Tribal college librarians have a strong history of providing computer skills courses, resume assistance, as well as general job-seeking assistance, both informally and formally, to a diverse spectrum of their communities, including veterans and their families. Therefore, ongoing professional development and leadership skill-building is critical to tribal college library personnel in serving the diverse information and resource needs of all members of their communities.

While there are other continuing education opportunities for library personnel serving Native college students and diverse communities that include many veterans and their families, TCLI is unique in serving the specific continuing education and professional development needs of tribal college librarians because it was created in 1989-1990 as a professional development opportunity at the request of tribal college librarians seeking tailored knowledge and skills for their niche needs, and it has continued this focus throughout its 28 year history. TCLI has been recognized by the Association of Tribal Archives, Libraries, and Museums (ATALM), receiving the 2009 ATALM Conference Award for Outstanding Project. The MSU Library provides some financial support for TCLI, as well as in-kind staff support, but additional funds to cover participant expenses are continually needed and have been sought from a variety of sources over the years. Approaching its third decade of tailored educational programming for the unique needs of tribal college librarians, TCLI is requesting three years of IMLS funding to continue this successful record of providing uniquely-tailored professional development for the years 2019 – 2021. Without financial support for TCLI, this special group of librarians has no other opportunity for such targeted continuing education and professional growth. Additionally, grant funds will be used to increase recruitment efforts, with the goal of getting at least one librarian from each U.S. tribal college library recognized by the American Indian Higher Education Association (AIHEC) to attend each year during the grant period. During TCLI 2017, AIHEC President, Dr. Carrie Billy, attended and presented for the first time, allowing her essential face-time with librarians at the institutions she represents. TCLI planners would strive to have Dr. Billy attend one or more TCLI gatherings again during the 2019-2021 period to continue this enhanced networking with the AIHEC President. This grant would allow TCLI to build upon two previous IMLS LB21 grants that have resulted in TCLI being a widely-recognized essential professional development opportunity like none other. Additionally, this project will further extend TCLI's reach beyond the annual week-long institute and the ongoing listserv that participants use for group problem-solving, to include online programs relevant to the tribal college librarians because they'll be directing and often presenting the content to their peers through the coordination of TCLI project staff. Finally, this project will also result in a collective open access online repository of instruction and training materials, much of which will be created by the tribal college librarians, often in collaboration across institutions as well as partnering with iSchool students.

Project Design:

During the three-year project, TCLI will collaborate with University of Washington and University of Texas-Austin iSchool faculty, Sandy Littletree and Dr. Loriene Roy, along with iSchool students they select, to provide targeted programming at new levels in order to enhance the knowledge and leadership skills of tribal college librarians. In particular, the programming will focus on building their capacity to serve veterans and military families, while also familiarizing iSchool graduate students about this niche area of librarianship. Project goals and outcomes include the following:

- Enhancing professional development opportunities by providing ongoing continuing education throughout the year, in addition to the annual TCLI gathering, to include at least two targeted webinars on knowledge and skills presented by experts in the field, as well as best practices and burning issues,

presented by tribal college librarians to their peer colleagues. Web conferencing software with recording capability will be used, and recordings will be archived in a TCLI YouTube channel as part of a TCLI professional development digital content archive and remain available in perpetuity. The TCLI YouTube Channel will be linked to the TCLI LibGuide, creating an Indigenous Online Library for tribal college and other librarians serving indigenous communities; the TCLI Libguide will also link to training and educational materials generated collaboratively by TCLI participant and LIS students, providing an open access repository for instructional and training materials to be shared by all. These materials will include, but not be limited to, webinar recordings, tribal college library training materials, information literacy lessons plans, programming ideas, etc. Program topics will be identified via the 100+-member TCLIB-I discussion list, a forum for TCLI participants to engage in online networking and group problem-solving on an ongoing basis, in addition to the annual week-long institute. Openly accessible materials will include information literacy lesson plans, programming ideas and plans for specific events, such as open houses, summer and after-school reading programs, plus programming for special events, such as holiday events, etc. Additionally, TCLI project staff will solicit materials that tribal college librarians are already using in their practice, enhancing the repertoire of materials, ideas, and strategies for the collective.

- Targeting library services and programming to veterans, their families, and the greater community by including programming around mental health, suicide, domestic abuse, addiction, and other well-being topics. Expert speakers will be invited to present on programming for veterans, as well as tribal college librarians' best practices in serving veterans in their communities through partnerships with local law enforcement, public health agencies, and other similar entities. Many of the tribal college librarians are already targeting programs and resources for veterans, and thus they will be invited to present on their efforts. One example includes Mark Holman, Sitting Bull College Library Director, who participates on behalf of his library in the college's annual Veteran's Honoring event; additionally, Mark contributes to the college's garden project, an extension of which is contributing to the community garden at the Warrior's Home for disabled veterans. Other tribal college librarians offering services and resources for veterans will be solicited via the TCLI listserv and invited to present on their efforts during the three years of the project. Professor Roy, a long-time pro bono advisor to TCLI, will be invited to present on the progress of her IMLS grant (2017-2019) to get Native veterans into library science graduate programs; she will also be invited to provide updates on other efforts in librarianship to serve the needs of Native veterans and military families, as that is an ongoing area of her expertise. Dr. Roy recognizes the value of TCLI in the growth of librarians serving Native constituencies, and thus she almost yearly is generous with her time in presenting at TCLI while participating during the entire week as an honorary member and advisor. She receives no honoraria for her contributions to TCLI, but recognizes TCLI's contributions to Indian Education and the empowerment of Native librarians and non-Native librarians who serve Native communities. Additionally, the National Network of Libraries of Medicine will share National Library of Medicine resources for veterans at least one TCLI gathering between 2019-2021. These NLM resources will be linked to the TCLI LibGuide, along with other educational and cultural resources, to provide a one-stop information access point for tribal college librarians. The LibGuide will

be maintained by TCLI Coordinator, Mary Anne Hansen, but guest editor ability will be given to one or more interested tribal college librarians, sharing control of educational content. Other targeted TCLI programs on serving veterans may include Cassi Miller, Montana State University (MSU) Veterans Services Writing Instructor, discussing ways that librarians can collaborate with instructors to enhance the educational experience of veteran students at their colleges; additionally, the MSU Veterans Services Program Director, Joseph Schumacher, will be invited to present a program on his office's targeted efforts with veteran students, especially veterans who are Native. TCLI project staff will also seek out Native veteran students to potential provide a panel presentation on what libraries might offer to serve the needs of veteran students.

- Partnering one or more Library and Information Science (LIS) student(s) each year with tribal college librarians to create tutorials, pathfinders, or other relevant educational materials targeted at specific tribal college communities. These student-librarian partners will co-present on their projects at the TCLI annual gathering, and their products would be archived in a virtual Indigenous Online Library to be created and maintained by the MSU Library's TCLI staff in partnership with Dr. Roy and her LIS students; this Indigenous Online Library can to be tapped by all and serve as a testing ground to create the first truly indigenous space (continuation of successful pairing with [Dr. Roy's](#) LIS students). The emphasis of this resource will be an archive of Indigenous-authored resources, though any library personnel serving Native information and education needs will have access to this resource in order to increase cultural competencies of non-Native librarians serving tribal communities, while also enhancing their skills and knowledge of best practices for serving their communities' ongoing information needs. This will be an enhanced continuation of TCLI's partnership with Dr. Roy to partner her students with tribal college librarians, an effort that has existed for several years. Dr. Roy has used the TCLI annual gathering, as well as the TCLI listserv, to solicit librarians willing to partner with her students to fulfill a need that librarians don't have the time and/or expertise to complete, such as the creation of library webpages, pathfinders for specific library and research materials, etc. The Indigenous Online Library will serve as a clearinghouse for previous and future efforts, thus serving as an open access repository for tribal college librarians to tap for training, instructional and programming materials that they can adapt to their own constituents' needs. TCLI Coordinator, Mary Anne Hansen, has been invited to serve on a National Advisory Council for the Association of Tribal Archives, Libraries, and Museums (ATALM), specifically to work on a project to develop Economic Development Centers in tribal libraries through which five tribal libraries will serve as pilot centers to develop economic expertise for their tribal communities. This ATALM project will be presented at TCLI and potentially via web conferencing, during its development, in order to keep TCLI participants apprised of the effort and encourage them to become involved as the effort is expanded This effort complements the need to enhance the economic and workforce-building knowledge and skills of tribal college librarians in order that they can better serve the skills and training needs of their constituencies, including veterans and military families.

- Partnering one or more LIS student(s) each of the three years to create a training manual for tribal college librarians that can be customized for each institution. There can be high turnover rates among tribal college library personnel, some of whom have little or no library training before stepping into their librarianship roles in their respective tribal communities, thus a training manual contributed to by most or all of the tribal college libraries would enhance library services provided by all tribal college library personnel. The idea for this goal of creating a universal, yet individually-adaptable, training manual, sprang from TCLI 2017 "Burning Issues" discussions, thus it is an organic idea that came from the TCLI participants themselves. This document would also link to the TCLI directory, providing easy access to individuals at tribal college libraries within the TCLI network, allowing another access point to expertise beyond the TCLI listserv. These efforts will also familiarize LIS students with the niche area of tribal college librarianship. This training manual will be linked to the TCLI Libguide, a central information resource for librarians serving the needs of Native college students and community members, including veterans and military families. LIS students will be solicited through Dr. Roy, as well as other LIS programs that TCLI has created relationships with over the years, such as the University of Arizona's Knowledge River Program and the University of Wisconsin-Madison's program, to name a couple. Students and faculty from these programs have attended and presented at TCLI over the years, and continue to express an interest in TCLI involvement. The idea for this goal was suggested by several participants at TCLI 2017; they recognize the mutually-beneficial experience of partnering with LIS students in order to mentor the students, while having the students contribute to a relevant and valuable project useful to the tribal college library community. The tribal college librarians have shared strategies for recruitment, training and retention of library employees over the years, both face to face and at the annual institute. This effort would solicit further contributions to such training materials, while archiving them for all to share collectively.

- Partnering one or more LIS student(s) each of the three years with tribal college librarians to create a protocol document for access and care of indigenous knowledge. These efforts will contribute to [ALA's Rural, Native, and Tribal Libraries of All Kinds](#) efforts, as well as build upon [Sandy Littletree's](#) work at UW iSchool. TCLI planners will communicate these efforts to others throughout the US and beyond in order to complement and build upon efforts; one such effort is the IMLS planning grant-funded Digital Archive of Native American Intellectual Traditions (DANAIT, name potentially to be revised), led by librarians at Amherst College (<http://danait.wordpress.amherst.edu/sample-page/planning-meeting-participants/>). The intent of this goal is create an essential working document for those librarians working with indigenous knowledge sources, in particular tribal college librarians and archivists, as well as connect them to other efforts happening in this realm. This document will be linked to the TCLI LibGuide, forming another value piece of a one-stop clearinghouse for tribal college librarians and archivists. TCLI Coordinator, Mary Anne Hansen, has served in a consulting capacity on the DANAIT project. The idea for this goal came from long-time TCLI advisor and presenter, Dr. Lorlene Roy, UT-Austin School of Information during the TCLI 2017 meeting, and it was well-received by TCLI participants.

- Collaborating with tribal college librarians to create a National Reading Club for Native children during summer reading programs as well as after-school reading programs at tribal college libraries to connect Native children to other Native children across tribal communities by extending existing summer reading programs into a national reading network via a blog, for example. This goal was generated by TCLI participants during TCLI 2017 "Burning Issues" discussions. Many tribal college librarians provide after-school and summer reading programs, many of which are intergenerational, and thus a few of them suggested taking their individual efforts to a more national, collaborative effort. This National Reading Club would have a presence on the TCLI LibGuide, and its efforts would also be highlighted during annual TCLI meetings, and possibly also during web conferencing professional development presentations that happen throughout the year, as noted in an above goal.

This three-year project will build upon two previous IMLS-funded LB21 grants to take TCLI to a new level of ongoing involvement for tribal college librarians to both create training and information resources for the greater TCLI community, as well as present to their colleagues, both in person and online, about their successes and best practices, with an emphasis on resources and services for veterans and military families. This project is unique from previous IMLS-funded projects in that it both empowers and more directly involves tribal college librarians from across the US in steering the practices and future of their niche area of librarianship, while also creating collective information and training resources available in a central location, the TCLI LibGuide. Furthermore, this project focuses on enhancing the professional skills and repertoire of tribal college librarians to better serve the information and programming needs of the veterans in their communities, along with military families.

As has been the practice since its inception in 1990, this annual institute will cover the travel and housing costs for tribal librarians and charge no registration fees to participate. Coordinators will use IMLS funding to maintain TCLI's core practice of providing targeted outreach to this unique audience. Intended outcomes for TCLI participants will include unique and valuable face-to-face networking opportunities, targeted professional development and continuing education opportunities relevant to their unique needs in serving tribal constituencies. Participants will gain skills and knowledge that will directly impact their ability to serve their patrons effectively, including the veterans and military families in their tribal communities.

Individuals Reached: We will target on average participant numbers of 35- 50 tribal college library personnel, and 2-4 iSchool student participants who will also serve as presenters to share the latest trends and knowledge in library science graduate programs; simultaneously, these iSchool students will be introduced to and become familiar with this niche sector of librarianship – tribal college librarianship.

Assessment: TCLI Coordinator, Mary Anne Hansen, and the MSU Library's Grants and Assessment Coordinator, David Swedman, in consultation with TCLI Advisor Dr. Lorlene Roy and TCLI Consultant Sandy Littletree, will assess project efforts each year through an annual evaluation given to TCLI participants at the end of each institute, allowing them a forum to provide feedback on the achievement of these goals each year. Additionally, select TCLI participants will be invited to provide additional feedback through interviews or focus groups, to be conducted via web conferencing. Finally, all TCLI participants will be invited via the TCLIB-I

listserv periodically throughout each of the years of the project to provide input about TCLI programming, impact, gaps, etc.

Reporting of project activities and impact: TCLI project staff will present institute outcomes at conferences, such as ATALM and the ALA Diversity Fair, as well as publish articles in such publications as the Tribal College Journal, plus share on the TCLIB-l and AILA listservs.

Sustainability:

TCLI first met in the summer of 1990, upon demand from librarians at Montana's seven tribal college libraries, and subsequently expanded to include tribal college libraries from across the US; since it began, TCLI has sustained a successful history of providing relevant, targeted professional development to tribal college library personnel from across the US. TCLI has had IMLS support since 2013, funding which helped TCLI to reach record capacity. In addition to receiving IMLS funding support, TCLI coordinators have also secured funding from EBSCO, the Paul G. Allen Foundation, the MSU Library, and the MSU Department of Native American Studies to help fund institute costs. During years of little grant funding to cover participant travel expenses, a smaller number of tribal college librarians have been able to leverage funding from their respective tribal colleges to attend or they have had other travel grant funds. During these low-funded years, participation has been smaller, but the experience has been rewarding and beneficial to TCLI participants, nonetheless, per their annual institute evaluations. In short, regardless of grant funding levels, TCLI will go on well into the future. IMLS support will help TCLI to go on at new, robust levels, should funding be extended to TCLI coordinators to fund the annual meetings from 2019-2021, with planning for TCLI 2019 to begin July 1, 2018.

Diversity Plan:

This project aims directly at the needs of tribal college library personnel and academic librarians mandated to serve the needs of Native college students. TCLI has a 28-year history of improving the library profession's depth of diversity by recruiting Native students to pursue LIS degrees, as many serving as tribal college librarians, who are tribal members, are not professionally trained or educated in librarianship. TCLI provides professional development and training to tribal college library personnel that empowers them to better meet the changing needs of their tribal communities. It should be noted that many tribal college library personnel are not Native, and thus TCLI is an essential means for these non-Native tribal college library personnel to develop deeper understanding of the tribal communities they serve while honing their cultural competencies as well. TCLI activities supported by IMLS funding will focus on helping to educate the next generation of tribal college librarians while developing library leaders who are community anchors. The TCLI coordinator will partner with the Montana State University Cultural Attunement Advisory Group to share TCLI diversity efforts across campus and learn about other diversity efforts that might be brought back to TCLI gatherings.

National Impact:

Funding for carrying TCLI into its third decade will result in enhanced skills and knowledge among tribal college librarians in their Community Anchor roles in serving the academic and community information needs of their tribal populations, including targeted efforts for veterans and military families. National impact of this project will also result in deeper connections among tribal college librarians in geographically-isolated areas,

strengthening the capacity of these librarians to serve their Native constituencies through new knowledge, skills, and niche group problem-solving. Additionally, LIS students attending and presenting at TCLI on trends in librarianship will increase their professional knowledge and skills about this niche sector of librarianship, potentially pursuing it as their own career path, and partnerships with iSchools will be enhanced. Furthermore, this next project will include more input and direction from TCLI participants about annual institute programs and year-round professional development opportunities overall, such as webinars, etc.

TCLI's efforts complement diversity efforts underway by the American Library Association (ALA) and the Association of College and Research Libraries (ACRL). For example, two regular TCLI participants, Aaron Lafromboise (Library Director and tribal member at Blackfoot Community College, MT), and Joy Bridwell (Library Director and tribal member at Stone Child College Library, MT) have been selected to serve as ALA Spectrum Scholars; TCLI regularly features such accomplishments by its participants through annual TCLI programs showcasing such efforts and involvements. Further, ACRL's 76th President, Trevor A. Dawes, remarked during Fall 2017 that "a key piece of ALA's strategic plan is to build equity, diversity and inclusion in libraries," noting the 20th Anniversary of the Spectrum Scholarship Program which has supported more than 1000 people of diverse backgrounds to pursue their library science degrees. TCLI will continue to connect participants to such programs, encouraging and empowering them through the strong, niche mentoring network that TCLI characterizes. Additionally, TCLI complements the important educational and cultural efforts done by the Association of Tribal Archives, Libraries, and Museums (ATALM); TCLI participants regularly attend and present at both ATALM and TCLI, thus cross-pollinating both of these important Native-focused professional development venues by sharing information across audiences.

DIGITAL PRODUCT FORM

Introduction

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

Instructions

Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

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

Part I: Intellectual Property Rights and Permissions

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

The MSU Library makes no claims of ownership on the intellectual property of TCLI content; content will be solicited among and created by, TCLI participants who will knowingly submit content to be included on an open access LibGuide hosted by the MSU Library, but available for anyone, anywhere, to access and use.

All digital content published by TCLI will be licensed under [the Creative Commons' Public Domain \(CC0\)](#).

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

The MSU Library makes no claims of ownership on any intellectual property of the content created by TCLI participants to be widely shared in an open access LibGuide. Terms of access and conditions of use will be governed by [Creative Commons' Public Domain \(CC0\)](#) licensing in perpetuity.

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

Content to be included in the open access LibGuide will be created and vetted by TCLI participants, and no content posted in the open access repository will contain culturally sensitive material.

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

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

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

TCLI participants, at times in collaboration with library science students, will be creating instructional materials, such as lesson plans and pathfinders, as well as training materials for use in tribal college libraries. All content creators will be clearly aware of the end goal of posting them to be shared widely on an open access LibGuide hosted by the MSU Library.

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

Microsoft Office, open access web page creation tools, LibGuides/springshare software, MSU Library YouTube Channel.

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

Microsoft Office, open access web page creation tools, and potentially photo editing tools, preferably open access, for webpages and training materials that will include graphics.

B. Workflow and Asset Maintenance/Preservation

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

TCLI participants will be involved in vetting instructional and training materials that they created, at times in collaboration with LIS students, for their respective libraries and to be shared openly in an open access repository hosted by the MSU Library.

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

The MSU Library has an ongoing commitment to store and preserve the instructional and intellectual output of MSU – related affiliates, including that created by tribal college librarians and LIS student collaborators. TCLI participants will have a role in updating training and instructional open access materials as they deem necessary.

C. Metadata

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

Plans are to deposit materials on a TCLI Libguide; if the decision is made to deposit in our Scholarworks Institutional Repository, we would use the Dublin Core Metadata Standard.

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

Not applicable.

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

Not applicable.

D. Access and Use

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

TCLI LibGuide (Springshare software).

A sample LibGuide can be found at: <http://guides.lib.montana.edu/cnhp>

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

MSU Digital Library Content: <http://www.lib.montana.edu/digital>

Part III. Projects Developing Software

A. General Information

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

Not applicable.

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

Not applicable.

B. Technical Information

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

C. Access and Use

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

Not applicable.

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

Not applicable.

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

Name of publicly accessible source code repository:

URL:

Not applicable.

Part IV: Projects Creating Datasets

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Name of repository:

URL:

Not applicable.

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

Not applicable.