

LIBRARY DIVERSITY INSTITUTES PILOT PROJECT ABSTRACT

Programs which advance the diversity of American libraries are critically important for the future of our field. The University of North Carolina at Greensboro (UNCG, lead applicant), in collaboration with the Association of College and Research Libraries (ACRL) Diversity Alliance propose a two-year project to pilot a national Library Diversity Institutes (LDI) program that will address the needs of professionally underrepresented racial and ethnic groups and broadly advance diversity in U.S. academic libraries.

Statement of Need

Diversity residency librarian positions represent a now well-known programmatic approach to increasing the diversity of professional librarian ranks, as well as a means of providing experience to librarians in marginalized demographic categories. Diversity residency librarian programs are post-MLIS programs aimed at providing recently graduated professionals with real work experience, with the expressed goal of recruiting and retaining a more-diverse workforce in professional librarianship. However, a notable element that has been missing in library diversity residencies to date is a cohort development program. This is a significant gap that impacts the retention and success of diversity residents. Cohort institutes are widely deployed in higher education and professional settings. The implementation of such a program would significantly improve the results of diversity residencies nationally.

Project Goals

This project will create a pilot program for all new professionals of diverse backgrounds entering the library workforce by means of U.S. diversity residency programs, a key mechanism currently undertaken to increase diversity in professional librarianship. With guidance from a national committee of experts on library diversity issues, the project will design and implement a program and curriculum to improve the retention, success, and professional networking of new librarians from under-represented racial and ethnic groups entering new residencies.

Additionally, in order to promote improved understanding of diversity issues, best practices in library diversity residencies, and the findings of this project to the widest possible audience, an ongoing open access publication entitled *Journal of Library Diversity and Residency Studies* will be established. This journal and an associated webinar series will disseminate research and practical guidance for institutions seeking guidance on diversity and residency programs in library settings. The first volume of the journal will include articles on the broad array of diversity issues in libraries, reports on results and findings of this project, and accounts of the experiences of the first cohort of institute residents. Near the end of the project period the associated open webinar series will present these findings and experiences to a broad audience, including those who might otherwise be unable to attend in-person events.

A program of assessment activities in the form of a) an impact survey and b) a sustainability analysis will evaluate various results of the pilot project. The findings of these two assessment program components will be documented in both the project journal and the final project report to IMLS.

Proposal Details

The amount of IMLS funds requested for this project is \$218,066 to cover the costs of preparation, institute hosting expenses, and post-institute follow-up. This project will take the form of a two-year continuing education project grant in the IMLS category of community anchors. The project will take place from May 1, 2018 through April 30, 2020.

Programs which advance the diversity of American libraries are critically important for the future of our field. The University of North Carolina at Greensboro (UNCG, lead applicant), in collaboration with the Association of College and Research Libraries (ACRL) Diversity Alliance propose a two-year project to pilot a national Library Diversity Institutes (LDI) program that will address the needs of professionally underrepresented racial and ethnic groups and broadly advance diversity in U.S. academic libraries. This project will create a pilot program for all new professionals of diverse backgrounds entering the library workforce by means of diversity residency programs, the central mechanism currently undertaken to increase diversity in professional librarianship. With guidance from a national committee of experts on library diversity issues, the project will design a program and curriculum to improve the retention, success, and professional networking of new librarians from under-represented racial and ethnic groups entering new residencies.

In order to promote improved understanding of diversity issues, best practices in library diversity residencies, and the findings of this project to the widest possible audience, an ongoing open access publication entitled *Journal of Library Diversity and Residency Studies* will be established. This journal and an associated webinar series will disseminate research and practical guidance for institutions seeking guidance on diversity and residency programs in library settings. The first volume of the journal will include reports on results and findings of this project, accounts of the experiences of the first cohort of institute residents, and articles on the broad array of diversity issues in libraries. Near the end of the project period the associated open webinar series will present these findings and experiences to a broad audience, including those who might otherwise be unable to attend in-person events. This project will take the form of a two-year continuing education project grant in the IMLS category of community anchors, improving the abilities and careers of librarians in under-represented categories, and advancing the cause of diversity in the academic libraries and the communities they serve throughout the United States. The amount of IMLS funds requested for this project is \$218,066 to cover the costs of preparation, institute hosting expenses, and post-institute follow-up.

PROJECT PARTNERS AND LIBRARY DIVERSITY RESIDENCY PROGRAMS CONTEXT

Diversity residency librarian positions represent a now well-known programmatic approach to increasing the diversity of professional librarian ranks, as well as a means of providing experience to librarians in marginalized demographic categories. Such programs are defined as follows: “Diversity residency librarian programs are post-MLIS programs aimed at providing recently graduated professionals with real work experience, with the expressed goal of recruiting and retaining a more-diverse workforce in professional librarianship.” (Alston, 2017)* The benefits of library post-master’s degree residency programs for both new professionals and institutions are also now well-understood and well-established. (Brewer, 2010)

University of North Carolina at Greensboro

The city of Greensboro has long been at the forefront of developments in racial equality, beginning with the Greensboro 1960 nonviolent lunch counter student sit-ins that became one of the most well-known events of the Civil Rights Movement. (Chafe, 1981) (UNCG, 1960) UNCG is a minority-serving institution (MSI), with a longstanding Department of Library and Information Studies. The UNCG University Libraries have hosted diversity residents for years, with two of the residents (Jason Alston and Latesha Velez) going on to earn doctorates in library science and becoming leaders in the field. Indeed, Alston’s research (2017) was one of the inspirations for this project in that it surfaced the success factors for residency programs. UNCG is committed to diversity in librarianship and seeks to advance this issue at the national level. UNCG is delighted to partner with the ACRL Diversity Alliance to advance such programs.

* Please note: All citations may be found in the Works Consulted section at the end of the proposal.

ACRL Diversity Alliance Background

Institutions which value such programs have come together under the umbrella of the ACRL Diversity Alliance, the premier national program which unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. By working together and thinking more broadly, ACRL Diversity Alliance institutions help diversify and thereby enrich the profession.

Each institutional member of the ACRL Diversity Alliance commits to create one or more residency positions to expand the opportunities available to individuals from professionally underrepresented groups to gain the knowledge, skills, and competencies necessary to thrive in an academic context. Library leaders participating in the ACRL Diversity Alliance are committed to opening doors, sharing their networks, and preparing residents for success in scholarship, professional service, and leadership. Residents and library leaders have the opportunity to share ideas, resources, and best practices.

Libraries wishing to participate in the Diversity Alliance program make the following specific commitments to: 1) establish a residency program for at least one individual that lasts a minimum of two years (three years preferred), 2) commit to designing experiences at the local level to expand the residents' interests and skills, e.g., mentorships, rotation through other library units, etc., 3) agree to serve as a resource, i.e., advisors and guides, to those institutions participating in the ACRL Diversity Alliance, 4) provide at a minimum the same level of professional development support provided other library faculty/staff/employees, and 5) provide a salary for the resident commensurate with the salaries of equivalent entry-level library professionals.

Member institutions are motivated to join the Alliance for several reasons, including the desire to participate in an effort to improve the pipeline of diverse individuals who will compete for academic and research library jobs, access to other Alliance institution's and coordinator's insights, job postings, and residency rotation schedules, a website digital badge that recognizes the institution's commitment to the Alliance's principles, and the basic interest in attracting a more diverse candidate pool by including language in job postings that the institution is part of the Alliance.

In 2017, there were 36 institutional members of the ACRL Diversity Alliance. The broad participation of dozens of academic libraries in the Alliance is an indicator of the recognized value of such diversity resident programs. However, there is a notable gap in the program which this proposal seeks to fill, as described in the following section.

STATEMENT OF BROAD NEED

A notable element that has been missing in library diversity residencies to date is a cohort development program for residents, which is a significant gap. Cohort learning programs are widely deployed in higher education and professional settings; indeed, the general notion of learning cohorts is inherent in virtually all educational and training experiences that feature a particular group of people coming together to learn new skills.

Benefits of Librarian Professional Cohort Development Programs

Witteveen (2015) defines such a cohort as “a group of learners who share common learning experiences in order to build a stable, ongoing professional community.” The benefits of cohort models for library professional development in particular are broadly acknowledged, and are often perceived as valuable for library professionals entering new phases of their careers as evinced by the many library leadership institutes which are inherently based on cohort learning models. Examples include the Frye Leadership Institute (now the Leading Change Institute, see <https://www.clir.org/initiatives-partnerships/leading-change-institute/>) hosted by the Council on Library and Information, the Leadership Institute for Academic Librarians hosted by ACRL (<https://www.gse.harvard.edu/ppe/program/leadership-institute-academic-librarians>), and the TALL Texans Leadership Institute hosted by the Texas Library Association (<http://www.txla.org/talltexans>).

The benefits of cohort learning programs are widely recognized by many universities. (GSU, 2015) (CCU, 2011) The pros and cons of various kinds of cohort learning and development programs have been occasionally studied. Pemberton and Akkary (2010) published findings from a multi-year study of females pursuing doctoral degrees in educational leadership, and reported in summary that cohort approaches “may be more consistent with women’s lived experience, and therefore more relevant, empowering, and sustaining.” Witteveen identifies various benefits, and states “Recent MLIS graduates are particularly likely to benefit from cohort programs as they look for ways to start their careers.” While there is no universally agreed-upon list of the benefits of professional cohort programs, there are several identifiable benefits that we feel are particularly relevant for library diversity residents, and which address particular problems that residents encounter, as follows:

1. *Better Preparation:* Bringing new residents together for preparatory activities at the beginning of their residencies will equip them with more information and a better framework for making the most of their experience. A recurring theme in accounts by residents (Cogell and Gruwell, 2001) is that many residents feel at sea when starting their residencies. Alston’s research (2017) identified and analyzed ten specific success factors in diversity residencies, and will be directly used to design the curriculum of the proposed institutes. This same information will be shared with residency coordinators in preparatory and follow-up project meetings as described in the project design section. The extent to which this preparation succeeded will be gauged through the project’s assessment plan and early findings will be fed back into the design process for refining the curriculum for the second cohort of the project. Finally, the residency preparatory curriculum and follow-on additions will be published in the project journal as part of the dissemination plan.
2. *Professional Networking:* Providing the residents and residency coordinators with a better professional network is a mechanism for enhancing the success of residencies nationally. Ice-breakers and team building exercises will be included in both the proposed institutes and pre-conference to foster the development of a professional network between the residents. A listserv will be provided for ongoing communication between both residents and residency coordinators. Finally, a matchmaking process for identifying and pairing professional mentors with residents will be implemented in cooperation with institutions interested in providing such mentors.
3. *Shared Understanding:* A basic fact that often hampers residencies is that there is still confusion and a lack of shared understanding in academic libraries about the nature and purposes of diversity residencies. This observation is found in most of the literature from the past two decades, ranging from most of the chapters in Cogell and Gruwell (2001) to the research of Alston (2017). The project team will work with residency coordinators throughout the ACRL Diversity Alliance to better publicize the nature and purpose of diversity residencies by means of handouts and presentations. These materials will be distributed through the residency coordinators and published through the proposed journal which the project will establish for dissemination purposes.
4. *Pride and Enthusiasm:* One of the beneficial outcomes of cohorts established by means of dedicated institutes is a sense of identity and associated distinction that arises from participation in such programs. This is a generally observed outcome of attending leadership institutes, and itself represents a benefit of such programs. Pride and enthusiasm in participating in such institutes, while arising partly for psychological reasons such as the Hawthorne Effect, are nevertheless a real and observable beneficial result for attendees. The project assessment plan will attempt to gauge this outcome, and what associated effects it has on participants.

The primary purpose of this proposal is to provide these benefits to incoming residents in the ACRL Diversity Alliance by piloting an annual library diversity institute, together with associated supporting programs. The project team believes that the lack of such a program has hampered the effectiveness of existing residencies,

and that piloting and assessing this institute will address a major need in national efforts to diversify the field of librarianship.

PROJECT DESIGN

The LDI pilot project will advance the aims of library diversity residency programs through several inter-related and synergistic goals, as follows.

A. Conduct Two Library Diversity Institutes for Incoming ACRL Diversity Residents

Because most residencies begin in the Fall semester of the academic calendar, these institutes will be held over the Labor Day weekends of 2018 and 2019 so that diversity residents will be able to attend near the start of their residencies, and so that the institutes will not conflict with any other commitments at host libraries. The institutes will feature presentations by experts in diversity programs who will advise residents on strategies to make the most of residency programs, as well as providing residency best practice information (Pickens & Coren, 2017) to their host institutions in advance of the institute at the ALA Annual meetings of the residency coordinators. Facilitated sessions will also be provided for the attending residents to get to know one another, share perspectives, and ask questions.

While the number of diversity residencies initiated in any given year is unpredictable, the best estimate from the ACRL Diversity Alliance is that 40 represents the best average estimate, and this is the planning number which this proposal has used for budgeting purposes. Our intent is to bring together in the institutes all incoming diversity residents who begin their residencies in the Fall of 2018 and 2019, respectively. Residents' travel and lodging costs will be covered by the grant, as well as the costs associated with meals, ground transportation, and other hotel expenses. While we cannot absolutely guarantee that every new diversity resident in the country will attend the institutes, this is our aim.

The institute curriculum will be intensive and high quality, expressly designed and taught by a group of 4-5 noted experts in various library diversity and leadership topics; see the section on Key Project Staff below for descriptions of the different members of the Project Advisory Committee and the contributions they will make to the development of the curriculum. The curriculum of the two-day institutes will address the needs of the incoming residents with sections focused on targeted topics, as follows:

Residency Preparation: Specific categories of information that lead to success in residencies will be presented and discussed with the residents. These categories of information were analyzed in Alston's research (2017), and both he and other institute presenters will review this body of material with the residents. The information covers a variety of practical strategies, tasks, and observations that all residents should ideally accomplish during the course of their residencies. This guidance has been distilled from both Alston's research and a large body of reports from residents over the past two decades, as typified by the work of Cogell and Gruwell (2001). Handouts and presentations will provide residents with effective tools to use subsequently.

Professional Networking: A variety of sessions will enable residents attending the institute to form a professional network with each other during the institute. These sessions will include personal introduction ice-breaker activities, team-building exercises, and inter-personal reflection and planning group work as strategies for fostering mutual knowledge and connections between the residents.

Overview of Diversity Residencies: A basic framework for diversity residency programs, what they are and are not, will be presented. This section of the curriculum aims to provide residents with a theoretical grounding in residencies that is often found to be missing when residents begin their appointments. Surprisingly, the simple step of informing new residents with a basic framework of this kind rarely happens explicitly. This material will also be shared with residency coordinators in the associated meetings at ALA and ACRL events. The point of communicating this information is to foster a shared understanding of residencies that does not

currently exist, but which residents report would improve the quality and consistency of residency experiences. (Hu and Patrick, 2006)

Keynote Presentations: Each of the pilot institutes will have a keynote presentation provided by figures celebrated in the field for their contributions to diversity efforts in academic libraries, most likely Jonathon Cawthorne (Dean of the Wayne State University School of Library and Information Science and the University Libraries) and Loretta Parham (CEO and Director of the Atlanta University Center Woodruff Library and 2017 ACRL Academic/Research Librarian of the Year). The project team is in communication with both of these individuals (and other major national figures) and are examining dates for the two proposed institutes which will work with their schedules. These motivational speeches and other celebratory efforts during the institutes will inspire residents as they begin their residencies and professional careers.

All presentations from the institutes will be published through the journal established in the course of the project, as described below.

B. Joint Coordination with ACRL Meetings

The project has and will continue to work closely with the ACRL Diversity Alliance to coordinate on all activities and planning. For these purposes, the project team will coordinate with and participate in several ACRL Diversity Alliance events. Dates and locations for all these meetings are given in the section on project schedule of completion.

ALA Annual Conferences: In preparation for each of the institutes, the project Co-PIs will meet with the ACRL Diversity Alliance Committee at their ALA Annual Conference meetings in June of 2018 and 2019. These meetings are opportunities for the project team to present information about the upcoming institutes, check in with residency coordinators on the status of their new incoming residents, and provide guidance on supportive strategies for the residents. In addition to participating in these meetings, the project team will engage in email interactions with institutional members of the Alliance that do not attend ALA Annual. Our intent is to initiate coordination at this point in registering the incoming residents for the institute and beginning to make travel plans.

ALA Midwinter Conferences: The project Co-PIs will also meet with the ACRL Diversity Alliance Committee at the Midwinter meetings in January of 2019 and 2020. The general purposes of these meetings are debriefing on how the previous institute went, what findings emerged, and planning for next steps in the project. Each of these two meetings will have a slightly different additional focus, however. The 2019 Midwinter meeting will emphasize planning and coordination for the imminent ACRL Diversity Pre-Conference in April (see below). The 2020 Midwinter meeting will focus on a comprehensive project debrief and making decisions about going forward with the program.

ACRL Diversity Pre-Conference: The project Co-PIs have been working as part of an ACRL committee planning a prospective diversity pre-conference to be held just before the ACRL 2019 Conference. The pre-conference will bring together a selection of residents, residency coordinators, and other interested library professionals who are able to attend a joint meeting. This will be an opportunity to Debrief on the first pilot institute and identify what worked well and what needed improvement. This mid-point project meeting will provide a chance for representatives of all relevant stakeholder groups to discuss the institutes pilot broadly.

C. Journal of Library Diversity and Residency Studies

A key dissemination objective of the project will be to create an ongoing open access publication entitled *Journal of Library Diversity and Residency Studies*. This journal will provide a public forum for articles and other project information outputs, as well as a long-term means of continuing the project's momentum. The first volume of the journal will feature: 1) articles, presentations, and other components of the residency preparatory curriculum from the first institute, 2) basic handouts, presentations, and overview information on the nature and purpose of diversity residencies, 3) accounts of the experiences of the first cohort of residents, and 4) other articles

to inform and provide guidance concerning diversity and residency programs in library settings. The project team is well-equipped to establish this online journal. The UNCG Libraries host a range of open access journals (see <http://libjournal.uncg.edu>). The project PI has advised many faculty groups in creating online journals.

D. Library Diversity Residencies Webinar Series

A webinar series will be offered in order to disseminate information generated by the project to interested persons unable to attend either the institutes or the pre-conference. Presenters will include members of the project team, residents who took part in the institutes, and presenters from institutional members of the ACRL Diversity Alliance. These webinars will be scheduled late in the project performance period so as to include the most refined versions of the project content, as well as reports on the subsequent experiences and perspectives of various residents who took part in the institutes. The webinars will include information for institutions considering the creation of a library diversity residency program, including advice from institutions that have successfully hosted residency programs for years.

Webinars will be free of charge and will be conducted using the WebEx video-conferencing software suite. The series of webinars will be recorded and archived for subsequent free download on the UNCG Libraries website, and published through the project journal.

E. Assessment Program for the Library Diversity Institutes

A program of assessment activities in the form of a) an impact survey and b) a sustainability analysis will evaluate various results of the pilot project. The findings of these two assessment program components will be documented in both the project journal and the final project report to IMLS.

Impact Survey: This survey of residents will be conducted to gauge how effectively the institutes and associated follow-on activities benefitted each individual cohort. In order to establish a baseline, the survey will first be administered to previous residents who did not attend an institute. The survey will assess the beneficial impacts of the four cohort benefits previously identified, including: 1) level of preparation for the residency, 2) professional networking, 3) degree of shared understanding of residencies in host institutions, and 4) pride and enthusiasm in having been a resident. For residents that attend the institutes, several additional questions will gauge the following: 5) most effective aspects of the institutes, 6) least effective aspects of the institutes, and 7) what the resident would suggest changing in the institutes in the future.

The survey will be administered in the Spring semesters of 2019 and 2020, approximately nine months after residents attend their institute. If any residents are identified that did not attend the institute, they will also receive the survey and can serve as a control group. Because residencies are typically two or more years in length, the intent of the survey will not initially be to gauge longer term impact and perceptions, but rather, the shorter-term results of the institutes. Our hope is to continue the work of the institutes well into the future, and be able to conduct longitudinal research on the effects of the institutes on the careers of attendees over time.

Sustainability Analysis: This study will aim to assess strategies for sustaining the Library Diversity Institutes program over time. There are several factors we intend to study. First, a basic reality check for the project will examine the impact study to see if the institutes are making a difference and should be continued. Second, if the institutes appear to be having successful impacts, what are the various possible models for sustaining the institutes program longer-term? What potential means of revenue generation can be identified to support the program. Should it be hosted by a university, an association, or be incorporated as a 501(c)(3) nonprofit? Discussions with members of the ACRL Diversity Alliance will aim to assess the marketability of the institutes longer term. The sustainability analysis, like the impact survey, will be published in both the project journal and the final project report to IMLS.

DIVERSITY PLAN

The proposed institutes and workshops are directly aimed at advancing the role of underrepresented minorities in academic libraries nationally. In addition, a diversity plan for the project will be utilized to ensure the maximum variety in institute and workshop attendees, communities served, and institutional types. The project advisory committee will be charged with broadly considering diversity issues in the design and conduct of the program itself.

BROAD IMPACT

The Library Diversity Institutes pilot project aims to have broad impact on all diversity residents in the United States for the period of the project, and hopefully beyond. By providing residents attending the two institutes a broad range of orientation, training, professional networks, and other preparation to make their residency programs more successful, we believe that long-term retention and success of individuals in this program will be improved. By making U.S. diversity residency programs more effective by means of these institutes, we hope to have longer term impacts on diversity in libraries generally. The follow-up assessment survey of all resident attendees will gauge the effectiveness of the curriculum and program provided to them for their residencies.

The ACRL Diversity Alliance program unites academic libraries who share a commitment to increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups. The Library Diversity Institutes pilot program will improve the success of new librarians from underrepresented racial and ethnic groups with work experiences that advance the diversity and other purposes of academic libraries across the United States.

SCHEDULE OF COMPLETION SUMMARY

The project will take place from May 1, 2018 through April 30, 2020. Key project activities, dates, and locations are as follows.

Library Diversity Institutes: The institutes will be held over the Labor Day weekends of 2018 and 2019 in Greensboro, NC. The institutes will be held at the Proximity Hotel, a premier venue in Greensboro for small conferences. The Proximity is the first LEED certified Platinum level hotel in the U.S. and was named the highest rated “Green” hotel and restaurant in America.

ACRL Diversity Pre-Conference: The pre-conference will be held on Tuesday, April 9, 2019 in Cleveland, OH. This pre-conference is now in planning, and has not yet been posted.

ALA/ACRL coordination meetings: Project team members will meet with residency coordinators in June 2018 at ALA Annual in New Orleans, in January 2019 at ALA Mid-Winter in Seattle, in June 2019 at ALA Annual in Washington, D.C., and in January 2020 at ALA Mid-Winter in Philadelphia, PA.

Project Team/Project Advisory Committee meetings and activities: The project team will meet with members of the Project Advisory Committee in a combination of in-person and teleconference ad-hoc meetings during several periods throughout the project period:

May–Aug 2018: The project team (PT) will convene the PAC and work with selected members (notably Owens, Alston, and Velez, who will comprise the core PAC, as opposed to the extended PAC) to design the curriculum, presentations, and progression of the first institute.

Sep–Dec 2018: The PT/PAC will debrief on the first institute, what was effective and what should be changed. Preparations will be made for ALA/ACRL meetings in the new year as well. The survey will be designed during this period, and IRB review will be initiated.

Feb–Mar 2019: The PT/PAC will make preparations for the project’s contributions to the ACRL Diversity Pre-Conference in April. The survey recipient list will be finalized and mailed to residents.

May–Jul 2019: The PT/PAC will work to update the curriculum and presentations for the second institute. Residents who attended in the first institute will be given the opportunity to present reflections at the second institute.

Sep–Dec 2019: The PT/PAC will debrief on the second institute and make notes about any other revisions that could improve the institutes subsequently. The sustainability analysis will be completed during this period. Preparations to distribute the survey in the Spring of 2020 will be undertaken in this period.

A final project report will be issued before April 2020. For a GANTT chart of these activities and more details, see the separate full project schedule of completion document.

PROJECT BUDGET

IMLS funds of \$218,066 are requested for this project. This budget will cover \$139,384 for two years of event costs, presenter expenses, and subventions for registration costs attending residents, \$33,600 for salary and fringe for project support staffing for the program, \$4,572 for project team travel to ALA/ACRL meetings as part of project coordination duties, and the remainder for federally negotiated institutional indirect costs.

KEY PROJECT STAFF

Key project groups will include: 1) the *Project Team*, which will include the UNCG project principal investigator, the UNCG diversity coordinator, and the support staff hired for the project, 2) the *Project Advisory Committee*, which will include relevant officials from ACRL, major national figures in equity and diversity programs, former diversity residents, and the project administrative team, and c) the *Annual Residents Cohorts*, which will be made up of incoming residents each of the two years of the pilot project.

Project Team

Dr. Martin Halbert will serve as project Principal Investigator (PI) and overall project director. Dr. Halbert is Dean of University Libraries at UNC Greensboro, and has served as PI for 20 sponsored projects, comprising more than \$7M in funding; 7 of these projects were funded by IMLS over the years. One of these projects in 2007 was for \$773K in funding to develop a curriculum program to diversify librarianship throughout Southern states in the U.S. Dr. Halbert has extensive experience in fostering e-journals, an example being *Southern Spaces* (<https://southernspaces.org>), which he founded together with several faculty and graduate researchers at Emory University.

Gerald Holmes will serve as project Co-Principal Investigator (Co-PI). Holmes is reference librarian and diversity coordinator at UNC Greensboro, as well as Chair of the University Libraries’ Diversity Committee. Holmes has been the recipient of the UNC Chapel Hill Harvey E. Beech Outstanding Alumni Award, which recognizes outstanding black alumni who have been stellar leaders within the university community and/or within their local community. Also, the Black Caucus of the American Library Association has recognized him with the Distinguished Service to the Library Profession Award, for his significant and extraordinary contributions in service to the library profession.

A part-time *Project Support Associate* will be hired for eighteen months of the project to work on project scheduling, travel arrangements, and other detailed follow-up project activities. The individual hired for this position may well be a graduate student in the UNCG LIS program; if a suitable graduate student cannot be recruited then a temporary staff member will be hired.

Project Advisory Committee

The Project Advisory Committee will include several national experts on library diversity and education. The committee will be composed of a core group and extended committee members. The core group will work directly with the project team on the development of the curriculum for the institutes, and will participate as presenters during the institutes. If the project is funded, the additional extended committee members will be recruited from a national pool of candidates described below, all of whom have various qualifications and experience to contribute in advising the project. The core group will be composed of Dr. Jason Alston, Dr. Latesha Velez, Dr. Irene Owens, and Howard Prager; these are the only members of the Project Advisory Committee that should be considered named project participants according to IMLS rules; others are prospective members that will be recruited if the project goes forward.

Dr. Jason Alston of the University of South Carolina, himself a former diversity resident, completed an analysis in 2017 of core success factors in diversity residencies, and will present his findings and observations on residency success strategies at both the institutes. Dr. Alston has both theoretical and practical guidance to provide to new residents. He did his residency as a part of the staff of the UNCG University Libraries, and is a well-known collaborator with librarians there, including Holmes.

Dr. Latesha Velez, also a former diversity resident, is a new faculty member of the UNCG LIS department, will also present at the institutes and contribute to the development of the curriculum. Velez' doctoral research at the University of Illinois iSchool focused on historical developments in African-American academic leadership in the United States. She was also a past resident at UNCG, and has a long-standing working relationship with the library staff.

Dr. Irene Owens, Dean emeritus of the School of Library and Information Sciences at North Carolina Central University, will work with the project team on overall design of the curriculum and will present on conflict management topics. She has served as a consultant on many projects, including the Triangle Research Libraries Network (The University of North Carolina at Chapel Hill, Duke University and North Carolina State University), as well as the *Library Evaluation Project with Tribal Librarians* project funded by the U.S. Office of Education, and conducted in conjunction with the University of Wisconsin and the U.S. Embassy in South Africa. She is the recipient of numerous awards including an Outstanding Service Award from Howard University, the Texas Excellence in Teaching Award, and is a member of the Phi Kappa Phi honor society.

Howard Prager is the ACRL Senior Leadership and Change Strategist. He provides lead consulting services for ACRL in working with academic and research libraries on strategy, change, leadership, and library standards. He is the ACRL staff liaison for the following groups: The *New Roles Changing Landscape* committee, the *Diversity Alliance* task force, and the *Equity, Diversity and Inclusion* working group. Howard will serve as the primary liaison between the project team and the various parts of the ACRL organization.

The core PAC members will work with project leaders Halbert and Holmes, who will provide additional presentations by on library leadership, organizational topics, and team building exercises to round out the curriculum.

Possible members to be recruited for the extended Project Advisory Committee include the following individuals with whom the project principals have worked extensively in the past: Cawthorne and Parham (described previously in the section on potential keynote speakers), Dr. Tyler Walters (Dean of Libraries at Virginia Tech, was one of the founders of the ACRL Diversity Alliance), Dr. Katherine Skinner (Executive Director of the Educopia Institute, has been the PI on the Nexus LAB project series of IMLS projects concerning transformative library leadership curriculum development), and Mark Puente (ARL Director of Diversity and Leadership Programs). Beyond these individuals, individual members of the ACRL Diversity Alliance task force and the planning committee for the ACRL Diversity pre-conference are all logical potential members for the group. The extended members of the PAC will not be required to come together in person meetings with the

project team, but will be able to participate via teleconference and videoconference mechanisms. In person meetings of the PAC will likely be restricted to the meeting opportunities at ALA/ACRL events as previously described. The broad experience and knowledge of the entire PAC will nevertheless serve as a remarkable resource in planning and coordinating the work of the project.

WORKS CONSULTED

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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.

All project digital products will be released under the Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) Creative Commons license (full details at URL: <https://creativecommons.org/licenses/by-nc/4.0/>). The project team strongly supports Creative Commons non-commercial licensing of publicly funded project content.

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.

Our organization will ensure that project digital products are clearly indicated as distributed under the listed Creative Commons license (CC BY-NC 4.0). We will not further impose any additional conditions of access and use.

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.

Products created will be articles and presentations published by express agreement of the authors, with full attribution provided in all public displays.

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.

The project plans to produce three primary categories of digital content, as follows:

1. A project website which will primarily be used to list and publicize project events.
2. An online, open access, web publication entitled *Journal of Library Diversity and Residency Studies*. We do not yet know the quantity of digital content that will be featured in this online journal. The Journal is intended to primarily publish textual materials in the form of PDF publications, but may also share selected multimedia presentations in MP4 format.
3. Two recorded webinars intended to disseminate the findings of the project. These webinars will be conducted using the WebEx tool. Recordings will be converted into standard MP4 format, archived on the servers of the UNCG Libraries, and linked to for public access through the journal described above.

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.

The content described above will be created by means of two main software tools, Adobe Acrobat Pro, and the Cisco WebEx suite of software. The journal will be managed by means of a local instance of the Open Journal Systems software of the Public Knowledge Project at Stanford University.

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).

PDF and MP4

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).

The editorial team for the Journal of Library Diversity and Residency Studies will comprise the primary elements of our quality control plan. Our current plan is for UNCG employees Dr. Martin Halbert and Gerald Homes to form the nucleus of this editorial team.

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).

Our plan for preserving and maintaining digital assets during and after the award period of performance is based on the following expectations:

1. *The repository and storage components of this plan are based on the digital library infrastructure of the UNCG University Libraries, which in turn is built on the virtualized server infrastructure of the UNCG University Information Technology Services, which we are committed to hosting during and after the award period of performance.*
2. *The conceptual and organizational components of this plan are based on the journal operation that we have described above, which we are committed to hosting during and after the award period of performance.*

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).

The Open Journal Systems currently only provides direct support for categorizing materials in its internal metadata formats, but also for schema crosswalks to MODS 3.4 (which see below).

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

Our primary strategy will be the use of the Open Journal Systems platform.

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).

The Open Journal Systems API currently provides a schema crosswalk for MODS 3.4, which we hope to utilize for metadata transfers.

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).

Public access will be provided through a web interface associated with our local instance of the Open Journal Systems software.

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.

http://library.uncg.edu/services/scholarly_communication/open_journal_systems.aspx

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 for this project

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 for this project

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 for this project

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

Not applicable for this project

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

Not applicable for this project

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

Not applicable for this project

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

Not applicable for this project

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 for this project

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

Not applicable for this project

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 for this project

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 for this project

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 for this project

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 for this project

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 for this project

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 for this project

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 for this project

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

Not applicable for this project

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

Name of repository:

URL:

Not applicable for this project

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

Not applicable for this project