

PROGRAM INFORMATION SHEET – PAGE ONE

1. Applicant Information

a. Legal Name (5a from Face Sheet):

b. Organizational unit (if different from Legal Name) :

c. Organizational Unit Address

Street1:

Street2:

City:

County:

State:

Zip+4/Postal Code:

d. Web Address: http://

e. Type of Institution (Check one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Library | <input type="checkbox"/> Library Association | <input type="checkbox"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="checkbox"/> Aquarium | <input type="checkbox"/> Library Consortium | <input type="checkbox"/> Science/Technology Museum |
| <input type="checkbox"/> Arboretum/Botanical Garden | <input type="checkbox"/> Museum Library | <input type="checkbox"/> Special Library |
| <input type="checkbox"/> Art Museum | <input type="checkbox"/> Museum Services Organization/ Association | <input type="checkbox"/> Specialized Museum ** |
| <input type="checkbox"/> Children's/Youth Museum | <input type="checkbox"/> Native American Tribe/Native Hawaiian Organization | <input type="checkbox"/> State Library |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Natural History/Anthropology Museum | <input type="checkbox"/> State Museum Agency |
| <input type="checkbox"/> Four-year College | <input type="checkbox"/> Nature Center | <input type="checkbox"/> State Museum Library |
| <input type="checkbox"/> General Museum* | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Zoo |
| <input type="checkbox"/> Graduate School of Library and Information Science | <input type="checkbox"/> Public Library | <input type="checkbox"/> Institution of higher education other than listed above |
| <input type="checkbox"/> Historic House/Site | <input type="checkbox"/> Research Library/Archives | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Historically Black College or University | | |
| <input type="checkbox"/> History Museum | | |

*A museum with collections representing two or more disciplines equally (e.g., art and history)

**A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

2. Grant Program or Grant Category

a. 21st Century Museum Professionals

b. Congressionally Directed Grants

c. Connecting to Collections: Statewide Grants

d. Conservation Project Support

- General Conservation Survey
- Detailed Conservation Survey
- Environmental Survey
- Environmental Improvements
- Treatment
- Training

e. Grants for Learning Labs in Libraries and Museums

Select Museum or Library:

- Museum
- Library

f. Laura Bush 21st Century Librarian Program

Select Funding Category:

- Project Grant
- Collaborative Planning Grant
- National Forum Planning Grant

Select Project Category:

- Master's-level Programs
- Doctoral-level Programs
- Research: Early Career Development
- Continuing Education
- Programs to Build Institutional Capacity
- Scholarship Continuation

g. Museum Grants for African American History and Culture

h. Museums for America

- Engaging Communities
- Building Institutional Capacity
- Collections Stewardship

i. National Leadership Grants

Select Museum or Library:

- Museum
- Library

Select Funding Category:

- Project Grant
- Planning Grant
- National Forum Grant

Select Project Category:

- Advancing Digital Resources
- Demonstration
- Library Museum Collaboration
- Research

j. Native American/Native Hawaiian Library Services

- Basic Grant only
- Basic Grant with Education/ Assessment Option
- Enhancement Grant
- Native Hawaiian Library Services

continued on next page...

PROGRAM INFORMATION SHEET – PAGE TWO

2. Grant Program or Grant Category (cont'd)

k. Native American/Native Hawaiian Museum Services

- Programming
 Professional Development
 Enhancement of Museum Services

l. Sparks! Ignition Grants

Select Museum or Library:

- Museum
 Library

3. Request Information

a. IMLS funds requested:

b. Cost share amount:

4. Museum Profile (Museum Applicants only)

- a. Is the institution either a unit of state or local government or a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code and that is organized on a permanent basis for essentially educational or aesthetic purposes? Yes No
- b. Does the institution own or use tangible objects, whether animate or inanimate? Yes No
- c. Does the institution care for tangible objects whether animate or inanimate? Yes No
- d. Are these objects exhibited by the institution to the general public on a regular basis through facilities the institution owns or operates? Yes No
- e. Is the institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities the institution owns or operates? Yes No

Institution's attendance for the 12-month period prior to the application: Onsite: _____ Offsite: _____

Year the institution was first open and exhibiting to the public: _____

Total number of days the institution was open to the public for the 12-month period prior to application: _____

- f. Does the institution employ at least one professional staff member, or the fulltime equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution? Yes No

Number of full-time paid institution staff: _____

Number of full-time unpaid institution staff: _____

Number of part-time paid institution staff: _____

Number of part-time unpaid institution staff: _____

g.

Fiscal year	Revenue/ Support Income	Expenses/ Outlays	Budget deficit (if applicable)*	Budget surplus (if applicable)*
Most recently completed FY				
Second most recently completed FY				

*If Institution has a budget deficit or surplus for either of the two most recently completed fiscal years, please explain the circumstances of this deficit or surplus in the Text Responses section of the application.

5. Project Partners

In the space below, please list the names of any organizations that are official partners in the project. All official partners must include a completed Partnership Statement Form in this package.

6. Native Hawaiian Organization Eligibility (Native American/Native Hawaiian Programs only)

Is the institution an eligible not-for-profit organization that primarily serves and represents Native Hawaiians (as defined in Title 20 U.S.C. Section 7517; if yes, see Proof of Eligibility requirements)? Yes No

PROGRAM INFORMATION SHEET – PAGE THREE

7. Institutional Profile (Native American Library Services Grants only)

- a. Number of hours per week the library collection is accessible to patrons:
- b. Number of staff dedicated full-time to library operations:
- c. Number of staff with part-time library duties:
- d. Number of items in the collection (books, journals, media):
- e. Number of items checked out per year:
- f. Does library staff have access to the Internet? Yes No
- g. Does the library provide public access to the Internet? Yes No
- h. Amount of operating budget for library services in most recently completed fiscal year:
- i. Identify which of the following activities will be supported by grant funds (check all that apply):
 - Expand services for learning and access to information and educational resources.
 - Develop library services that provide all users with access to information.
 - Provide electronic and other linkages between and among all types of libraries.
 - Develop public and private partnerships with other agencies and community-based organizations.
 - Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.
 - Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.
- j. Maintenance of Effort (check the appropriate response):
 - This year's expenditures will equal or exceed previous 12 month grant period. Maintenance of effort is assured.
 - This year's expenditures will not equal or exceed previous 12 month expenditure. Maintenance of effort is not assured.
 - Maintenance of effort does not apply.

8. Collection and Material Information (Conservation Project Support Grants only)

a. Type of Collection

- Art
- Natural History
- Living Plants
- History
- Anthropology
- Living Animals

b. Types of Materials. Use a scale from 1 (primarily affected) to 4 (minimally affected) to show which collection types are primarily affected by the project:

aeronautics, space/airplanes	horological (clocks)	photography, negatives
animals, live	landscape features, constructed	photography, prints
animals, preserved	machinery	physical science projects
anthropologic, ethnographic	maritime, historic ships	plants, live
archaeological	medals	plants, preserved
books	medical, dental, health, pharmacological	sculpture, indoor
Ceramics, glass, metals, plastics		sculpture, outdoor
documents, manuscripts	military, including weapons	textiles and costumes
furniture/wooden objects	motion picture, audiovisual	tools
geological, mineral, paleontological	musical instruments	toys and dolls
historic building	numismatics (money)	transportation, excluding airplanes
historic sites	paintings	
	philatelic (stamps)	works of art on paper

Abstract: Small and Rural Library Scholars Planning Proposal

The University of Arizona School of Information Resources and Library Science (SIRLS) created the Small and Rural Library Scholars Program in 2006 in response to the large number of professionals working in Arizona's rural libraries and other cultural heritage institutions such as museums and archives who lack an accredited master's degree in library and information science. The Institute of Museum and Library Services provided initial support for the program, which has been designed to demonstrate how library service in rural communities can be improved through recruitment and mentoring of qualified candidates who commit to service in the field while working towards the master's degree in library science.

The Small and Rural Libraries Scholars Program has been effective in its approach to developing fully qualified librarians prepared for service in Arizona's small and rural library settings. Program success has been largely due to recruitment and admissions processes that emphasize experience and potential for leadership, personalized mentoring and support in a distance learning environment and flexible course pacing that facilitates an appropriate balance between work, school and family or personal obligations. SIRLS has embedded coursework developed especially for the program into the course catalog in order to continue to serve students interested in small and rural librarianship.

SIRLS has also expanded the curriculum since the Small and Rural Libraries program was first developed to include areas of study that may be especially relevant to small and rural libraries as well as other cultural heritage institutions. SIRLS now offers graduate certificates in Digital Information Management and Archival Studies, a master's concentration in Archives and Special Collections and a greatly expanded curricular emphasis on cultural perspectives and service to American Indians and Latinos through the Knowledge River program. Finally, there is an entirely new program at the University of Arizona, the Accelerated Master's Program (AMP) that allows a student to obtain both a bachelor's and master's degree within five years by combining senior year courses and first year master's courses. This could be especially important for those candidates currently working in small and rural libraries who lack the requisite bachelor's degree required to pursue the MLS.

In the past two years, personnel reductions – including retirement of two of the key advisor/mentors liaising with small and rural libraries – have created an information gap that currently hampers truly effective identification, recruiting and tracking of small and rural candidates and graduates. Further, standardized library survey data doesn't include the kind of detail SIRLS would need to be able to focus recruiting for the new programs on the specific identified needs of individual communities in our service area and the qualifications and interests of individuals who might be recruited for additional education. Further, we need to survey and map SIRLS expanded curriculum and certificate offerings to the needs of the area's small and rural libraries.

SIRLS in partnership with the Arizona State Library, Archives and Public Records therefore proposes a one-year planning grant that will be used to: develop appropriate survey instruments for library and cultural heritage institution directors and staff, re-connect on a professional level with small and rural libraries across the state and our service region, and work cooperatively with faculty to map SIRLS curriculum to the special needs of small and rural libraries generally and to the specific needs of communities in our service area. The effort will serve to inform and institutionalize enhanced data collection, student recruitment, student advising and mentoring and graduate placement for current personnel charged with those responsibilities and for new personnel expected to join the SIRLS team over the coming year. Upon completion of the planning year, SIRLS and the Arizona State Library will be in a better position to strengthen the program including improving recruitment, curriculum and placement based on data-driven intelligence and close contact with libraries and cultural heritage organizations in our area.

Narrative: Small and Rural Library Scholars Planning Proposal

The University of Arizona School of Information Resources and Library Science (SIRLS) created the Small and Rural Libraries Scholars Program in 2006 in response to the need of small and rural communities throughout the state for professionally trained and educated library and information professionals. There was, and continues to be, a large number of staff working in Arizona's rural libraries and other cultural heritage institutions who lack an accredited master's degree in library and information science. SIRLS collaborated with the Arizona State Library, Archives and Public Records (ASLAPR) to survey Arizona's small and rural libraries and identify potential candidates for admission to the new Small and Rural Libraries Scholars Program. The Institute of Museum and Library Services provided funds for critically needed scholarships and other program development support.

As of 2010 when the initial grant closed, 28 candidates funded through the program received their master's degrees and committed to service in small and rural libraries in Arizona. An additional 32 received at least partial grant funding with most continuing on to receive a master's using additional funding from other sources including SIRLS general scholarships, other scholarships and self-pay.

The Small and Rural Libraries Scholars Program has proven very effective in its approach to developing fully qualified librarians who provide information services to small, rural, and traditionally underserved communities through a comprehensive program of scholarship support, mentoring, scheduling flexibility in both traditional and virtual environments, and development of curricular resources designed specifically to address small and rural librarianship.

SIRLS wishes to continue its collaboration with the ASLAPR to extend the reach of the Small and Rural Libraries Scholars Program throughout Arizona and beyond and to increase the Program's emphasis on diversity and service to traditionally underserved communities and groups.

In the last two years, personnel shifts including the retirement of two key advisor/mentors for the Small and Rural Librarianship concentration within the master's program have left SIRLS without current staff deeply connected to the small and rural libraries in Arizona. This institutional knowledge cannot be replaced with currently available standardized survey data.

SIRLS has begun the process of realigning staffing and job task accountability in anticipation of new hires and expects to have one or more staff with primary responsibility for recruitment, mentoring/advising and placement by 2013. For new staff to be successful, SIRLS and the Arizona State Library need both additional demographic data and better institutional knowledge of the needs of the state's small and rural libraries and the communities they serve in order to align recruitment, retention, mentoring/advising and placement with curriculum and services.

While SIRLS remains well connected with the libraries and cultural heritage organizations of Arizona's larger communities and partners with them effectively, SIRLS nevertheless needs to re-institutionalize both data collection and relationship building with the small and rural community organizations and assure that as replacement staff are recruited by SIRLS, there is an ongoing process to develop and maintain the kind of information flow needed to support fully Arizona's small and rural institutions and communities.

SIRLS therefore requests IMLS funding for a planning year during which time SIRLS and the ASLAPR will: develop survey instruments for directors and staff at Arizona's small and rural libraries and cultural heritage organizations that will provide better data for recruitment, outreach and placement services; re-establish and formalize communication with the directors and staff of those organizations; create outreach

and communication channels, including social media channels, for recruitment, advising/mentoring and job placement, and align new programs, including new post-graduate certificate programs and new concentrations within the master's program, to the needs of small and rural libraries and cultural heritage organizations.

Statement of Need

Today's rural and small public libraries face a number of well-documented obstacles as they struggle to provide information resources, public access computing, literacy education, and life-long learning opportunities for non-urban populations. In comparison to larger urban and most suburban public libraries, small and rural libraries (generally defined by the Center for the Study of Rural Librarianship as those serving populations of 25,000 or less) are disproportionately under-funded while catering to a demographic that is more impoverished, underserved, aged, infirm, and undereducated than their urban and suburban counterparts. The numbers are not insignificant. According to a report on trends in Small and Rural libraries by OCLC 2004-2008¹, 78% of all libraries in the United States serve rural populations consisting of 22% of the total population.

Some have argued that the single most important factor limiting the development and effectiveness of the rural library is the lack of adequately trained staff. According to American Library Association policy, the master's degree from a program accredited by the ALA is the appropriate professional degree for librarians. It provides them with the foundational knowledge of the discipline and the skills necessary to serve as practitioners and leaders in libraries. Yet Vavrek² notes that nationally, less than 35% of staff librarians working in small or rural communities have acquired an American Library Association's accredited master's degree in library science (MLS). In very small communities (under 2,500), the number declines to less than 5%.

Small and rural library staffing problems are often compounded by the multicultural nature of the populations served and the difficulty in recruiting culturally diverse candidates who will consider librarianship in rural areas. Minority staff workers currently serving in rural libraries in the southwest frequently do not have means to pursue baccalaureate or post-baccalaureate study without assistance. Existing Library and Information Science (LIS) programs often have residency requirements that make it difficult for students to continue working while pursuing the degree. While face-to-face learning is attractive to many students, the financial and social circumstances of persons in rural areas, along with the needs of local communities, demand another option to provide MLS level training to these populations.

The numbers in Arizona are clear and starkly contrasting. As of June 30, 2011, the latest available survey of libraries in Arizona from the Arizona State Library counts 65 library districts with a service population of less than 25,000. These libraries are comprised of 64 central libraries and 13 branch libraries. Of the 65 library districts, 37 (56%) lack an LIS-degreed librarian. 2 districts employ an LIS-degreed librarian at less than full time employment. Only 12 districts employ one full-time LIS-degreed librarian and just 4 employ more than one LIS-degreed librarian. In contrast, all 29 (100%) of Arizona library districts with service populations over 25,000 employ at least one LIS-degreed librarian, with most employing two or more.

¹ Orden and Olszewski, 2011. Small and Rural Public Libraries: 2004-2008 Trends. Retrieved 9/15/2012 from <http://resourcesharing.webjunction.org/rural/-/articles/content/115265463>

² Vavrek, Bernard. Rural and Small Libraries: Providers for Lifelong Learning." Clarion University of Pennsylvania. <http://www.ed.gov/pubs/PLLIConf95/librby.html>.

This is the clear disparity that SIRLS Small and Rural Library Scholars Program attempts to address. This program offers both face-to-face and virtual courses geared to the particular needs of working students in small and rural settings and presents an attractive and functional means to address the disparities and lack of adequately trained staff facing small / rural libraries and cultural heritage organizations.

Impact

Progress to Date

SIRLS began recruitment for the Small and Rural Scholars Program in fall of 2006 and accepted candidates beginning with Winter Session (December 2006-January 2007). These scholars generally have represented the ethnic, racial, and socio-cultural diversity of Arizona's rural areas. 28 candidates funded through the program received their master's degrees and committed to service in small and rural libraries in Arizona. An additional 32 received at least partial grant funding with most continuing on to receive a master's using additional funding from other sources including scholarships and self-pay. Student retention has been excellent, with only three dropouts and one temporary leave, mainly due to illness and military service.

SIRLS' Small and Rural Library Scholars Program has made a significant impact since the program was initiated. As a result of the Program, three of Arizona's 13 rural county branch libraries that previously lacked MLS-degreed staff now have at least one staff member with the degree, and all Arizona county library directors have now earned the LIS master's degree.

Our Small and Rural Scholars have demonstrated a commitment to learning more about how to serve our rural populations, as well as a commitment to continuing to work in small and rural libraries. Many Scholars who started in 2006 and 2007 are now managing or directing small public libraries in rural areas.

The SIRLS Small and Rural Library Scholars program provides several mechanisms that either have positively impacted or have the potential to positively impact small and rural libraries and the communities they serve.

- SIRLS has developed the course *Small and Rural Libraries Administration and Practice* specifically for the Small and Rural Library Scholars Program. The course is taught on-line to allow students to continue service in their current positions without having to commute or complete a face to face residency. The course focuses on small and rural library administration, the meaning of community, available resources for small / rural libraries, dealing with local governing and advisory boards, working with community volunteers and basic management principles and techniques. The most recent offering of the class attracted nine students committed to small and rural librarianship even absent scholarship funding for the program.
- SIRLS has authorized two new graduate certificate programs appropriate for librarians and archivists working in small / rural libraries and cultural heritage organizations. These offer exceptional continuing education opportunities for librarians already working in small / rural libraries, or considering small / rural opportunities. Careful alignment of these programs to the needs of small / rural libraries will strengthen the ability of those libraries and cultural heritage institutions to provide service in an increasingly technologically oriented information environment.
 - Small and Rural Libraries are especially challenged with technology and the technical training necessary to work with digital resources in a library or museum setting. The Digital Information Management Certificate is six course 18 credit-hour program combining intensive, hands-on technology learning with a thorough grounding in the theoretical

principles needed to manage digital collections. The curriculum takes a comprehensive, interdisciplinary approach to managing digital information and is designed to support a wide range of career paths, especially involving libraries, museums, archives, records management, and data curation. All courses are offered virtually, so students may remain employed in their current positions while completing the certificate.

- New this year is a fully approved Graduate Certificate in Archival Studies that can provide continuing education and needed training for students pursuing archives, records management and digital recordkeeping, all essential skills for librarians and archivists working in small and rural settings as well as in their urban and suburban counterparts. The Graduate Certificate in Archival Studies provides a specialization in an area of growing interest within the Library and Information Science field as well as an opportunity to learn more about archival practices as they affect the composition and meaning of cultural artifacts and the historical records. In addition, this certificate program offers advanced continuing education opportunities to practitioners working in libraries and archives, especially on the challenges posed by the emergence of digital recordkeeping.
- The University of Arizona has recently approved Accelerated Master's Programs (AMP) that allow students to obtain both a bachelor's degree and master's degree in five years, by structuring the senior year to include first year master's courses for combined credit. Previously, the lack of a bachelor's degree has been a hindrance to recruiting staff in rural areas to the master's program. The AMP program provides both a recruitment pool and an opportunity for staff or volunteers in rural areas to complete the bachelor's degree while earning credits that will apply to the SIRLS MLS. Recruitment will require a better handle on the demographics and educational attainment of staff and volunteers in small and rural organizations to leverage this new opportunity.
- SIRLS has recently been approved as the home for a new undergraduate major, E-Society, that provides both a recruiting pool of undergraduates and a natural fit for the Accelerated Master's Program. A student receiving a bachelor's of art degree in eSociety will have both the background in social analysis and the technical skills to think about how to utilize new technologies and media in a wide range of governmental, non-governmental, and private business organizations.
- Students from the previous cohorts have served as mentors for the new cohorts. Mentorship and a sense of community is a key factor in helping to assure that newly matriculated students learn how to balance graduate study with working in a small and/rural library. Student mentors also help faculty and staff remain aware of and sensitive to the special issues students face in serving indigenous, special needs, and minority populations in rural areas throughout this state. SIRLS has recently expanded the mentoring program as part of its overall advising and placement outreach efforts, and it will be important to assure that students interested in small and rural librarianship have an opportunity to connect with mentors sensitive to the unique needs of small / rural libraries and communities.
- One outcome from the program's activities and services is a much closer relationship between SIRLS and small and rural libraries. In the process of recruiting Small and Rural Library Scholars, SIRLS has identified or created ways to communicate with both the rank and file and leadership in these libraries. The program has also strengthened the already close working relationship SIRLS has with the Arizona State Library, Archives, and Public Records.

Key factors contributing to the overall success of the program to date include:

- Flexible course scheduling that permits scholarship students to progress part-time on a one or two course per semester pace instead of the three to four course pace usually required of scholarship

recipients. Including summer and winter session courses, students still complete the master's degree in 24 months.

- Curriculum that addresses the needs of librarians pursuing careers in small and rural libraries, and available course work that directly and substantively addresses multicultural perspectives and cultural competency. The new course developed with the support of the previous IMLS grant is mentioned above. In addition to this new content, SIRLS offers coursework specifically geared to the cultural communities of Arizona through the Knowledge River Program, the courses in which are open to all master students (refer to the section on Diversity below for additional information).
- Mentoring, academic support, and communication that build a sense of community among the scholars and addresses problems or issues early.
- Initially, SIRLS focused on the needs of small communities and rural areas of Arizona in order to develop the program and assure that there would be adequate demand. The first four years of Program implementation have demonstrated that a distance MLS program can be sufficiently developed and managed to provide the flexibility, support and focus necessary to accommodate the small and rural librarian seeking to acquire the master's degree. In this way, we hope to extend our Program throughout the Southwest and, in particular, those regions not served by a graduate LIS program.
- SIRLS has also demonstrated that a distance program can be sufficiently supportive and responsive to students from culturally diverse backgrounds. Students from traditionally underserved ethnic or cultural communities face unique challenges in pursuit of higher education, and it is incumbent on the educational institutions serving them to adapt programs in order to provide the academic and social support that will help these students thrive.
- SIRLS has attended the Association of Rural and Small Libraries annual conference and has exhibited a booth in the last several years to promote the Program to a wider audience and network with conference attendees. SIRLS has also promoted the Program at conferences such as the Joint Conference of Librarians of Color and at regional events attended by librarians and other information professionals. SIRLS has determined that there is significant interest and demand from library directors and potential recruits in Arizona and beyond.
- With the recent addition of an on-line Foundations course, SIRLS is the only ALA-accredited LIS graduate school in the southwest providing the option of a fully virtual online MLS degree. SIRLS is a national leader in developing and delivering high-quality high-contact online curriculum, even including access to online virtual computer labs for authentic hands-on experience with technology used in today's libraries, archives and cultural heritage institutions.

Small and Rural Library Scholars Program Anticipated Outcome

Small and rural libraries will provide for the information needs of the communities they serve by retaining qualified staff who have obtained the master's degree in library and information science and who reflect the diversity of the people who seek to obtain their services. Further, these libraries will benefit from ongoing professional development through challenging postgraduate coursework that serves to maintain and enhance knowledge, skills and abilities in an increasingly technologically oriented information environment.

Project Design

This planning year is proposed in contemplation of grant and donor applications to IMLS and other agencies and foundations in future years in order to sustain and expand the Small and Rural Library Scholar program. The overall purpose of this planning year's activities therefore is to assure that necessary and

relevant data is collected, data collection processes are institutionalized, stakeholder relationships are firmly established, communication channels and outreach are put into place and needs from stakeholder groups identified. These activities will ensure that future grant and donor requests are grounded in research-based data-drive analysis of need and that all stakeholders are involved in future program development.

The planning year activities will be managed by a principal investigator / project manager at 10% FTE with assistance from a student graduate assistant at 25% FTE. Grant activities include data collection from existing sources, development of survey instruments to collect data not otherwise available from current/existing sources, outreach and intelligence gathering at relevant national conferences including the fall 2013 Association of Small and Rural Libraries conference, face to face meetings with Arizona stakeholders at various locations, and development of communication channels, including appropriate social media outreach and communication.

SIRLS anticipates hiring or re-assigning staff formally and permanently dedicated to recruitment, outreach, mentoring/advising and placement prior to the end of the planning year. As staff is assigned to these tasks generally for SIRLS, the PI/PM will work with them to transition data and processes developed so the Small and Rural Library Scholars program is well-positioned for sustained activity and future expansion.

In the first phase, to be conducted during the summer of 2013, the PI/PM will gather and organize all relevant and available past data on the program including student demographics, library director and staff contact information, surveys, correspondence, promotional and recruitment literature and exit survey information from program graduates and all grant and scholarship recipients in the records at SIRLS. SIRLS will also work collaboratively with its partner, the Arizona State Library, Archives and Public Records to review current and historical data on Arizona's small and rural libraries and other cultural heritage organizations including reviewing ongoing director, staff, volunteer and community surveys, staffing reports and available demographic information. Initial contact will be made with library directors to engage them as participants and to determine what supplemental information might be collected or held at individual libraries and branches but not collected as part of the State Library's standardized surveys.

In the second phase, beginning fall of 2013, SIRLS will enlist a 25% FTE graduate student to assist the PI/PM and SIRLS' Director develop and administer supplemental surveys and collect and organize other available data that will a) help identify recruitment candidates for SIRLS master's, accelerated master's and certificate programs as well as those seeking other graduate level continuing education opportunities and b) inform SIRLS and its partners and stakeholders of the diverse and multicultural communities served by small / rural libraries in order to coordinate mentoring, advising and placement opportunities. SIRLS will also enlist the advice of its faculty in aligning current programs, coursework and advising documents to identified library and community needs.

In the final phase, concluding by the end of spring, 2014, SIRLS will use the collected data to develop effective recruiting, mentoring/advising and placement documents and services, formalize procedures for ongoing data collection, create effective communication channels, including social media channels, that support recruiting, mentoring/advising and placement activities, and transition the planning process to permanently assigned staff. These processes, once formalized and embedded within SIRLS core administrative responsibilities, will enable SIRLS to plan future grant and donor programs with well-defined and supportable needs information and full stakeholder buy-in.

Project Resources: Personnel, Time, Budget

Personnel

The preferred PI/PM for the planning year is Bruce Fulton, MLS, SIRLS current Digital Projects Librarian and former Communications and Outreach Librarian. Fulton holds an MLS from the University of Arizona and is currently a doctoral candidate at SIRLS, expected to complete and defend prior to the start date of this proposal. Fulton assisted SIRLS former director Dr. Jana Bradley develop the first Small and Rural Library Scholars Program and wrote the IMLS grant that funded it. He is an experienced project manager with many years in the private sector managing IT. He also helped develop the Digital Information Management Certificate Program at SIRLS, where he now teaches. He knows the Small and Rural program well, is a Native Arizonan with knowledge of its communities and cultural heritage, and is in the best position at SIRLS to organize this planning year's activities. Fulton will report to SIRLS' Director, Dr. P. Bryan Heidorn for this project.

Time

The planning year is scheduled to be completed within one year, spanning April 1, 2013 through March 30, 2014. 10% FTE for the PI/PM (approximately 200 hours over the project) should be sufficient time to complete the proposed planning activities. The PI/PM will be assisted by a 25% FTE graduate assistant during the 2013-2014 school year.

Budget

The budget requested includes salary plus fringe for the PI/PM, funds for three national conferences (Association of Small and Rural Libraries, ALA, and one TBD) and necessary in-state travel to collaborate face to face with the partner and with library directors in rural areas, and to attend state library events and conferences. Indirect costs are added to the requested amounts according to the University of Arizona's negotiated federal rate. Per IMLS guidelines, collaborative planning grants do not require a commitment of matching funds.

Diversity Plan

The University of Arizona includes "a diverse and inclusive community" as one of its five core values and expects all colleges to address proactively cultural diversity both in recruitment, graduation, and in the development and delivery of curriculum. As an integral member of the University, SIRLS not only embraces the values of the University but extends and embeds diversity and cultural awareness into its mission and goals – "Diversity woven throughout the fabric of SIRLS."

At SIRLS, diversity is reflected not only in the ethnicity of its students, faculty, and staff but also in the multicultural perspectives embedded in its curriculum; in research that addresses disparities in access to education, information and information services; and in the diversity of the communities served by current students and graduates of the program.

SIRLS is a leader in the recruitment of an ethnically and culturally diverse student body with curriculum developed specifically to explore multiculturalism and cultural competency. SIRLS is home to Knowledge River, a Tucson-based residential educational experience within SIRLS that focuses on educating professionals who will serve Hispanic and Native American populations with their information needs. Knowledge River also fosters understanding of library information issues from the perspectives of Hispanic and Native Americans and advocates for culturally sensitive library and information services to

these communities (<http://sirls.arizona.edu/KR/index>). Over the past eight years, SIRLS has graduated more than 100 library and information professionals committed to serving the Hispanic and Native American communities of Arizona and the United States.

As originally conceived, the Small and Rural Scholars program builds on the approach SIRLS has taken in developing Knowledge River recruiting and retention practices. This extends SIRLS diversity efforts to distance students unable to participate in the Knowledge River residential program directly due to work and family commitments.

Students participating in the Small and Rural Library Scholars Program benefit from curriculum developed initially for Knowledge River Scholars that addresses multicultural perspectives and cultural competency.

The Small and Rural Library Scholars Program also models Knowledge River admissions practices that look beyond grades and standardized tests and takes advantage of other research-based admissions criteria to matriculate students fully capable of performance and success who otherwise might be discouraged from pursuing graduate education.

SIRLS has adapted mentorship and academic support, essential to Knowledge River's retention success, to a virtual environment through online community-building, close academic monitoring, and communication with the students' parent libraries and institutions.

These and other program elements embody SIRLS multi-faceted approach to addressing diversity systematically. Direct recruitment of students representing traditionally underserved ethnicities and groups is only a small part of addressing diversity and equal opportunity of access to education. It is also necessary to proactively address economic and cultural inequities in funding, to support institutions serving diverse communities through service and student placement, and to embed cultural competency within the curriculum as a core educational value.

The Small and Rural Library Scholars program directly addresses diversity and cultural competency through

- *Recruitment activities that identify small and rural libraries and related institutions serving diverse and traditionally underserved communities

- *Education of librarians seeking the MLS who reflect the diversity of the communities they intend to serve

- *Methods developed to assure that multi-cultural studies and cultural fluency are embedded in the curriculum with a special emphasis on issues and problems faced by small and rural librarians

We anticipate the majority of students accepted for participation in the Small and Rural Scholars Program will already be working in diverse small or rural library settings. Service work with underserved or culturally diverse populations has been a required condition of most scholarship awards, identified through the development of individual plans of study for each student.

SIRLS anticipates maintaining the school's overall diversity and multicultural goals and objectives as it has already been successfully applied to the Small and Rural Library Scholars Program. These attributes are already embedded in the program and will continue to be a high priority for this program in particular, and for all SIRLS programs generally.

Communication Plan

Per IMLS program guidelines, a communication plan is not addressed in the planning grant narrative.

Sustainability

Per IMLS program guidelines, project sustainability is not addressed in the planning grant narrative.