

Spectrum Doctoral Fellowship Program: Catalysts for Change RE-248876-OLS - American Library Association

Statement of Broad Need

The library profession suffers from a persistent lack of racial and ethnic diversity. For decades, the American Library Association (ALA) and the library community at large have recognized the need to address the lack of diversity in Library and Information Science (LIS), mostly through the recruitment of individuals for the Masters in Library and Information Science. However, in spite of the acknowledgement of the issue and recruitment efforts, progress in this area has not been significant. In 2019, over 83% of librarians were White, non-Hispanic, while just 5.3% of librarians identified as Black/African American, 7.1% as Hispanic/Latino, and 3.5% as Asian American/Pacific Islander (Department for Professional Employees, AFL-CIO, 2020). While there is promise - across the United States, enrollment of students of color in graduate programs is on the rise (Okahana & Zhou, 2017) - U.S. LIS programs still maintain a 70% attrition rate for minority students (Brunsma, Embrick, & Shin, 2017). There is clearly a root cause, something deeper than recruitment, something to do with the foundational scholarship, research, curriculum development, and instruction of the profession.

Since the turn of the twenty-first century, scholarship has been regularly published attempting to address the overwhelming whiteness of the profession and encouraging the recruitment of Black, Indigenous, and People of Color (BIPOC) faculty and doctoral students (Pawley, 2006). BIPOC faculty and doctoral students are critically important. Within graduate programs, systematic oppression hinders the socialization process of students of color, resulting in an often exhausting and unpleasant graduate school experience (Twale, Weidman, & Bethea, 2016).

Multiple variables differentiate the graduate experience for students of color, including the persistence of racism and microaggressions, increased isolation, and unsupportive faculty and environments (Brunsma, Embrick, & Shin, 2017; Granados & Lopez, 1999). Students have reported at once feeling overlooked and hypervisible, regularly being ignored by their peers and professors, yet always being expected to speak on issues of race (Cooke, 2014). Made to feel unwelcome in academia, Black students especially must also endure suspicion and criminalization by campus authorities (Alabi, 2015). These factors, compounded by ongoing marginalization in the wider world, can lead to stress and fatigue, contributing to poor mental health and attrition (Gohr & Nova, 2020).

While diversity, equity, and inclusion are purported values of the profession, this often manifests in a focus on multiculturalism and neutrality rather than based on an understanding of the systemic effects of racism on students of color. When the significance of structural racism goes unacknowledged by the majority-white profession, minority librarians and library students face persistent pressure to assimilate into white supremacist institutions (Harper, 2020).

Many diversity initiatives have targeted graduate students in LIS. Doctoral students are a critical target population due to their position as the next generation of LIS faculty

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(Subramaniam & Jaeger, 2010). Studies have shown that having a diverse faculty is attractive to diverse students who are more likely to attend and graduate from programs with faculty that are a part of their underrepresented community. Faculty of color also act as mentors and advocates for their non-white students, leading to increased student success and satisfaction (Subramaniam & Jaeger, 2010). Having a diverse and representative faculty benefits all students and enhances the overall teaching and learning environment (Jaeger & Franklin, 2007; Jaeger et al., 2015). And while a diverse and equitable curriculum is important, if it is not accompanied by an inclusive faculty, student success and retention are negatively impacted (Harper, 2020).

LIS remains a predominantly white and female profession; and with the exception of one program, LIS education occurs at predominantly white institutions. This imbalance maintains the status quo of white supremacy and curricular violence of the profession, and will ultimately erase the strides the field has worked so hard to achieve to date (e.g., standing up against the segregation within LIS education (Du Mont, 1986)). Without purposeful and proactive planning to recruit and retain faculty of color, the entire profession will continue to lack the necessary diversity to achieve substantive and long term equity. Having an active and stable cadre of faculty of color will allow the field's existing efforts to survive and thrive, and will expand the potential for the field to become more representative of the communities served by information professionals.

Project Design

This four-year project - co-directed by Dr. Nicole A. Cooke, Augusta Baker Endowed Chair and Associate Professor at the University of South Carolina's School of Information Science, and Gwendolyn Prellwitz, Assistant Director for Recruitment and Retention of the American Library Association's Office for Diversity, Literacy, and Outreach Services - will recruit a cohort of 8-10 racially and ethnically diverse doctoral students focused on advancing racial equity and social justice in LIS curricula. The project will develop future LIS faculty committed to fostering racial equity through teaching and research while also building capacity and cooperation amongst partnering LIS degree programs to expand social justice curricula and increase support for BIPOC doctoral students and faculty in LIS.

Spectrum Doctoral Fellowship Program: Catalysts for Change has been designed around strengths and opportunities identified through two previous doctoral recruitment initiatives funded by IMLS: Project Athena and the Spectrum Doctoral Fellowship Program. Notable aspects of Project Athena included in this project are a shared cohort curriculum, consideration of the individual development and socialization of future LIS faculty, and the establishment of cooperative relationships between LIS doctoral institutions to support fellows' future employment as teaching faculty. This iteration of the Spectrum Doctoral Fellowship Program continues its emphasis on building BIPOC community spaces focused on peer-mentoring, networking, and collective anti-racist education and action. An unprecedented 89% of previous Spectrum Doctoral fellows have completed or are currently completing their degrees; 33% have already achieved

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the rank of assistant professor or higher; and three are serving on this project's advisory group with two also serving as teaching faculty.

This project acknowledges that what is missing in most "diversity" efforts in LIS programs, and in academia in general, is making the "diverse" faculty members the priority of the initiative, not the prop in it (Cooke & Sánchez, 2019). Guided by a 100% BIPOC advisory group, teaching faculty with research backgrounds in racial equity and social justice, and a racial healing practitioner, *Spectrum Doctoral Fellowship Program: Catalysts for Change* aims to design curricula and support systems that authentically center the needs of racially and ethnically diverse graduate students and faculty.

An advisory group of BIPOC tenure-track assistant/associate professors, many from previous IMLS-funded doctoral diversity initiatives, will oversee the recruitment and selection of fellows, provide feedback on curricular development, and serve as a mentoring network for fellows. The advisory group has already been engaged and will act as advisors for the entirety of the project timeline and likely through the completion of fellows' degrees. In addition to Co-Project Director Dr. Cooke and participating faculty members Dr. LaVerne Gray and Dr. Renee F. Hill, the advisory group includes Dr. Mónica Colón-Aguirre, Assistant Professor at East Carolina University; Dr. Sarah Park Dahlen, Associate Professor at St. Catherine University's Master of Library and Information Science Program; and Dr. Joe Sánchez, Associate Professor at Queens College Graduate School of Library and Information Studies.

Despite considerable personal risk and discomfort, the advisors guiding this project have published extensively on the ways LIS faculty face oppressions because of their gender, race, sexual orientation, religion, and for simply existing in predominantly White spaces where their countenances are not the norm. Numerous articles, journal special issues, books, and conference presentations by the project advisors demonstrate how academic bullying, abuse, aggression, and incivility can affect the success, health, and retention of faculty of color. As summarized in "Getting it on the Record: Faculty of Color in Library and Information Science", a special issue of the *Journal of Education for Library and Information Science*, BIPOC LIS faculty experience microaggressions, othering, tokenism, race-lighting, racial battle fatigue, compounded inequalities and lack of tangible support (Cooke & Sánchez, 2019).

The primary goal of the *Spectrum Doctoral Fellowship Program: Catalysts for Change* is to develop and evaluate interventions designed to mitigate these conditions for not only the fellows, but also for the participating advisors and faculty, and to empower participants both within and outside of their LIS degree programs. It would be disingenuous to suggest that the partnering LIS doctoral programs exist within a vacuum. Higher education continues to be a space where inequity and inequality collide. Through this project, we will encourage all participants, including white faculty and administrators, to engage with counter-storytelling which challenges us to complicate and disrupt the dominant narratives and to add important stories and experiences to the literature and to the field.

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Additionally, as institutions of higher education across the country enact various methods to expand and explain diversity, this project will ask its partnering degree programs to develop specific anti-racist actions by focusing on the need for critical consciousness among those in dominant positions of higher educational institutions and the sharing of power across racial lines for the equity and empowerment of all campus community members (Ash, Hill, Risdon & Jun, 2020).

ALA has chosen to partner with five LIS doctoral degree programs on this project: Emporia State University, Syracuse University, the University of Maryland, the University of South Carolina, and the University of Washington. Each program partner has agreed to 1) collaboratively strengthen existing community pipelines for recruiting BIPOC doctoral students; 2) provide tuition and stipend for Fellows through the completion of the degree in combination with IMLS support; and 3) contribute teaching faculty to participate in the co-development of course(s) advancing racial equity and social justice.

Teaching faculty from the partnering programs will co-develop and co-teach course(s) advancing a shared understanding of social justice and racial equity for the cohort of Fellows in the first year of coursework. Partnering institutions have contributed summer pay for the development of course(s) in Year 1 (Academic Year 2021-22) and course buyouts for teaching of the curricula in Year 2 (Academic Year 2022-23) as Cost Share.

Together, the cohort will take course(s) to establish a shared framework and understanding of social justice and anti-racism to ground the ways in which they approach equity in action through research and teaching. These classes will fill a current gap and need in doctoral curricula by allowing students to focus on equitable community engagement and advocacy. This content augments courses of studies in doctoral programs and provides fellows the opportunity to develop their diversity leadership skills. Fellows and the advisory group will evaluate the pilot social justice curricula. The evaluated course(s) will be available for each school to re-offer in their respective doctoral programs.

Teaching faculty participating in this project are: Dr. Nicole A. Cooke, Co-Project Director and Augusta Baker Endowed Chair and Associate Professor at the University of South Carolina's School of Information Science; Dr. Mirah Dow, Professor and Ph.D. Program Director at Emporia State University's School of Library and Information Management; Dr. LaVerne Gray, Assistant Professor at Syracuse University's iSchool; Dr. Renee F. Hill, Principal Lecturer and Director of the School Library specialization at the University of Maryland's College of Information Studies; and Dr. Michelle H. Martin, Beverly Cleary Professor for Children and Youth Services and MLIS Program Chair at the University of Washington's iSchool.

In addition to their individual teaching and research on racial equity, social justice, and related issues (see faculty C.V.s in supporting documents), participating faculty bring experience in co-teaching and cross-curricular instruction as well as their own experiences as participants in, and their evaluation of, earlier diversity doctoral

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recruitment initiatives such as the two prior IMLS funded Spectrum Doctoral Fellowship cohorts and the IMLS funded Project Athena.

Each partnering program has committed to funding one to two Fellows for four years of study towards a PhD in LIS in conjunction with IMLS support. Fellowship packages include tuition, research assistantship stipends (including summer stipends at certain programs), professional development funds, and software and supplies. Participating degree programs, faculty and the advisory group will partner on the development of a series of virtual recruiting events and will utilize existing avenues such as the MLIS Spectrum Scholarship Program, the National Associations of Librarians of Color (AILA, APALA, BCALA, CALA, REFORMA and JCLC, Inc.), WeHere, and social media to connect with applicants.

Prospective fellows will be recruited in Year 1 of the project and will receive mentoring to support their application and admission to one or more of the five partnering doctoral programs. Fellows who are admitted to a partnering program and selected by the advisory group to participate in the *Spectrum Doctoral Fellowship Program: Catalysts for Change* will start their degree programs in Fall 2022 and will participate as a cohort in the piloted social justice course(s) during their first year of coursework.

Fellows will receive participation in a diverse national cohort of peers, advisors and mentors in addition to the support provided by their degree program. Fellows will participate in monthly online affinity group sessions led by a racial healing/trauma intervention practitioner, receive guidance on specific topics (e.g. combatting isolation, imposter syndrome, discrimination and racism), consult mentors on academic progress, and build community as a cohort.

Cohorts are the foundation of the Spectrum Scholarship Program and evidence confirms that cohort structures influence persistence and doctoral degree completion. Students who “work together as a team earning doctorates benefit from the experience, share those benefits with their workplaces, and most importantly, tend to find the motivation to complete their doctorates” (Dorn et al., 1995). In addition, when students enroll in a cohort seminar where they provide feedback to one another on their proposals and dissertations, the quality of their work improves and they are more likely to complete the dissertation (Burnett, 1999).

To further mentoring and networking, fellows, advisors, and faculty will convene at three doctoral Institutes. While LIS doctoral colloquia focused on research exist, the program’s Institutes fill a gap by focusing on mentorship and career professionalization through a BIPOC faculty lens, exploration of alternatives to traditional modes of educational reform, and expanding ideas of intersectional justice. The Institutes have been planned as a series of events scheduled at critical junctures in the lives of doctoral students.

The 2023 Institute will focus on mentoring and community building and lay the foundation for assessment of the project’s proposed interventions. The 2024 Institute

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will evaluate the social justice curriculum and discuss opportunities for building accountability for racial equity into LIS degree programs. The 2025 Institute will focus on dissertation writing and job searching and will also provide space for the advisory group to identify the specific supports needed from each partnering program to ensure its fellow(s)' successful completion of the degree after the conclusion of the IMLS funded portion of the project. The Institutes also provide much needed space for our advisory group members and faculty to engage in mutual support, networking, and collaboration around research, teaching and institutional change. Should COVID-19 continue to impact travel, funding will be reallocated into online doctoral Institutes, potential expansion of our virtual cohort building activities to include other BIPOC doctoral students within partnering degree programs, and, if possible, additional fellowship packages.

Our project design is intimately informed by the evaluation of decades of diversity initiatives in LIS and higher education evidenced in the research and publishing of advisory group members. An independent, external evaluator will also be identified to work with the advisory group in the first year of the project to develop a multi-year evaluation plan. The evaluation plan will assess the experiences not only of fellows, but also of advisors, faculty, and administrators participating in the project. The project will test how the proposed interventions impact each of the issues - microaggressions, othering, tokenism, race-lighting, racial battle fatigue, compounded inequalities and lack of tangible support - experienced by BIPOC doctoral students and faculty and present LIS degree programs with a series of actional steps for reducing harm.

In order to report on this project's effectiveness, efficiency, quality, and timeliness, the advisory group and evaluation team will be charged to include in the final evaluation plan the specific data this project will collect, how often, and from what source. On a preliminary basis, the project proposes to collect data three times a year from the fellows on their academic progress and needs, to which degree they are experiencing the issues typically experienced by BIPOC doctoral students, and their perception of the strengths and weaknesses of the intervention activities in that period. At least twice during the course of the project, attempts will be made to survey BIPOC doctoral students who are not Spectrum fellows, but who are at the same stage in their studies, from both partnering and non-partnering LIS degree programs to provide comparison.

Advisory group members will be surveyed once a year during each year of the project and will also be asked to which degree they are experiencing the issues typically experienced by BIPOC faculty, their perception of the strengths and weaknesses of the intervention activities in that period, and to what degree participation in the project impacts their teaching, research, career outlook, and general well-being.

Participating teaching faculty will be surveyed on their previous experiences developing social justice courses. They will be surveyed again after the cohort has completed and evaluated the course(s) to gather faculty perspectives on the process of co-developing and co-teaching the social justice curricula as well as to assess how the collaborative

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process compares to any previous experiences developing courses on social justice and racial equity.

Additionally, as part of this project, activities will be developed targeting LIS administrators and White faculty that enlist some the specific strategies identified in “Anti-Racism in Higher Education: A Model for Change” through ALA’s Office for Diversity, Literacy, and Outreach Services. Jointly, the ALA Committee on Diversity and the ALA Committee on Education will engage partnering degree programs in opportunities to discuss how they are sharing power across racial lines and educating the White community about issues of race and justice. The evaluation plan will assess how these efforts impact the experiences of BIPOC graduate and doctoral students, as well as faculty, and how they are perceived by administration.

Diversity Plan

It is difficult to suggest ways in which people of color should position themselves for leadership roles when they have been denied access by those in positions of power. To state this process as such would be to suggest that people of color have yet another responsibility for fixing a system that has historically disadvantaged them. For years, people of color within institutions have gone above and beyond their job responsibilities to address climate issues and to provide spaces for students of color to feel valued and loved. People of color obtaining positional power must begin and be driven by White administrators sharing and surrendering their own power. No longer can our current institutional leaders expect diversification to magically occur by following the same practices. Neither can administrators use the lack of qualified people of color as an excuse not to fill roles of leadership. Qualified educated people of color do exist. An ideology that purports the answer to race-based problems in higher education to be found solely in providing additional support to students of color is an ideology that fails to understand the historical reality of systemic racism. Without addressing the more fundamental problems of systemic racism, resources will continue to be poured into a broken system that cannot support the very assistance being offered to it. Institutions must find new ways to achieve their stated goals and strategies (Ash, Hill, Risdon & Jun, 2020).

This project includes a 100% BIPOC advisory group, teaching faculty with extensive research backgrounds in racial equity and social justice, and a racial healing practitioner. It aims to design and evaluate curricula and support systems centering the needs of racially and ethnically diverse graduate students, while advancing the entire profession’s understanding of racial equity and social justice.

Spectrum Doctoral Fellowship Program: Catalysts for Change has been singularly developed around the needs of the communities most impacted by initiatives meant to demonstrate the field’s commitment to diversity, equity, and inclusion and contribute to the recruitment, development, or retention of diverse library and archives professionals. The project’s design draws extensively on challenges faced by the advisory group, both

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as IMLS funded doctoral students and now as LIS faculty seeking to make curricula change and seeks to evaluate and institutionalize a multitude of interventions surfaced by their scholarship. This project is also informed by decades of administration of the Spectrum Scholarship Program which has recruited over 1,260 graduate students (99% retention rate) and 18 doctoral fellows (85% retention rate). This project posits that the vast majority of diversity initiatives in LIS have in ways, small and large, been shaped by dominant narratives focused on pipeline issues and deficit-thinking. The profession's emphasis on recruitment often deflects and delays exploration of why the field struggles to retain BIPOC graduate students and faculty.

Through our diversity plan, project personnel vow through all phases of this project (including during the initial design and selection of program partners leading up to this proposal) that they have/will:

1. Acknowledge the harm that has been done through the profession's recruitment efforts;
2. Retain and further evaluate which support mechanisms most effectively contribute to the reduction of harm and to the retention of a diverse cohort;
3. Acknowledge the multifaceted identities of our program participants - and the ways that race and ethnicity uniquely intersect with gender, sexuality, class, religion, immigration and citizenship status, (dis)ability, and more - and that they experience the colonization and white supremacy culture of library and information science in different ways;
4. Hold LIS degree programs accountable to centering BIPOC students and faculty,
5. Evaluate how the American Librarian Association can support LIS degree programs in enacting anti-racism in higher education; and
6. Engage our community, inclusive of the Spectrum Scholarship Program and the National Associations of Librarians of Colors as well as BIPOC professionals who have not benefited from or chosen to participate in these support networks, in honest conversations about project findings and work to collectively and continuously improve our efforts as catalysts for change.

Broad Impact

This project seeks to be a catalyst for change by piloting interventions in conjunction with partnering programs and then providing LIS degree programs with evaluated, actionable steps that can be taken to 1) increase support for current BIPOC faculty, doctoral and graduate students, 2) host honest conversations about the impact of race on LIS educational experiences, and 3) share power across racial lines in administration, and 4) develop LIS learning spaces truly designed for BIPOC graduate and doctoral students.

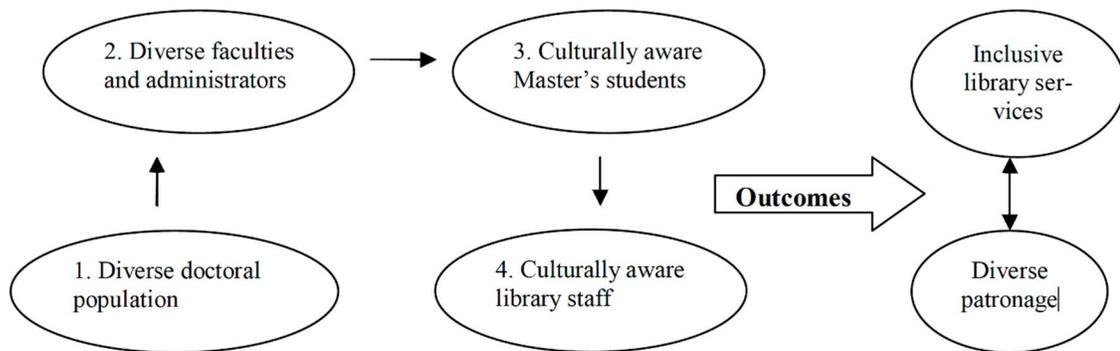
Over a decade ago, Project Athena alumnae, and one of this project's faculty and advisory group members, Dr. Renee Franklin Hill, and her co-author stated that the LIS profession benefits from and should maintain a virtuous circle of diverse constituents (Jaeger & Franklin, 2007). As indicated in figure 1, a main tenet of the virtuous circle is

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a diverse doctoral population, and this group is intricately connected to and is supported by three other groups, including faculty and administration, master’s students, and library staff. No one singular group is wholly successful without the others, but unfortunately the profession is currently operating on an incomplete version of the virtuous circle. Without a strong and steady contingent of diverse doctoral students the field is unable to have a strong community of faculty of color; and without these two populations the field will maintain a dearth of diverse students and practitioners. This project aims to extend and build upon previously IMLS funded doctoral recruitment programs that have strengthened the diverse doctoral population and therefore the virtuous circle, thereby increasing inclusive library services and diverse patronages throughout all facets of the profession.

Figure 1: The virtuous circle: the relationships between faculty diversity and inclusive library services



This project will further impact existing and future recruitment and retention efforts as it will contribute to curricular change which will advance the entire profession’s understanding of racial equity and social justice. These classes fill a current gap and need in doctoral curricula, only 21.3% of LIS graduates feel prepared to work with diverse populations, even librarians of color often feeling unprepared to work with other diverse populations (Subramaniam & Jaeger, 2011). The course(s) developed by faculty will be available for reoffering by each of the partnering degree programs.

The evaluation plan will focus not only on this project’s outcomes, it will also provide a state of the profession review of recent diversity initiatives to identify elements of progress and new opportunities for mitigating the effects of structural oppression in LIS graduate education.

Spectrum Doctoral Fellowship Program Catalysts for Change Project Activities	Current Funding Request															
	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Coordination by Project Personnel	■				■				■				■			
Planning with Advisory Group & Faculty	■															
Contractor Selection	■															
Evaluation		■			■				■				■			
Indicator Development			■													
Survey Indicators			■													
Data Collection			■		■				■				■			
Racial Healing Activities			■		■				■				■			
Course Co-development			■													
Course Co-teaching			■													
Recruiting Activities	■															
Fellow Selection		■														
Fellow Tuition and Stipends			■		■				■				■			
Fellow-led Professional Development			■		■				■				■			
Doctoral Institutes							■					■				■



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. 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

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). 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.

The American Library Association (ALA) will provide access to all publications or products and deliverables resulting from the project, in furtherance of its non-profit and tax-exempt status. Permission to use, copy and distribute these publications or products and deliverables will be granted for private, non-commercial and education purposes only, provided that ALA's copyright statement, available on ALA's website (<http://www.ala.org/copyright>), is used.

Any publications or products and deliverables resulting from the project and use of the Grant funding will be governed by the Creative Commons License, Attribution - Non-Commercial-Share-Alike 4.0 International.

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.

ALA will provide access to all publications or products and deliverables resulting from the project, in furtherance of its non-profit and tax-exempt status. Permission to use, copy and distribute these publications or products and deliverables will be granted for private, non-commercial and education purposes only, provided that ALA's copyright statement, available on ALA's website (<http://www.ala.org/copyright>), is used. All digital content and datasets resulting from the project will be publicly available during the grant term on the ALA website (www.ala.org/spectrum) with the above conditions of use clearly posted. After the grant term, all digital content and datasets will be publicly available on the ALA Institutional Repository (ALAIR) website (<https://alair.ala.org/>). Note that teaching faculty and/or the partnering programs will retain copyright over curricula developed.

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.

Informed consent and ethical data collection is of utmost importance given the sensitivity of data we propose to collect. All data and research protocols for this project will be conducted in accordance by the evaluators to ensure the protection and safety of human subjects participating in research. Evaluators will be expected to maintain current training certificates through Protecting Human Research Participants (PHRP) and develop protocols under IRB or seek exemption.

SECTION II: 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 the format(s) you will use.

Online surveys of participating faculty, advisory group members and fellows will create data files in Excel, with CSV available by request, and analysis files will be saved in Excel or other formats as necessary. Aggregated, anonymous Survey Data may be made available but given the small number of participants it is not likely to be presented outside of narrative formats. We also anticipate the creation of downloadable tools, such as a list of actionable steps LIS degree programs can take to become anti-racist organizations. These tools will be distributed digitally, in print and via free webinars and conference presentations. Recruiting webinars will be offered in Zoom.

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

Online survey data will be collected via a secured online survey system (e.g. Qualtrics, www.qualtrics.com; see above for security measures). Data files will be saved in Microsoft Excel format and CSV to assure wide compatibility. Analysis files will be saved in Microsoft Excel or markdown files that are compatible with the R statistical environment. Markdown documents can be converted to Microsoft Word format, HTML, PDF as necessary to assure wide compatibility.

Downloadable tools for programs will be as pdfs or XML pages and webinar recordings will be available as zoom links.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Publications or products and deliverables resulting from the project will be created in XML, TIFF and/or PDF formats. All digital files will be compliant with ALA Accessibility Standards (<http://www.ala.org/support/style/accessibility>), requiring all content appearing on the ALA website or appearing a third party website with ALA-affiliation to level 2 accessibility guidelines as specified by the Web Content Accessibility Guidelines WC3 Recommendation

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

Quality assurance methodology for digital products and project deliverables comply with appropriate standards and best practices. These help ensure project deliverables are widely accessible, with a commitment to use of open standards and various technical frameworks.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should 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).

ALA will work the evaluation team to ensure that all data collected in relation to this project will be preserved with third-party off-site databases with separate duplicate redundant backups that store digital resources securely on separate servers. Public content arising from this project archived and publicly available via the project website (www.ala.org/spectrum) as well as ALA Institutional Repository (ALAIR) <https://alair.ala.org/>.

Metadata

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

N/A

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

N/A

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).

N/A

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, delivery enabled by IIF specifications).

The digital content created through this project will be available on the project website (www.ala.org/spectrum) and archived and available to the public in the ALA Institutional Repository (ALAIR - <https://alair.ala.org/>). Content on ALAIR is accessible via all standard web browsers, and requires no special software tools to view or interact with the content. Downloading content via ALAIR would require software tools for viewing on the user's computer, such as a PDF-viewing software tool.

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

<http://hdl.handle.net/11213/16251>

SECTION III: SOFTWARE

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.

N/A

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

N/A

Technical Information

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

N/A

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

N/A

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

N/A

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

N/A

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

N/A

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

N/A

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

N/A

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

On a preliminary basis, the project proposes to collect data three times a year from the fellows on their academic progress and needs, to which degree they are experiencing the issues typically experienced by BIPOC doctoral students, and their perception of the strengths and weaknesses of the intervention activities in that period. At least twice during the course of the project, attempts will be made to survey BIPOC doctoral students who are not Spectrum fellows, but who are at the same stage in their studies, from both partnering and non-partnering LIS degree programs to provide comparison.

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?

All data and research protocols for this project will be conducted in accordance by the evaluators to ensure the protection and safety of human subjects participating in research. Evaluators will be expected to maintain current training certificates through Protecting Human Research Participants (PHRP) and develop protocols under IRB or seek exemption.

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

Surveyed participants will be asked for their names, email addresses, positions, places of work including gender, racial/ethnic backgrounds. All data will be stored on a password protected encrypted file on a password protected computer and only available to the co-project directors. Registrants will be assured of their privacy rights and confidentiality. In analysis and reporting, only anonymized, aggregated data will be referenced and likely will not be released publicly except as narrative.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

The online data collection selected for this project requires a simple internet connection and web browser for use. Data entry is possible through smartphone technology, tablets or desktop computers. There are no other dependencies necessary for understanding, retrieving or displaying the data.

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

Consent forms will included with all surveys and provided as PDFs available in advance to beginning the survey as well as on the survey intakes.

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

All data produced by the award-funded project will be uploaded in PDF format to and publicly available at the American Library Association Institutional Repository (ALAIR - alair.ala.org), an open access repository, committed to collecting, permanently storing, and providing digital access to the publications and intellectual work of ALA. ALAIR is managed by the American Library Association Archives at the University of Illinois Urbana-Champaign. All data will be available for viewing and copying via ALAIR; permission to publish or reproduce the material must be requested by users, and will be granted by the ALA and/or the ALA archivist.

A.7 Identify where you will deposit the data:

Name of repository:

American Library Association Institutional Repository

URL:

alair.ala.org

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?

During the award-funded project term, the data management plan will be reviewed as part of regular project activity. Once the project term has ended, the data management plan will be reviewed annually.