<div style="background:#4472C4; color:white; text-align:center;">DIGITAL LIBRARY FEDERATION</div>

Common Mission, Common Ground: Digital Library Collections, Pedagogy, and Pathways at the HBCU Library Alliance/DLF Liberal Arts Colleges Pre-Conference

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The Digital Library Federation (DLF) seeks **$49,950** in Laura Bush 21st Century Librarian Program support for a one-day unconference and planning meeting exploring **digital libraries and digital library pedagogy as common mission/common ground** among historically black colleges and universities (HBCUs) and liberal arts colleges (LACs) and programs. This event is being organized in close partnership with the HBCU Library Alliance, representing 105 historically black institutions across 21 states. It will be held on October 22nd, immediately preceding the 2017 DLF Forum in Pittsburgh, Pennsylvania. Some IMLS funds will help support the event itself and an open access publication on outcomes, attendee views, and possible future directions for collaboration among our communities, leadership, and working groups. However, the grant is primarily intended to create travel fellowships for participants, with priority given to HBCU employees and students, library practitioners with HBCU backgrounds or experience who currently work in liberal arts colleges or serve undergraduate students in other types of institutions, and applicants from groups historically underrepresented in library and information professions. Preparation for the event is well underway and we are confident of our ability to host and organize it, but we see IMLS fellowship support as absolutely crucial to the conceptual and intellectual success of this first collaboration between the HBCU Library Alliance and DLF. Our meeting and nascent partnership will falter without the presence of colleagues from groups typically underrepresented at library technology conferences like the DLF Forum, and who face structural disadvantages in access to discretionary travel and professional development funds.

We have planned the event as a highly participatory un-conference rather than a meeting dominated by peer-reviewed panels and talks so that we may: lower barriers to entry and involvement; foster true dialogue and more equitable relationships among participants; and draw most fully on the expertise and energy of attendees in collaboratively shaping the day's agenda. Approximately 100 predominantly HBCU and LAC librarians and instructors will participate, along with institutional leaders. We'll also welcome representative undergraduate students who—through classroom experiences in using or co-creating digital library collections and/or experience as library student workers—are now considering information careers. Centering discussions around digital pedagogy and the curation of more culturally sensitive digital humanities collections and open educational resources, stakeholders will share concrete experiences and generate best practices. Topics will include teaching information literacy, reaching diverse and differentiated learners with library platforms and programs, and designing new opportunities for students to shape collections and interpret digital library content. This will also be a platform to address so-called "pipeline" problems and deep-seated issues of workforce support and retention, as participants creatively, collaboratively, and critically consider the professional development of librarians and digital library technologists in the context of undergraduate teaching; discuss resources and environments essential to inspire and sustain librarians from under-represented groups; make plans for grassroots work; and help set the direction for future DLF Liberal Arts/HBCU Library Alliance partnerships and initiatives.

<u>**Full Proposal Narrative**</u>

<u>Statement of Need:</u>

Among the most troubling findings of a demographic survey conducted by the American Library Association in 2006 was the overwhelming whiteness of our field, with 89% of credentialed librarians identifying as white.[1] Hui-Fen Chang's 2013 research, looking back to the early 1980s, confirms the longevity of the issue ("ethnic and racial makeup in the academic library workforce remains relatively unchanged") and concludes simply that "it is a reality that the library workforce does not reflect the communities we serve."[2] ALA membership survey results from 2017 indicate that this pervasive and deep-seated problem continues, with 86.7% of library professionals identifying as white.[3]

While Boyd, Blue, and Im, in their recent "Evaluation of Academic Library Residency Programs in the United States for Librarians of Color," center on one specific aspect of diversity initiatives in the LIS profession—the efficacy of the residency program—they offer a broad history of our field's efforts to recruit and retain librarians of color.[4] Their findings demonstrate common threads in the larger research on programs focusing on recruitment and retention. These include issues and debates in the development of formal and informal mentorships for librarians of color (P. Johnson); in the hiring process and in the racial makeup of librarians' colleges of origin (K. Johnson); in the collection and analysis of program data (Vinopal); in the duties involved in professional development, leading to promotion and tenure outcomes (Damasco and Hodges); and in the institutionalization of inequities and the widespread failures of diversity initiatives to impact overall day-to-day working life, work satisfaction, and organizational culture (Alabi).[5]

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[1] See: *ALA Diversity Counts*, rev. January 2007. http://www.ala.org/offices/diversity/diversitycounts/divcounts

[2] **Chang**, Hui-Fen. "Ethnic and Racial Diversity in Academic and Research Libraries: Past, Present, and Future." *ARL 2013*, April 10-13, 2013, 182-93.

[3] See: *2017 Member Demographics Survey*, ALA. http://www.ala.org/research/initiatives/membershipsurveys

[4] **Boyd**, Angela, Yolanda Blue, and Suzanne Im. "Evaluation of Academic Library Residency Programs in the United States for Librarians of Color." *College & Research Libraries*, May 2017, 472-511.

[5] **Johnson**, Peggy. "Retaining and Advancing Librarians of Color." College & Research Libraries, September 2007, 405-417; **Johnson**, Kelli. Minority Librarians in Higher Education: A Critical Race Theory Analysis. 2016. Dissertation. Marshall University, 2016; **Vinopal**, Jennifer. "The Quest for Diversity in Library Staffing: From Awareness to Action." *In the Library with the Lead Pipe*. 13 January 2016. http://www.inthelibrarywiththeleadpipe.org/2016/quest-for-diversity/; **Damasco**, Ione T. and Dracine Hodges. "Tenure and Promotion Experiences of Academic Librarians of Color." College & Research Libraries, v. 73, n. 3, 2012, 279-301; and **Alabi**, Jaena. "Racial Microaggressions in Academic Libraries: Results of a Survey of Minority and Non-minority Librarians." *The Journal of Academic Librarianship*, 41, 2015, 47-53.

Current diversity initiatives in professional LIS organizations range from graduate scholarship and early-career programs (the ARL/SAA Mosaic Program, ARL Initiative to Recruit a Diverse Workforce, and ALA's Spectrum Scholarship Program) to mid-career professional development programs (ARL Leadership & Career Development Program) to mentorship networks and caucuses or interest groups.[6] A promising new IMLS grant-funded ARL Fellowship for Digital and Inclusive Excellence beginning in the 2017-18 academic year will provide another opportunity, closely aligned with our own proposal, to work on problems of diversity and consider the state of the profession through a digital stewardship and undergraduate student lens, as will IMLS-supported "Design for Diversity" events at Northeastern University.[7] (We have consulted with both program organizers and look forward to the involvement of representatives from these and other projects in our event.) But April Hathcock gets to the heart of the issue in her important essay "White Librarianship in Blackface: Diversity Initiatives in LIS," when she asks, "with minority librarians leaving the profession as soon as they are recruited, what can be done to render our abundance of diversity initiatives truly effective? Why are these ambitious and numerous initiatives failing to have the desired effect?"[8]

In partnership (and only in partnership), the HBCU Library Alliance and Digital Library Federation are in a unique position to address a **trifold issue** of inclusion in the digital library sphere. We describe this trio of challenges and opportunities below. It is important to clarify that we have no illusions of *solving* problems in a one-day event. Instead, our goal with a modest first collaborative program is primarily to establish a strong working relationship between our organizations and create an environment that fosters positive personal and working relationships among individuals in our memberships. Together, our organizations represent two groups of library and information professionals crucial to the development of digital library platforms, content, and environments (both digital and social) that can become more welcoming, respectful, and inspiring to a broader array of learners and researchers. It is our hope that these learners, researchers, and information professionals may then use library technology and collections to create the independent philosophical infrastructure that Afrofuturist thinkers describe as an essential expression of any community's true agency and power.[9]

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[6] See: ARL/SAA Mosaic Program: http://www.arl.org/leadership-recruitment/diversity-recruitment/arl-saa-mosaic-scholarship-program; ARL Initiative to Recruit a Diverse Workforce: http://www.arl.org/leadership-recruitment/diversity-recruitment/initiative-to-recruit-a-diverse-workforce-irdw; ALA Spectrum Scholarship Program: http://www.ala.org/advocacy/spectrum; ARL Leadership & Career Development Program: http://www.arl.org/leadership-recruitment/diversity-recruitment/leadership-career-development-program.

[7] ARL Fellowship for Digital and Inclusive Excellence: http://www.arl.org/leadership-recruitment/diversity-recruitment/fellowship-digital-inclusive-excellence

[8] **Hathcock**, April. "White Librarianship in Blackface: Diversity Initiatives in LIS." *In the Library with the Lead Pipe*, 7 Oct 2015. http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/

[9] On faculty needs in HBCUs, see co-PI Sandra **Phoenix** and Mantra Henderson: "Expanding Library Support for Faculty Research in Historically Black Colleges and Universities," *Journal of Library*

We have designed our program to spark conversations and future partnerships among attendees on the following issues, directly addressing national needs:

- the <u>recruitment of a more diverse array of students</u> into information careers;
- the conditions that would lead to greater job satisfaction and <u>retention of librarians from under-represented groups</u>;
- and all the <u>rich possibilities for curating more inclusive and inspiring digital library collections</u> that would attend a library-centered liberal arts pedagogy that more clearly asserts the value of Black and other minority lives.

We feel that the final bullet point is of perhaps greatest importance, has been sadly under-addressed in past conversations and initiatives, and underlies the other two to an oft-unacknowledged degree. This ready-made partnership opportunity, for the HBCU Library Alliance to join in organizing the latest iteration of DLF's Liberal Arts Colleges pre-conference, poses a special chance for our communities to work together at the spot where *social justice-minded digital library pedagogy and collections development, curation, and use* intersects with questions of *diversity, equity, inclusion, and the future of the profession*. For this reason, we have submitted the proposal under IMLS's "Curating Collections" rubric.

Project Design:

We propose to bring individuals from the HBCU Library Alliance and DLF/DLF Liberal Arts Colleges membership communities together for equitable, grassroots exchange around issues of mutual concern. We believe that sharing concrete experiences and best practices among these two groups, which have never met jointly before (much less in an informal, conversational unconference setting), is an important step toward improved, mutual understanding and awareness of the issues outlined above and how they play out in digital library teaching and collections-building work. The meeting of minds and hearts we hope to host is also meant to lead to more effective local and inter-institutional programs among our collective memberships, and to generate partnership ideas and better aligned, future work between our two organizations. To that end, we will follow the event with publication of an attractively-designed, open access, online final report—sharing themes, outcomes, and participant views—to be circulated within our memberships and beyond.

Administration, 56:5, 572-594. On community agency realized in ownership over digital library collections and infrastructure, and design considerations for anti-racist and Afrofuturist digital libraries, see three recent talks by co-PI **Nowviskie**: "Everywhere, Everywhen" (April 2016): http://nowviskie.org/2016/everywhere-every-when/; "Speculative Collections" (October 2016): http://nowviskie.org/2016/speculative-collections/; and "Five Spectra for Speculative Knowledge Design" (April 2017): http://nowviskie.org/2017/5-spectra/.

This will be the 3rd annual LAC-organized DLF Forum pre-conference, but our first themed event and the first collaboration between the Digital Library Federation and HBCU Library Alliance. Alliance and DLF leadership have identified support for undergraduate digital liberal arts teaching and the curation of more diverse and inclusive digital collections as areas of mutual concern and are entering into organization of the event as an equal partnership. Because DLF already hosts an annual conference, we can also draw on many successful event planning models and pre-existing resources. Most importantly, we will be able to piggyback on work already happening within the organization in support of the 2017 DLF Forum and allied events to cut costs for the grant. Both DLF and the Alliance also have sophisticated and established vectors for communication with our memberships, including newsletters, listservs, targeted mailing campaigns, working group calls, and social media accounts across a variety of platforms, all of which we plan to leverage in support of this project.

These existing resources and commitments mean that we can prioritize support for participant travel fellowships in our grant proposal, pushing as much money as possible back into the community that our program is meant to serve and providing excellent value to IMLS. Fellowship support is absolutely crucial to the conceptual and intellectual success of this project. This meeting and the nascent partnership between the Alliance and DLF will falter without the presence of colleagues from groups that are typically underrepresented at library technology conferences, and who face structural disadvantages in access to discretionary travel and professional development funds. We have budgeted for 21 or more IMLS funded attendees at the pre-conference, with sufficient support to allow them to share outcomes and bring important perspectives to larger the DLF Forum that follows the event (where the pre-conference will be discussed at both the opening welcome and final plenary panel, reaching an anticipated audience of 650 attendees). The absence of HBCU voices from the pre-conference and subsequent conversations we hope to foster is the primary, grave risk we face. Coupled with our energetic outreach plan through the HBCU Library Alliance, IMLS travel funding would mitigate or eliminate this risk.

Ongoing planning: A dedicated planning committee for the event has already been formed, via an open call to the DLF and HBCU Library Alliance memberships. This group of about 19 experienced HBCU, liberal arts college, and other pedagogy-oriented library practitioners will be co-chaired by co-PIs Phoenix and Nowviskie, and begin meeting in earnest in July, when they will finalize choices for a keynote speaker and create pre- and post-event surveys meant to help in unconference program design and evaluation.[10] They will also prepare—in the event that this

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[10] The 2017 DLF Forum keynote speaker, who will address participants the morning after the pre-conference, is already selected and should provide a perfect transition to the larger meeting: Rasheedah Phillips, Esq. Phillips is an Afrofuturist organizer, writer, lawyer, and director of a community archive

grant proposal is successful—for a speedy August opening of the applications procedure for travel bursaries, using DLF's existing infrastructure for advertising, soliciting, reviewing, and making Forum fellowship awards, and marketing the opportunity aggressively within Alliance circles and networks. Priority for travel support will be given to HBCU employees and students, library practitioners with HBCU backgrounds or experience who currently work in liberal arts colleges or serve undergraduate students in other types of institutions, and applicants from other groups historically underrepresented in library and information professions. The planning committee has been invited to draw on the advice and support of DLF's existing Forum Fellowships committee if questions arise.

DLF and Alliance staff and volunteer planners will also have the support and advice of members of our two past DLF Liberal Arts Colleges Pre-Conference committees (see attached letter from U of Richmond University Librarian Kevin Butterfield, representing the 2015 and 2016 groups; Butterfield has joined the 2017 planning committee as well). They will additionally be able to call on leadership, advisors, and membership at large from the HBCU Library Alliance; members of DLF's Digital Library Pedagogy Group and Inclusivity Committees (including LIS and iSchool faculty affiliated with DLF and CLIR), and DLF's Advisory Committee (which includes representatives from liberal arts colleges for outreach to that sector). They will also have opportunities to consult with organizers of past THATCamp unconferences on best practices for organizing and scheduling (including Dr. Amanda French, former THATCamp Program Coordinator at George Mason University; this is a format with which Nowviskie also has experience, as organizer of four past THATCamp Virginia events). CLIR/DLF staff will handle all conference logistics: arranging services for participants at the Westin Convention Center, managing business details and the online registration system, ordering supplies, preparing materials, and publicizing the event and its outcomes. Indeed, DLF has already arranged for space, catering, A/V support, recording and live-streaming of the keynote, as well as for submissions and registration infrastructure, participant hotel discounts, and most other necessary conference planning needs. Registration is currently open, and the committee is accepting proposals for pre-conference lightning talks, here: https://www.diglib.org/forums/2017forum/dlflac/. This event is happening! We just need travel support to make it a success.

Structure and outcomes: The day will begin with a welcome and keynote address (livestreamed to enable virtual attendance, and professionally videotaped as a contribution from one of our local hosts in Pittsburgh, Carnegie Mellon University). This plenary session will offer inspiration to participants and set the stage for the community-driven break-out group sessions that will follow. Following the unconference model, all presentations, discussions, and workshops will be participant-driven and there will be no distinctions between formal presenters and passive audiences—but to maximize time for conversation, topics will have been derived from the pre-

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and cultural memory lab working on urban gentrification in Philadelphia: https://www.diglib.org/forums/2017forum/keynotes/

event survey and selected via dot-voting over breakfast. Above all, we will encourage sessions on digital pedagogy and the co-creation and curation of more culturally sensitive digital humanities collections and open educational resources, and planning committee members will fan out across them to assist and boost conversation as needed. Topics we anticipate emerging from the participant pre-event survey (and which planning committee members will seed in communications) include teaching information literacy, reaching diverse and differentiated learners with library platforms and programs, designing new opportunities for students to shape collections and interpret digital library content. Sessions will also be a platform to address so-called "pipeline" problems and deep-seated issues of workforce support and retention, as participants creatively, collaboratively, and critically consider the professional development of librarians and digital library technologists in the context of undergraduate teaching; discuss the resources and environments essential to inspire and sustain future librarians from under-represented groups; make plans for community-based work; and help set the direction for future DLF Liberal Arts/HBCU Library Alliance partnerships and initiatives.

Participants will return from break-out groups at midday for lightning talks, which will be held in a second plenary session over lunch. Proposals for lightning talks will both be collected and vetted ahead of time—to provide an opportunity for attendees who need to be formally listed on the program to receive local credit and support to attend—and, time permitting, solicited via sign-up sheet on the day of the event. After a further round of break-out sessions, the day will close with a panel discussion in which 4-5 pre-selected attendees and committee members, including co-PI Sandra Phoenix, will share the key themes they saw emerging throughout the event and will offer closing reflections and a charge to the group to continue its collective work.

The final report, to be drafted by Phoenix and Nowviskie with assistance from CLIR's publishing and communications director and the support of a grant-funded designer, will be informed by committee member reflections, the closing pre-conference panel, participant statements, and the post-event survey. We see the required, final IMLS report not as a pro-forma submission to the agency, but as an opportunity to do shared, strategic planning for our organizations and to circulate the results of the grant and pre-conference in a compelling and broadly-accessible way, raising awareness of the issues and opportunities that brought us together, promoting possible adoption of our model by other groups, and communicating field-wide implications and reach of the ideas that emerge from participant conversations.

Diversity Plan:

This is an event oriented around diverse, underserved, and underrepresented communities and practitioners, and welcoming of their allies in library-based liberal arts teaching and collections building. The organizers hold an intersectional feminist and social justice-oriented understanding

of the way in which oppressions overlap in American society and can emerge against an individual who may be seen to fit multiple categories: racial, ethnic, and religious, gender- and sexuality-based, or those based in disability, non-neurotypicality, background, lifestyle, and/or class, among others. We are therefore taking steps to create a nurturing and inclusive environment for all. That said, and in keeping with the theme of our event, the perspectives, desires and needs of HBCU participants and people w/HBCU experience will be firmly in the driver's seat. This is understood by and of utmost importance to all planners and volunteers, who will meet in early autumn to discuss recommended readings from DLF's Organizers' Toolkit section on "Facilitating for Diversity and Inclusion," extend that resource list, and develop strategies for gently and constructively redirecting any unconference conversations that may start to privilege already privileged perspectives.[11]

In all this, we will be influenced by DLF's stated mission to "advance research, learning, social justice, and the public good through the creative design and wise application of digital library technologies,"—but even more by the leadership and vision the HBCU Library Alliance, whose strong partnership lends credibility to the endeavor and whose organizational experience will guide us.

The HBCU Library Alliance is a consortium that supports the collaboration of information professionals dedicated to providing an array of resources to strengthen Historically Black Colleges and Universities (HBCUs) and their constituents. HBCUs are institutions established as early as 1837, some during the period of slavery, for the direct purpose of educating Black Americans. The HBCU Library Alliance was created in 2002 by an historic meeting of 103 deans and directors of HBCU libraries. Members of the HBCU Library Alliance are those HBCU institutions so designated by the White House Initiative on HBCUs. As the voice of advocacy for member institutions, the HBCU Library Alliance is uniquely designed to transform and strengthen its membership by developing library leaders, helping to curate, preserve and disseminate relevant digital collections, and engaging in strategic planning for the future. The HBCU Library Alliance continues to enhance the voice and value of its 105 member institutions, while impacting the communities they serve: approximately 320,000 predominantly Black students, faculty members, and staff living and working in 21 states.

Other concrete steps we are taking to create a diverse and inclusive environment at the pre-conference include: publicizing and enforcing the DLF Code of Conduct, newly revised last year to offer constructive advice as well as clarity on consequences for harassing or intimidating behavior;[12] implementing the recommendations of our Forum Inclusivity Committee (which has been working since February on issues now standard for our events: the publication of accessibility guidelines, provision of gender-neutral bathrooms and nursing and quiet rooms,

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[11] See: https://wiki.diglib.org/Facilitating_for_Diversity_and_Inclusion
[12] See: https://www.diglib.org/about/code-of-conduct/

offering of name badges with preferred pronouns, collecting of information about dietary restrictions and needs along with other accessibility issues, and establishment of a ride-share/room-share exchange to help participants cut costs). We will also be offering DLF-funded support for childcare on site, to make it easier for parents and caregivers to participate. Finally, we are also once again facilitating a lightweight DLF Forum mentorship program. This will be made open to interested unconference participants, who can request a mentor for career-coaching or simple networking and advice about navigating the Forum—or who can offer to serve as a mentor to a junior colleague themselves.

National Impact:

The HBCU Library Alliance and Digital Library Federation are uniquely positioned to host conversations and focus the attention of our vibrant practitioner communities on the following national needs in the digital library sphere:

- an improved and more socially just digital library pedagogy and collections-building practice, which might inspire a more diverse array of students to bring their critical perspectives to careers in libraries and information science;
- ways to improve job satisfaction, organizational culture, and a sense of shared mission among digital librarians and digital liberal arts staff at HBCUs and liberal arts colleges, leading to better retention of employees from under-represented groups.

Again, our goal is not to solve these problems in a one-day un-conference, but to bring our communities together around them so that we may create productive conditions for grassroots exchange, relationship-building, project generation, and strategic direction-setting at higher levels.

Pre- and post-event surveys will help us meet our performance measures around the IMLS agency-level goal of Learning and our focus on "Supporting Communities of Practice." They will also help us understand where and how we may fall short of our goals, how and whether events like this might be replicable or made to scale, how they might be virtualized or become part of our organizations' existing frameworks for online collaboration, and what we and the broader community might learn from our experience in organizing an in-person gathering like this. The work that will follow the event (assisted by DLF program associates) to analyze and distill findings and create and disseminate an open-access report, will set the co-PIs and broader leadership groups of the Alliance and DLF up for future collaboration, a possibility we warmly embrace. Finally, the sharing of informal and formal and outcomes from the pre-conference—in the form of communications to our memberships from both groups; participation of 21 or more IMLS-funded fellows, along with other pre-conference attendees in the larger DLF Forum; the

transmission of participants' comments and views in social media and as solicited for the final report; circulation of and conversation about the post-event survey; and the wide distribution of the keynoter video and final report itself—will help us extend the benefit of this event far beyond the approximately 100 attendees we will welcome to Pittsburgh in October.

Schedule of Completion

This schedule **only reflects IMLS grant-funded or required activities**, not all activities necessary for the organization of the HBCU Library Alliance/DLF Liberal Arts Colleges Pre-Conference. Logistical planning for the DLF Forum and pre-conference event has been ongoing since January and will continue through the first months of the grant.

JULY
Planning committee meets, pre-award, to select and invite keynote speaker and design pre- and post-conference surveys.

AUGUST
Notification of IMLS award; publicity for and opening of travel fellowships opportunity; continued event publicity and registration push.

SEPTEMBER
Planning committee meets to select fellowship awardees; recipients notified; pre-conference survey circulated to registrants.

OCTOBER
Grant officially begins; committee meets to evaluate pre-conference survey results and determine break-out conversation topics for dot-voting at the event; participant communications from HBCU Library Alliance and DLF; pre-conference held October 22nd; keynoter speaker fee paid and travel funds remitted to Phoenix.

NOVEMBER
Fellowship checks cut and sent to awardees; post-conference survey sent out; fellow and other participant perspectives solicited for the final report; designer time contracted; final venue payments and obligations resolved; committee meets to recap and provide feedback.

DECEMBER
Survey results received and processed; report planning begins.

JANUARY-MARCH
Final report drafted, professionally designed, and distributed; designer paid.

APRIL
All financial and reporting work to close out grant complete.

DIGITAL PRODUCT FORM

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

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

PART I: Intellectual Property Rights and Permissions

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

All digital products will be made available as open access, downloadable content with CC-BY (or, depending on speaker preference, CC-BY-NC/ND) licenses for maximal portability and re-use. Links to Creative Commons will be provided for additional info on what the licenses enable and require.

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.

Speakers who give permission to appear in video will retain copyright over their works. DLF will assert no ownership rights over video and will respond promptly to take-down requests. The final report will be made freely available for use, republication, and transformation, with an attribution request to DLF and the HBCU Library Alliance.

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.

All speakers appearing in video will sign a permissions agreement. Attendees not wishing to be photographed will be offered red lanyards to ensure that they will not appear in publications. Participants offering reflections for the final report will be asked for permission to be included and have the opportunity to review their contributions before any are made public.

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

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

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

The final report will consist of a web page on the DLF Wordpress site housing an executive summary and providing links to downloadable PDFs of the summary and full report. The keynote will be livestreamed and professionally videotaped. A lower-resolution version of the video will be posted on YouTube and/or Vimeo and the high-res file will be offered, as per DLF custom, to our local host and video sponsor (Carnegie Mellon) for posting in its institutional repository.

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

The final PDF report and executive summary will be produced using commercial desktop editing software (Microsoft and Adobe products) and the video of the keynote will be created, compressed, and professionally edited by Carnegie Mellon University's Media Production Service.

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

Standard PDF/A and MPEG-4 formats for deliverables. A photographer contracted for the DLF Forum will provide images for use in the final report in JPG and TIFF formats.

B. Workflow and Asset Maintenance/Preservation

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

Video workflow and quality control will be the responsibility of our vendor, CMU Media Production Services. Editing and production/QA workflow for the final report will follow standard procedures for CLIR burgundy reports, with guidance from CLIR's communications director, Kathlin Smith.

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

Carnegie Mellon Media Services will retain RAW video footage for 12 months after the event, in case of need. Keynote video will be housed in the institutional repository of Carnegie Mellon U or another of our local hosts. The DLF website is periodically archived at the Internet Archive, and PDFs of the final report will be deposited in our Open Science Framework (OSF) repository.

C. Metadata

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

Relevant XMP metadata describing authorship, licenses, etc. will be embedded in the PDF executive summary and final report. Decisions regarding descriptive, technical, and administrative metadata appropriate to the keynote video will be the responsibility of the DLF member's institutional repository housing it.

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

No significant collection of metadata will be created as part of this award. Minor descriptive metadata will be housed with the video and PDF files in an institutional repository and OSF instance, respectively.

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).

No significant collection of metadata will be created as part of this award, but findability will be enhanced by descriptive metadata provided along with the files in the repositories housing them.

D. Access and Use

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

All materials will be made openly available online and viewable using standard web browsers and desktop/mobile platforms. Preservation copies will be available in a DLF member's institutional repository and DLF's OSF instance, and downloadable derivatives will be linked from DLF's website ▪

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

https://diglib.org/
https://www.clir.org/pubs/reports
https://osf.io/qa8kc/

Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

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

C. Access and Use

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

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

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

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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?

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

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

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

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

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

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

Name of repository:

URL:

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