

CARLI COUNTS

Abstract

CARLI, the Consortium of Academic and Research Libraries in Illinois, is the **lead applicant** in partnership with the University of Illinois Library at Urbana-Champaign Library and Lewis & Clark Community College in this Laura Bush 21st Century Librarian Community Anchors Grant Proposal.

CARLI Counts: Analytics and Advocacy for Service Development, a **three-year program**, beginning in October 2018 and ending in September 2021, is a continuing education library leadership immersion program that **prepares librarians to make effective use of research findings on the impact of academic libraries** on student success for the twin purposes of service development and library advocacy. Program participants will learn how to use local library data analytics to improve their services and demonstrate their value.

CARLI Counts will **address the need of academic librarians to demonstrate their libraries' impact on student learning and success** in competitive campus budgeting processes, accreditation reports, and program reviews. Doing so requires thoughtful service design and delivery based on clear goals and outcomes that are informed by documented best practices and that reflect local institutional priorities and strategies. While a growing body of evidence supports the assertion that academic libraries positively impact student success, libraries must make the argument individually to their stakeholders in ways that are meaningful to local administrators.

CARLI member library staff are the **intended audience** in this team-based immersion project. Ultimately, the member libraries' students, faculty, and staff members will greatly benefit from the project. CARLI Counts will increase the capacity of academic library professionals to identify community needs, carefully design/redesign service programs, investigate their impacts on the community, and integrate theory and practice approaches of design thinking, project management, and assessment into their work.

Specific project activities, performance goals, outcomes, results, and tangible products include a **portfolio** of local case studies, an **evaluation** of the collective statewide impact of those cases, and a replicable state/regional training **model** for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

Intended outcomes for audience members in terms of measurable changes in knowledge, attitudes, or behavior as a result of CARLI Counts include that **Illinois academic librarians will be able to effectively and systematically leverage national and local data** and communicate impact narratives that convey to stakeholders how their libraries bolster student learning and success. Additionally, through the replicable training curriculum, CARLI Counts will seed a long-lasting state/regional continuing education program that can serve as a national model. CARLI Counts personnel will make themselves available to consult with other consortia that may wish to adopt and/or adapt this model.

Proposal Summary: *CARLI Counts: Analytics and Advocacy for Service Development* is a continuing education library leadership immersion program that **prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy**. Program participants will learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. *CARLI Counts deliverables* will include a **portfolio** of local case studies, an **evaluation** of the collective statewide impact of those cases, and a replicable state/regional **training model** for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website. The Consortium of Academic and Research Libraries in Illinois (CARLI) requests \$243,885 in IMLS funds in partnership with the University of Illinois Library at Urbana-Champaign and Lewis & Clark Community College.

1: Statement of Broad Need

Academic libraries are increasingly required to demonstrate their impact on student learning and success in competitive campus budgeting processes, accreditation reports, and program reviews. Doing so requires thoughtful service design and delivery based on clear goals and outcomes that are informed by documented best practices and that reflect local institutional priorities and strategies. While a growing body of evidence supports the assertion that academic libraries positively impact student success, libraries must make the argument individually to their stakeholders in ways that are meaningful to local institutional administrators.

The Consortium of Academic and Research Libraries in Illinois (CARLI) is a consortium of 128 public universities, private and research institutions (e.g., DePaul University, Northwestern University, Newberry Library, Abraham Lincoln Presidential Library, Illinois State Library), and community colleges located in metropolitan, suburban, and rural communities. Without exception, CARLI libraries are committed to evidence-based program development and advocacy; however, they do not all have the resources and/or staff with skills to undertake the process of collecting and leveraging data in ways that create compelling narratives connecting library services and student success. CARLI can scaffold services and programs at scale that individual members lack the resources to launch. The **need for training to address these challenges** is very evident. Nationally, the Association of College and Research Libraries (ACRL) has led the way in highlighting both the importance and challenges for academic libraries through its Value of Academic Libraries Initiative and related three-year Assessment in Action project. ACRL's recently released "Academic Library Impact: Improving Practice and Essential Areas to Research" details a research agenda for investigating the impact of libraries on student learning and success but stops short of providing instruction on how to carry out these investigations.

A 2017 CARLI webinar on "Linking Academic Libraries with Student Success: The Environment, The Status Quo, & The Way Forward" drew record registration from 61 CARLI libraries and multiple requests for training, assistance, and further programming. A follow up

webinar on “Demystifying the Process: Getting Your Article Published” had 24 registrants, again indicating continued high engagement with even specialized topics related to the larger theme.

Similarly, during the last year, the consortium undertook a strategic planning and visioning process. Through those discussions it became clear that CARLI librarians, particularly those that are in smaller and rural organizations, see the consortium as uniquely positioned to help them develop services and advocate for funding and other resources as they grapple with user needs and financial pressures. CARLI’s recently adopted strategic plan reflects the important priority for this work in the consortium in the Goal Area: “Establish and communicate the value proposition for academic and research libraries in Illinois.”

As a **Community Anchors (Project Grant)**, *CARLI Counts* will **increase the capacity** of academic library professionals to **identify community needs**, carefully **design/redesign service programs**, **investigate their impacts on the community**, and **integrate theory and practice approaches** of design thinking, project management, and assessment into their work. The 72 CARLI libraries that participate in the training program will be directly impacted; however, the entire CARLI membership will also be able to learn from the project through the planned presentations by participants at the CARLI annual meeting. Finally, the portfolio of local case studies and the replicable training curriculum, which will be made openly available online, will serve the greater library profession’s need for examples and models that can be adapted by other libraries and consortia. By drawing on the ACRL Value of Academic Libraries work, including the findings of the Assessment in Action project and the Academic Library Impact research agenda, as well as the broader fields of library assessment and advocacy, *CARLI Counts* is firmly grounded in current theory, scholarship, and practice.

CARLI Counts is also aligned with the priorities across higher education. In its “Top 10 IT Issues, Technologies, and Trends,” the EDUCAUSE Center for Applied Research reports that in more than 69 percent of responding institutions, analytics was viewed as a major priority for at least some departments, units, or programs and 28 percent reported that analytics was a major priority for the entire institution. Only six percent reported that analytics was not a priority or an interest. EDUCAUSE also cites data-driven decisions as one of the most influential trends in higher education in 2018. Libraries must become facile with using analytics to tell their stories.

2. Project Design

CARLI Counts: Analytics and Advocacy for Service Development is a continuing education library leadership immersion program that **prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy**. Program participants will learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. *CARLI Counts deliverables* will include a **portfolio** of local case studies, an **evaluation** of the collective statewide impact of those cases, and a replicable state/regional **training model** for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website.

CARLI Counts is intentionally designed to be **highly participatory and team-based**. The project design draws on the immersive leadership education models developed in the Illinois State Library's ILEAD USA: Innovative Librarians Explore, Apply and Discover (ILEAD) and the Association of College and Research Libraries' Assessment in Action (AiA), both highly-successful IMLS-funded grant projects. ILEAD combined web technology skill-building with leadership training, in order to increase exposure of services, engage libraries' constituents, and provide opportunities for collaborating on innovative projects. AiA focused on strengthening academic librarian competencies for campus leadership and data-informed advocacy, specifically in relation to institutional goals for student learning and success. Cohort and team structures, collaborative learning, sustained interaction through face-to-face meetings and online technology training sessions, year-long project-work, and a culminating presentation, are signature pedagogies of both ILEAD and AiA, and thus of *CARLI Counts*.

In preparation for this grant proposal, former ILEAD participants were asked via email about the significance (if any) of the team-based approach to their individual learning and team productivity. Following are selected comments:

- I think the greatest strength of ILEAD was how it gave teams from libraries/cities I'd never heard of a platform. The ideas for innovations were ingenious.
- Having experienced ILEAD from the perspective of both a team member and team mentor, the greatest takeaway in each situation had everything to do with working together toward a common goal. The lessons of matching strengths to tasks, and breaking out of comfort zones, were invaluable.
- The teamwork aspect of ILEAD was like scaffolding. We built on each other's ideas to continuously improve our final product. We encouraged each other, we laughed and we helped lift each other up. We rendered a good final product.
- I believe in teamwork because I feel that we can get more done if everyone's ideas are shared and given consideration. I also believe in the shared energy of team members and know that ideas can spark and grow from working in groups.

Specifically, *CARLI Counts* uses **peer-to-peer learning and community of practice approaches** as the fundamental organizing structures for the curriculum and the design of participant experiences. *CARLI Counts* facilitators, speakers, mentors, etc. have all been selected for their expertise with and commitment to participatory and immersive program pedagogy and the grant evaluator has experience with evaluation of participatory programs.

CARLI Counts will be comprised of **two year-long cohorts**, each with **30 participants representing 30 different institutions**, working in **teams of five with an "advanced learner" participant-mentor** drawn from Illinois participants in AiA or ILEAD. As such, **each cohort will serve 36 participants at 36 different institutions across CARLI**.

The curriculum will be developed in the first months of the grant project. **Curriculum topics** will include library assessment, evidence-based library practice, data ethics and privacy, service design, leadership, and advocacy. Invited speakers will bring expertise and different viewpoints on these topics. In developing the curriculum, *CARLI Counts* will draw on results of the Assessment in Action project, ILEAD, and other open educational resources.

Each cohort will attend two, two-day in-person meetings (February and July). In addition, participants will attend webinars (April, May, June, September, and October) and work online collaboratively throughout the program, culminating in team presentations at the November CARLI Annual Meeting.

Each team will work with one or more effective **practice focus areas** drawn from *Creating Sustainable Assessment through Collaboration: A National Program Reveals Effective Practices*, for example: (1) students benefit from library instruction in their initial coursework; (2) collaborative academic programs and services involving the library enhance student learning; and (3) library research consultations boost student learning. For each effective practice, team members will examine library services and institutional priorities through the lens of the effective practice, investigate local library effectiveness through analysis of local data, and create advocacy strategies based on the results. Particular emphasis will be placed on issues related to student privacy, data security, and ethics of learning analytics so as to ensure that the library assessments that are undertaken reflect a privacy-by-design approach to data collection and analysis.

Each team will contribute a **case study to the cohort portfolio**. A case study will be tied to a minimum of one of the practice focus areas. For example, team that is working with the focus area “students benefit from library instruction in their initial coursework” would use their own institutions as settings in which to explore topic. They will begin by identifying current program offerings as well as available data for investigating the impact of those programs. They will identify methods for analysis and create narratives to communicate the results. As the team participants then compile the local investigations into a team case study, they will compare and contrast the local investigations, synthesize lessons learned, and create an integrated narrative about their practice focus area.

The resulting two cohort portfolios of local cases studies will be evaluated for their collective statewide impact as well as potential for implementation and adaptation to other institutional settings.

Invited speakers for the February and July two-day, in-person meetings are anticipated to include a CARLI library director, who will provide an administrative perspective on the importance of connecting library service design and assessment with campus priorities, a library learning analytics researcher with deep knowledge of privacy and ethics issues, and an expert in institutional communications and public speaking. Each team will also work with an “advanced learner” mentor during the in-person meetings who will be asked to assist with project management and team collaboration and communication, an approach that was proven particularly effective in ILEAD.

The curriculum will be developed in the first months of the grant project; however, a draft curriculum outline, which will be adjusted through input from the CARLI Counts Advisory Board as well as over time on the basis of participant feedback and project evaluation data, follows:

Timeline	Activity
January Pre-Work	<ul style="list-style-type: none"> • Readings on library assessment, service design, learning analytics, and data privacy and security. • Identify campus documents related to institutional priorities for student learning and success as well as campus leaders in assessment, analytics, and research ethics/IRB.
February Meeting	<ul style="list-style-type: none"> • Interplay between service design, delivery, and assessment, and library advocacy using a program logic model. • Designing an assessment for a focus area such as first-year student library instruction, collaborative academic programs, library research consultations, etc. • Identifying existing and needed data as well as methods for collection and analysis using a privacy-by-design lens for assessment.
April Webinar	<ul style="list-style-type: none"> • IRB/human subjects regulations, library ethics, and learning analytics.
May Webinar	<ul style="list-style-type: none"> • Analyzing quantitative and qualitative data. • Connecting data with assessment questions.
June Webinar	<ul style="list-style-type: none"> • Review program logic model. • Finalize data collection and analysis plans.
July Meeting	<ul style="list-style-type: none"> • Collaborative data review and analysis. • Using data and analyzed findings for advocacy. • Connecting library findings with campus priorities.
September Webinar	<ul style="list-style-type: none"> • <intentionally open – to be determined by needs of participants>
October Webinar	<ul style="list-style-type: none"> • Data visualization and presenting your results.
Fall CARLI Annual Meeting	<ul style="list-style-type: none"> • Poster presentations of team projects. • Session/panel integrating results across projects by grant personnel.

CARLI Counts **key project staff** are well positioned to ensure success of this project.

- Principal Investigator **Anne Craig** is a seasoned grant administrator, the architect of ILEAD, and the Executive Director of CARLI. Her team-based approach to addressing constituency needs was eventually adopted by 12 state libraries in the ILEAD USA IMLS-funded projects.
- Co-Principal Investigator **Lisa Janicke Hinchliffe** established the Value of Academic Libraries Initiative during her 2010-11 ACRL Presidency and is a leading scholar on library assessment, evidence-based practice in library and information practice, and library impact evaluation. Lisa was also the lead co-designer of the Assessment in Action program and currently facilitator of the training curriculum for the ACRL Standards for Libraries in Higher Education. She will serve as the lead curriculum developer.
- Curriculum Advisor **Dennis Krieb** is a champion for assessment in CARLI and a national leader in library learning analytics. His position as head of both the library and institutional research at his college provides a unique vantage point for understanding how library data can be incorporated with institutional data to help guide library service development and impact.

- Grant Evaluator **Karen Brown** is a professor in the Dominican University iSchool and an experienced program evaluator. She served as the project analyst for the IMLS grant that supported the ACRL AiA program.
- A **Graduate Hourly Employee** (to be hired) will provide ongoing assistance with curriculum development, marketing, program evaluation, in-person and online training, and grant reporting for the project.

A *CARLI Counts* Advisory Board will include elected members of the CARLI Board of Directors, Kara Malenfant, ACRL Senior Strategist for Special Initiatives, and Gregory McCormick, Director of the Illinois State Library.

The *CARLI Counts* project will start on October 1, 2018, with the Curriculum Team (Craig Hinchliffe, and Krieb) designing the curriculum and working collaboratively with the grant evaluator (Brown) to integrate the project evaluation plan with the cohort lifecycle. It is crucial that the project evaluation be embedded throughout the cohort experience so as to analyze not just the cohort products but also the process in order to best understand what aspects of the *CARLI Counts* curriculum are most effective and how they can be improved. Specifically, the evaluation design will ensure that the curriculum will be reviewed and revised between the two cohorts.

CARLI staff will manage advertising, sign-up, and event logistics. Each cohort will begin meeting in February and conclude with presentations at the fall CARLI Annual Meeting. The project concludes with summative program evaluation in September 2021. Results of *CARLI Counts* will be shared at national conferences and on the CARLI website.

Participants' attendance (lodging and meals) will be covered by grant funds in order to encourage a wide range of attendance from the spectrum of CARLI members, many of whom have had their travel and conference budgets eliminated due to drastic cutbacks in higher education funding in Illinois. CARLI offers some of the only opportunities for no-cost and affordable professional development among Illinois academic librarians, thereby linking the profession by providing learning and networking opportunities.

Major milestones in the *CARLI Counts* project are represented below as well as the evaluation mechanisms.

Date	Activity	Evaluation
October-December 2018	Develop and refine training curriculum.	<ul style="list-style-type: none"> • Curriculum development process aligns with the best practices advised in <i>Understanding by Design</i> (Wiggins and McTighe). • Advisory board review of curriculum using adaptation of <i>Quality Matters</i> rubric to evaluate learning outcomes, instructional materials, learning activities, learner interaction, and course technology.

November-December 2018	Publicize project to CARLI members, solicit nominations for participation, and select first cohort.	<ul style="list-style-type: none"> • Number of nominations (Goal: 40) • Cohort is 75% small/medium libraries. • Cohort represents a wide range of institutional types and geographic regions in Illinois
January-October 2019	Training program delivered (cohort one) with integrated grant evaluation activities.	<ul style="list-style-type: none"> • Consistent participation in in-person and webinar events. • Participant feedback on usefulness and effectiveness of training. (90% of the librarians report an increase in their knowledge and proficiency of local data collection and analysis and the creation of advocacy strategies in focus groups conducted at the conclusion of training program; 90% of librarians' ratings on a library skill set assessment instrument administered at the start and after completion of the project activities will reflect an improvement) • Observations of engagement at in-person meetings and during webinar sessions using adaptation of National Survey of Student Engagement's (NSSE) Ten Engagement Indicators show high levels based on Likert scale ratings.
Fall CARLI Annual Meeting 2019	Teams present posters. Session/panel about overall project.	<ul style="list-style-type: none"> • Analysis of team projects document that 85% demonstrate evidence-based library practice, data ethics and privacy, and effective service design, leadership, and advocacy. • Attendance at poster session by annual meeting attendees meets average or higher numbers than documented at past sessions. • Attendance at annual meeting session/panel meets average or high numbers for similar sessions.
October-December 2019	Revise training curriculum.	<ul style="list-style-type: none"> • Advisory board review of revised curriculum using an adaptation of Quality Matters rubric; review of improvements in gaps or deficiencies identified in participants' ratings of usefulness and effectiveness of training. • Survey feedback from first cohort members about revised curriculum components reflects 95% satisfaction with revised training.

November-December 2019	Publicize project to CARLI members, solicit nominations for participation, and select second cohort.	<ul style="list-style-type: none"> • Number of nominations (Goal: 40) • Cohort is 75% small/medium libraries. • Cohort represents a wide range of institutional types and geographic regions in Illinois
January-October 2020	Training program delivered (cohort two) with integrated grant evaluation activities.	<ul style="list-style-type: none"> • Consistent participation in in-person and webinar events. • Participant feedback on usefulness and effectiveness of training. (90% of the librarians report an increase in their knowledge and proficiency of local data collection and analysis and the creation of advocacy strategies in focus groups conducted at the conclusion of training program; 90% of librarians' ratings on a library skill set assessment instrument administered at the start and after completion of the project activities will reflect an improvement) • Observations of engagement at in-person meetings and during webinar sessions using adaptation of National Survey of Student Engagement's (NSSE) Ten Engagement Indicators show high levels based on Likert scale ratings.
Fall CARLI Annual Meeting 2020	Teams present posters. Session/panel about overall project.	<ul style="list-style-type: none"> • Analysis of team projects document that 85% demonstrate evidence-based library practice, data ethics and privacy, and effective service design, leadership, and advocacy. • Attendance at poster session by annual meeting attendees meets average or higher numbers than documented at past sessions. • Attendance at annual meeting session/panel meets average or high numbers for similar sessions.
December 2020-September 2021	Summative evaluation.	<ul style="list-style-type: none"> • Surveys of cohort participants and the library directors at participating libraries reflect that 90% used local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. • Survey feedback from CARLI library directors at non-participating libraries indicate that 70% have implemented and adapted the project materials on their campus to expand and enhance demonstration the

		library's impact on student learning and success (e.g., how have they used the materials?).
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3. Diversity Plan

CARLI is a consortium of 128 public universities, private and research institutions, and community colleges located in metropolitan, suburban, and rural communities. The 5th most populous state, Illinois is 17% Hispanic, 15% African American and 6% Asian. This project would ultimately touch a tremendously diverse number of students. Member libraries range in size and scope from the University of Illinois at Urbana-Champaign, one of the nation's largest libraries, to small, one-staff-member libraries. Participants will reflect this diversity, ranging from new to seasoned professionals who perform many different job duties, from all types of academic members, and from all regions of Illinois. As CARLI member libraries serve 92% of higher education students in Illinois, *CARLI Counts* will ultimately impact a tremendously diverse array of students. Registration is anticipated to reflect **small and medium member libraries as 75% of the participants**. When nominating librarians for participation, library directors will be encouraged to select librarians who reflect the diversity of their communities.

CARLI Counts will **evaluate the effectiveness of its diversity plan** by monitoring nominations for participation in the program in order to ensure that at least 75% of the participants are from small and medium member libraries. Particular attention will be paid as well to including libraries that serve rural areas as well as minority and other under-represented populations.

4. Broad Impact

As a result of *CARLI Counts*, Illinois academic librarians will be able to effectively and systematically leverage national and local data and communicate impact narratives that convey to stakeholders how their libraries bolster student learning and success. By connecting with ACRL's Value of Academic Libraries Initiative, *CARLI Counts* will amplify the impact of ACRL's national efforts by diffusing them throughout an existing state consortium. By leveraging the work of the consortium, the grant will provide **concentrated and scalable impact** for program development and advocacy in Illinois' academic libraries.

As a result of CARLI Counts, 72 CARLI libraries will have trained staff able to use research findings on the impact of academic libraries on student success for service development and library advocacy and all CARLI libraries will have access to proven models for successful advocacy and service design. CARLI member libraries serve 92% of the students enrolled in higher education in Illinois and so within Illinois alone over 300,000 students will have access to a library with improved services through this project.

Specifically, *CARLI Counts* will **ensure that** 1) program participants are more confident in their skills and abilities related to service design and library advocacy; 2) CARLI libraries are better equipped to demonstrate their value to stakeholders. Respectively, these will be assessed through self and peer evaluations and analysis of local case studies and collective statewide impact using ACRL's *Academic Library Impact* as an evaluative framework. Additionally, through the

replicable training curriculum, *CARLI Counts* will seed a long-lasting state/regional continuing education program that can serve as a national model. *CARLI Counts* personnel will make themselves available to consult with other consortia that may wish to adopt and/or adapt this model. The program is highly transportable to other contexts because of the distinctive nature of the design of the deliverables.

In addition to the training materials and team projects that will be available on the CARLI website, ACRL has agreed use their communications channels, including hosting a national webinar, to showcase the results of *CARLI Counts* as a model for how consortia might serve their members' needs for training related to value, library impact, and assessment. This webinar will be offered without charge and the recording will also be available through the CARLI website.

Project personnel will also seek to present the results of *CARLI Counts* at professional conferences such as the International Coalition of Library Consortia, Charleston, and Association of College and Research Libraries conferences. All presentation materials will also be posted on the CARLI website. Attendance at the webinar and conference presentations as well as download statistics are indicators of board impact that will be incorporated in the *CARLI Counts* evaluation report.

Schedule of Completion

CARLI Counts

Years 2 and 3

Activity	year	2019			2020									2021											
	month	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
	month #	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Refine curriculum																									
Publish program publicity																									
CARLI Annual Meeting																									
Form teams																									
Second cohort in-person mtgs																									
Evaluation activities																									
Webinars																									
Capstone activities*																									

*Conference presentations (pending acceptance), summative downloadable evaluation data & other materials' availability, ACRL national webinar

DIGITAL PRODUCT FORM – CARLI COUNTS

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.

The University of Illinois will hold rights and ownership to the resulting digital products, but will not use them for commercial gain. All content including curriculum, reports, etc. will be made available for reuse through a Creative Commons license for intellectual content.

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

The University of Illinois will maintain the integrity of any web-based platforms used to deliver content, such as WordPress blogs or Google Drive applications. Users will not be able to manipulate the underlying code or programming of these platforms; however, the materials and content hosted on these sites will be publicly available and shared without restriction. The project staff will notify potential users of content through public announcements, postings on the site, and through social media channels.

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.

We do not anticipate creating any products that would involve privacy concerns. Projects undertaken by librarians at their home institutions as a result of the training may involve data that has privacy concerns. The CARLI Counts training materials will provide advice and guidance on securing that data through established institutional protocols, but that data will belong to the institutions and not become part of the CARLI Counts deliverables.

While it is the intention of project staff to create all materials related to the project, if we find it necessary to include any third-party content, we will focus on publicly available materials, and seek and obtain all necessary permissions for additional content.

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.

We intend to create a project website to promote CARLI Counts and to disseminate materials resulting from the grant. These materials might include, but are not limited to training materials, a curriculum guide, and project reports.

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.

CARLI will use its existing server space and software (Microsoft Office, web editing suite, etc.) for this project.

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).

Project materials will likely be in PDF, Word, JPG or other standard document formats, as applicable to the type of material. All documents will adhere to quality standards relevant to the document's format.

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).

Resources and materials will be compiled by the project staff, who will also be responsible for maintaining the quality and integrity of materials through regular review of the web site and documents.

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).

Project staff will be responsible for maintaining the site for the duration of the grant. CARLI will continue to maintain the site as part of its web presence after the grant and will follow established protocols for archiving and preservation of web content. CARLI has the technical infrastructure and support to maintain and preserve the materials as necessary.

C. Metadata

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

The project will rely on underlying metadata on the CARLI website platform.

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

All metadata will be preserved and maintained as part of the overall website and project maintenance.

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).

Information will be shared through social media and general publicity and marketing.

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).

The content will be freely available on the website, and will be accessible using any standard web browser and internet connection. No special equipment will be needed to access project information and materials.

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.

CARLI has an extensive website and a long record of developing digital content for web publication. Here are some examples:

- Acquisitions and Serials - <https://www.carli.illinois.edu/products-services/i-share/acq>
- New VuFind Overview and Frequently Asked Questions (FAQ) - <https://www.carli.illinois.edu/products-services/i-share/opac/new-vufind-faq>
- New 2018 I-Share Participating Libraries Resources - <https://www.carli.illinois.edu/products-services/i-share/newmem>
- Voyager Reports Mini-Webinars - https://www.carli.illinois.edu/products-services/i-share/reports/reports_webinars
- Created Content Committee Copyright Webinars - <https://www.carli.illinois.edu/products-services/contentdm/copyright2018>

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.

n/a

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.

n/a

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.

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) and URL(s) for examples of any previous software your organization has created.

n/a

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.

n/a

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

n/a

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

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.

We do not intend collect or create any datasets.

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?

n/a

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).

n/a

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.

n/a

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).

n/a

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?

n/a

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

n/a

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

Name of repository:

URL:

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

n/a