

## **Developing a Model of Black History Month Programming in Public Libraries**

The University of Michigan's Institute for Social Research (utilizing three of its Centers – the Research Center for Group Dynamics (RCGD), the Survey Research Center (SRC), and the Inter-university Consortium for Political and Social Research (ICPSR), in partnership with the Black Caucus of the American Library Association (BCALA), and the Public Library Association (PLA), will build on a 2020 planning grant from IMLS to BCALA and conduct a comprehensive examination of Black History Month programming in public libraries. The requested \$750,000 for an Applied Research grant will allow us to operationalize previously identified core library programming competencies, explore the current state of Black History Month (BHM) programming with a nationally representative sample of public libraries, build a model of BHM programming, create a BHM Programming Index, and develop a beta version of a Toolkit for staff at public libraries. The project will be conducted from August 1, 2022 – July 31, 2025.

This Applied Research Grant builds on the IMLS-funded Planning Grant to the BCALA. An overview of that work can be seen here <https://blackhistorymonth.bcala.org/>. That grant was essential to understand a high-level view of BHM programming in public libraries and understand the types, focus, content, and scope of that programming. Most importantly, we identified some of the methodological challenges of conducting a national study and have incorporated those "lessons learned" into the design of this national study.

Our two central research questions for this project are:

**Research Question #1:** What is the state of BHM programming in public libraries? This is an extension of the work we did during the Planning Grant to a nationally representative sample.

**Research Question #2:** How are service area, library organizational, and individual factors associated with the existence and degree of BHM programming in public libraries?

The University of Michigan, BCALA, and PLA are uniquely qualified to undertake this project. Established in 1949, the University of Michigan's **Institute for Social Research** (ISR) is among the world's largest and oldest academic survey research organizations, and a leader in the development and application of social science methods and education. Since its establishment in 1976, the **Program for Research on Black Americans** at the **Research Center for Group Dynamics** at ISR has been the leader in creating new and innovative qualitative and quantitative research methods to understand the lives of African American and African descendant communities. The **Survey Research Center** (SRC) at ISR is an international leader in research involving the collection and analysis of sample surveys, administrative and other non-survey data. SRC conducts some of the most widely cited and influential studies in the world. An international consortium of more than 750 academic institutions and research organizations, the **Inter-university Consortium for Political and Social Research** (ICPSR) collects, curates, and disseminates data covering a broad spectrum of disciplines. Their collection includes over 16,000 datasets with millions of downloads each year. They have five decades of experience preserving social science digital content during a time of rapid technological change. ICPSR is also a recipient of the 2019 IMLS National Medal for Museum and Library Service. Established in 1970, the **Black Caucus of the American Library Association** (BCALA) was formed to serve as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community, and is a crucial partner to librarian organizations nationally. The **Public Library Association** (PLA), a division of the American Library Association, is the largest association dedicated to supporting the unique and evolving needs of public library professionals. Founded in 1944, PLA serves nearly 10,000 members in public libraries large and small in communities across the United States and Canada. Maybe most importantly, the University of Michigan, BCALA, and PLA have successfully worked together on the IMLS-funded planning grant.

## PROJECT JUSTIFICATION

The demographic shifts occurring in the United States, and the commitment to equity, diversity, and inclusion by IMLS and the American Library Association, highlight the need for increased attention to diversity in public library programming. This makes it very timely to offer quality programming that celebrates the contributions of African Americans.

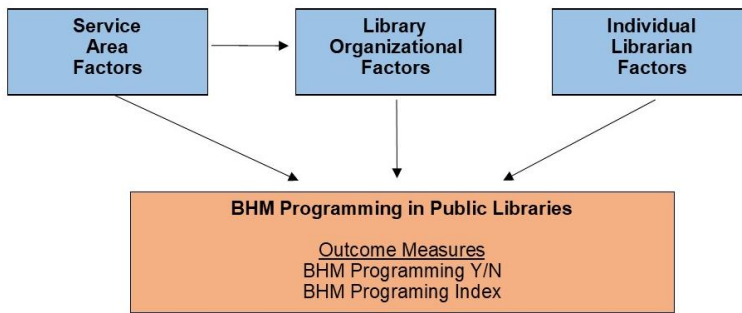
While there is a need to do Black History Month Programming, we were surprised to find during our planning grant that 13% of the District/Library Systems and 22% of the branches **do not** conduct BHM programming. In addition, some librarians expressed feeling less than competent to develop such programming. Towards that end, this project will also build on the National Impact of Library Public Programs Assessment (NILPPA) conducted by the American Library Association, in which they identified nine Core Library Programming Competencies. We will operationalize and develop a scale or utilize a scale already created for two of those competencies that we feel are most relevant to BHM Programming given data from the planning grant: 1) Knowledge of the Community and 2) Interpersonal Skills. Another competency not included in the NILPPA and has surfaced in library and other literature as being very important to programming. Therefore, we will include Cultural Competency as a third capability focus. We will utilize a scale already developed to measure this competency. We expect competencies play a role in whether BHM programming occurs, and we will begin to test that in the proposed study.

This project will contribute substantially to librarians' professional knowledge base and competencies related to Black History Month programming. It will also build the capacity of public libraries to contribute to efforts that improve community well-being, strengthen civic engagement, and increase opportunities for continuous learning for families, groups, and individuals from diverse backgrounds by developing a beta version of a BHM Programming Toolkit for libraries/librarians not currently conducting BHM programming. The Toolkit will include resources for librarians to use when developing BHM public programming in their communities. We know there is a great need for the latter because, from our exploratory survey, we found that 86% of branches and 76% of library systems **had not** heard of the Association for the Study of African American Life and History (ASALH), which founded BHM and designates a BHM theme each year. Through the Toolkit, librarians will learn about the BHM resources annually made available through ASALH and other easily accessible Black History resources available nationally and in states or local areas for developing BHM programming. This project will not only have national societal impact by addressing needs identified in a national survey of public libraries, but it will also advance knowledge and increase equity, diversity, and access by developing a model of BHM Programming, a BHM Programming Index, a psychometrically created Knowledge of the Community Scale, and a BHM Programming Toolkit, thus aligning with NLGLP's Goal 2 and Objective 2.1.

## PROJECT DESIGN

This three-year project will use a mixed-method research design with qualitative focus groups and a quantitative national survey based on a stratified sample of public libraries. Both research questions will be answered by the national survey. RQ1 will utilize univariate and bivariate analysis to describe what BHM programming libraries offer. RQ2 explains the variation of what's going on in BHM programming in a multivariate model. The BHM Programming Toolkit1.0 builds on research findings from the planning grant. Of the libraries not doing BHM programming, we found that 25% of the librarians in branches and 20% of those in system/district libraries were not sure how to do BHM programming and/or did not want to get it wrong. Participants in our focus groups echoed those concerns. Therefore, for this project, libraries currently not conducting BHM Programming will be identified from the national study. They will be sent the BHM Programming Toolkit1.0 that includes resources and suggestions for BHM programming. A follow-up questionnaire with both quantitative and qualitative items will be sent to those librarians to assess the usefulness of the Toolkit. We will review that feedback and use it to revise the Toolkit. Toolkit1.0 will serve as a baseline for creating and disseminating Toolkit 2.0 that we hope to develop under a future IMLS Implementation Grant.

## Conceptual Framework for RQ2



RQ2, how are service area, library organizational, and individual factors associated with the existence and degree of BHM programming in public libraries, will help us develop a model of BHM programming. We will examine **Service Area Factors** such as region, urbanicity, percent African American/Black population, socioeconomic status (SES), etc., and their direct and indirect

impact on BHM programming. Likewise, we will assess the effect of **Library Organizational Factors** such as total operating budget, full-time equivalent paid staff, total number of library programs, presence of an African American librarian or African American on staff on BHM programming. Finally, building on the work of the NILPPA, we will assess the salience of **Individual Librarian Factors** in the form of competencies in three areas; Interpersonal Skills, Knowledge of the Community, and Cultural Competency. There are two **Outcome Measures** of BHM programming; a binary question about BHM programming and a BHM programming index. A bit more detail about all these measures can be found below.

## Sample

The UM research team will engage the sampling statisticians and survey methodology staff of the Survey Research Operations department (SRO) at the Institute for Social Research (ISR) to draw a stratified nationally-representative sample of public libraries in the United States. Stratification typically increases the efficiency of the sample and helps ensure that smaller subgroups in the overall population (like small and rural libraries) are represented. We will utilize the 2020 (which should be available before the start of the grant, otherwise use the 2019) IMLS Public Libraries Survey (PLS) (Pelczar et al., 2021) as the population frame. Specifically, we will use **The Public Library System Data File**, which includes data from 9,237 active public libraries in the United States. It also has many valuable variables that can be utilized in a stratification design (region, urbanicity, etc.) and already contains census tract for each library. Further, SRO can append census tract data to the frame and utilize the attributes drawn from the tract-level information in the stratification design (this could include the racial composition of the community the library serves, or other household-level information such as income, for example). The first SRO task will be to examine potential stratification variables and recommend a stratification design to the research team. The SRO sampling statisticians will utilize information available from the PLS. SRO will draw representative samples for the pilots and main national surveys according to the sizes needed for the research phase.

## Measures

### Service Area Factors

Region, urbanicity, and census tract are included in the PLS dataset. We will be able to pull information on SES and the percent of African Americans in the tract from census data. These data will be appended to the data from the national survey.

### Library Organizational Factors

Total operating budget, full-time equivalent paid staff, and total number of library programs are data that are included in the PLS dataset. We will ask respondents if an African American librarian or African American is on staff in the national survey.

### Individual Factors - Competency Scales

This project builds on and extends the IMLS-funded National Impact of Library Public Programs Assessment (NILPPA) by the American Library Association, in which they identified core competencies in public library

programming. This project utilizes two of the competencies they identified, and our research from the planning grant identified as important (Knowledge of the Community and Interpersonal Skills) and includes a third, Cultural Competency, that has appeared in the literature since the initial NILPPA was conducted. We will utilize scales already developed to assess Interpersonal Skills and Cultural Competency, but will create a scale to measure Knowledge of the Community.

Knowledge of the Community (KofC) Scale - The NILPPA (Sheppard, et al., 2019) defined Knowledge of the Community as “[working towards] understanding the communities for which programs are developed, including their particular needs and interests; building respectful, reciprocal relationships with community members and organizations; and ensuring access to a wide variety of programs for all community members, especially those who have historically been underserved or face other challenges to access.” NILPPA Phase 2 (Norlander, R.J. & Barchas-Lichtenstein, J., 2021) began to flesh out the competency areas, identifying specific learning objectives for each. These learning objectives will be helpful as we operationalize KofC. There have been scales developed to measure community engagement among students as a result of service-learning projects (Miller, L. et al., 2018) and we will also consult the literature from community psychology focused on the theoretical construct “sense of community” (McMillan & Chavis, 1986). Fournier’s and Ostman’s (2021) work on community engagement will be particularly useful as it focuses explicitly on libraries and librarians. The steps we will take to develop the KofC Scale are described in the Analysis Plan and Work Plan.

Interpersonal Skills – The National Research Council (2011) issued an in-depth report on interpersonal capacities needed for working in the 21<sup>st</sup> century. It identified “interpersonal skills” as essential, noting that librarians should work “toward communicating effectively and appropriately with all stakeholders and audiences to provide consultation, mediation and guidance during programs and in other contexts relating to programs” (p.14). The construct has been employed for decades across nations, cultures, and disciplines and in all manner of professional training (e.g., health and social services, education, business/management), as it is generally acknowledged that the ability to communicate effectively with others is fundamental to successful service delivery. One measure that has received wide usage in the literature is the *Interpersonal Competency Scale* (Holland & Baird, 1968), derived from the Foote and Cottrell (1955) definition of interpersonal competency as the “acquired ability for effective interaction.” More modern approaches consider the cluster of “skills” that one needs simply to relate to other people across circumstances. The National Research Council (2011) report also included a synthesis of knowledge on interpersonal skills measurement, that offers an array of assessment strategies, including observation, self-reports, and situational judgment tests. Others have also reviewed assessment options (e.g., Spitzberg, 2003). Given the nature of the proposed study, a self-report indicator is required. Most scales developed in this area are also too lengthy for use, but a 7-item indicator developed by Jared M. Campbell is promising (Campbell, 2016). During the planning phase of the proposed project, other approaches and indices will be examined.

Cultural Competency - Cultural competency has been studied and discussed in many different disciplines. Library literature defined cultural competence as “...a process. During this process, professionals develop the ability to effectively integrate social, cultural, and linguistic information about communities into LIS [library and information science] services” (Overall, 2009). Overall views cultural competence as expressed in three domains (cognitive, interpersonal, and environmental) and contends that cultural competence is crucial for librarians’ effective service and interactions with diverse communities of library users. As another service-oriented field, the nursing literature has also discussed the concept of cultural competence. Andrews and Boyle (1999) noted that cultural competence is a process referring to a nurse’s ability for critical thinking and learning in cognitive, affective, and psychomotor domains. Perng and Watson (2012) developed a National Cultural Competency Scale that measured concepts of cultural awareness, cultural knowledge, cultural sensitivity, and cultural skills. We recognize that there is an ongoing conversation in the library literature about the use of cultural competence vs. cultural humility. Both competencies have usefulness, but we believe it is necessary to have some level of cultural competence before one can express cultural humility.

The research team and National Advisory Committee will review previous Cultural Competency Scales and choose the most appropriate to include in the national survey.

### **BHM Programming Index**

We will include the question utilized during the planning phase that simply asks, “Does your library do Black History Month Programming?” While the answer to that binary (yes/no) question is illuminating in and of itself, we also know that BHM programming is more complex than that. Some libraries do more passive activities (such as create book displays or book lists), while others engage in more interactive programming. Some do one BHM program in the month, while others conduct 20 programs. Some work collaboratively with the community, and some do not. There are things that are easier to do and things that are harder. We will develop a **BHM Programming Index** to capture that complexity. Specifically, we will create a weighted index of BHM activities where weight is the inverse of the frequency by which these events happen. We will up-weight rare activities/programming and down-weight more common activities, to provide a richer measure and understanding of BHM programming within libraries. This is similar to the strategy used to create indices related to political participation activities and the process they use to create the Consumer Price Index. Although we have an idea of the types of programming activities to include from our experience from the planning grant, we will conduct three virtual Focus Groups of 6-8 participants in the 1<sup>st</sup> half of YR1 to discuss items to be included in the BHM Programming Index and have participants rank order the items in terms of difficulty and importance. The panel of experts on our National Advisory Committee (NAC) will help us finalize the list of activities to be included in the national survey. The BHM Index will be created from the data collected during the national survey and utilized as a variable in subsequent analysis.

### **Analysis Plan**

**Knowledge of the Community Scale** - We will follow accepted practices (Morgado et al., 2017) to develop the **Knowledge of the Community (KofC) Scale**, which includes three main steps; item generation, theoretical analysis/content validity, and psychometric analysis. **First**, we will use both deductive and inductive methods for item generation. We will review the literature on knowledge of the community and any scales that have been created. We will deduce items from this process. In addition, we will hold three virtual focus groups of 6-8 public librarians each to discuss, via guided questions, the concept of KofC. These Zoom sessions will be recorded, and a transcript will be automatically generated. For analysis, we will check the transcript against the recording of each Focus Group and make corrections, then use text or discourse analysis as the qualitative method to code the text for concepts mentioned. This inductive process will also generate items for consideration. **Second**, a panel of experts, including librarians, will review the slate of possible scale items and judge each item to ensure that we have operationalized the construct, “Knowledge of the Community,” appropriately and the items have content validity. We expect this process to result in a list of 30 items to be included in Pilot #1. In the **third step**, we will conduct psychometric analysis to ensure construct validity and reliability of the scale. Following best practices of at least ten respondents per scale item, we will draw representative national samples of 300 for each pilot as we develop the KofC scale. We will utilize exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to assess content validity of KofC. We will utilize Cronbach's alpha to measure reliability.

**Model of BHM Programming** - This project will use multi-level modeling (MLM) to quantify the relationships between service area, organizational, and individual factors with BHM programming. MLM (Diez Roux, 2002) is a modeling approach designed for addressing nested sources of data (i.e., in our case, individual libraries who work within library organizations that are nested within local service areas) and allows for the simultaneous quantification of individual and contextual effects. MLM can be applied to both binary (i.e., any BHM programming vs. none) and continuous outcomes. The MLM also provides an estimate of the intraclass correlation, which decomposes the variance in BHM programming into individual, organizational, and area level factors, which will allow us to quantify the relative contribution of factors at these different levels on programming. (Snijders & Bosker, 1999). Our team has extensive experience using MLM to examine contextual factors (e.g., neighborhood socioeconomic status) on a range of health and behavioral outcomes.

## Communication/Dissemination Plan

We won't have any findings to share until after the data are collected and cleaned (1<sup>st</sup> half of YR3). The communication we will have with libraries and librarians will be to let them know that we are conducting the study and encouraging them to participate if selected. We will utilize multiple channels for that communication including the BCALA, PLA, and ALA listservs, the State Librarians' communication channels, conferences (ALA, NCAAL, PLA, JCLC), and the project website. Once we have collected the data, preliminary results will be shared in the 2<sup>nd</sup> half of YR3 and beyond via conferences, listservs, the website, blog posts, and published articles. The BHM Programming Toolkit1.0 will be available on our website, as well as the final report and information on how to access the archived data with ICPSR.

## PROJECT WORK PLAN

1. **Output #1 – Competency Scales** – This project builds on and extends the NILPPA in which they identified core competencies in public library programming. This project utilizes two of the competencies they identified (Knowledge of the Community and Interpersonal Skills) and includes a third we believe is important; Cultural Competency. We will utilize scales already developed to assess Interpersonal Skills and Cultural Competency, but will create a scale to measure Knowledge of the Community. NOTE: Some of the steps identified below are relevant for Output #2, and can be seen on the Schedule of Completion, some steps/tasks will be done simultaneously.
  - a. **Review Currently Developed Scales** – Make final decision as to which empirically developed Interpersonal Skills Scale and which Cultural Competency Scale will be used for the national study.
  - b. **Institutional Review Board (IRB) for Focus Groups (KofC Scale and BHM Index)** – Submit application to the University of Michigan IRB shortly after we receive notification of grant award for Focus Groups to assist in the development of the Knowledge of the Community Scale (KofC). On that same application, we will include the Focus Groups to create the BHM Index (see Output #2), and the questionnaire to collect the name and email of the librarian/staff who does BHM programming at each selected library, or the director of the library if they do not do BHM programming. Protection of this personally identifiable information is addressed in our Data Management Plan.
  - c. **Focus Groups (KofC Scale)** – Conduct three virtual Focus Groups of 6-8 participants in 2<sup>nd</sup> half of YR1 to discuss components of Knowledge of the Community. We will use the methodology that worked very well during the Planning Grant to solicit participants via the BCALA, ALA, and other listservs. Dr. Robinson from the University of Michigan and Dr. Grace Jackson-Brown from Missouri State University will moderate these sessions. We will utilize Zoom to conduct the Focus Groups and the sessions will be recorded. The questions for focus groups members to discuss will be drawn from the NILPPA Phase 2, the Public Programs Office book, *Ask, Listen, Empower: Grounding Your Library Work in Community Engagement*, and other sources.
  - d. **Draw Stratified Sample for National Study and Pilots** – In the 3<sup>rd</sup> quarter of YR1, the Survey Research Center Sampling Section will draw a stratified national sample of approximately 3,000 U.S. public libraries with small size replicable samples of approximately 300 for each pilot. The Sampling Section will utilize the IMLS PLS Public Library System Data File for 2020 (it should be available in Spring 2022).
  - e. **Contacting Libraries in Sample** – Given that individual factors (the librarian's competency on three scales) are key to this study, within each library, we need to identify the person responsible for BHM programming, or if no BHM programming is done, the name and email of the director of the library. The pilot and national survey will be sent via email directly to that person. We have a multi-prong strategy for getting that information as the PLS dataset only includes the library name, address, and phone number.

- i. The study team at the University of Michigan will send a letter by mail to all selected libraries asking them to submit needed information into a Qualtrics type form. This will be done in the 3<sup>rd</sup> quarter of YR1.
    - ii. After three weeks, the Public Library Association will send a letter and other outreach activities via listservs to encourage response.
    - iii. Starting in the 4<sup>th</sup> quarter of YR1, calls will be made to those libraries that still have not responded. Graduate students will be hired from the IMLS-funded “Breaking Barriers” grant and the iBlack Caucus that the project created to make those calls.
    - iv. The priority is to get the contact information for the librarian/staff in libraries selected for the Pilot studies as those must be completed first. Calls or other strategies will be utilized until the contact information for all the targeted libraries has been gathered, or the library chooses not to participate in study.
  - f. **Draft Knowledge of the Community (KofC) Scale Items** – Based on the literature and information gathered during the Focus Groups, the research team will draft 30-45 items by the end of YR1 that we believe measure Knowledge of the Community.
  - g. **National Advisory Committee Input** – The NAC, who are a panel of research experts and public librarians, will review the slate of possible scale items and judge each item to ensure that we have operationalized the construct, “Knowledge of the Community” appropriately and the items have content validity. We expect this process to result in a list of 30 items to be included in Pilot #1. We expect this to take place in the 1<sup>st</sup> quarter of YR2.
  - h. **Institutional Review Board (IRB) for Pilot Studies** – The application to the University of Michigan’s IRB for the two pilot studies will be submitted in the 1<sup>st</sup> quarter of YR2.
  - i. **Pilot Studies** – The pilot studies will be used to psychometrically ensure construct validity and reliability of the KofC scale. As noted previously (#1d above) each Pilot will have a sample of 300. Pilot #1 will be conducted during the 1<sup>st</sup> quarter of YR2. After exploratory factor analysis and refinement of the KofC items, Pilot #2 will be launched in the 2<sup>nd</sup> quarter of YR2. Confirmatory factor analysis (CFA) will be used to assess content validity of KofC.
  - j. **Finalize Knowledge of the Community Scale** – Based on the analysis from the pilot studies, the Knowledge of the Community scale will be used in the national survey.
2. **Output #2 – BHM Programming Index** – In addition to asking the binary (yes/no) question about whether public libraries do BHM programming, we will develop a BHM Programming Index to capture the nuances and complexity of that programming.
  - a. **Institutional Review Board for Focus Groups (BHM Index)** – The application to the University of Michigan’s IRB for these Focus Groups is included in Output #1 above.
  - b. **Focus Groups (BHM Index)** - Conduct three virtual Focus Groups of 6-8 participants in the 1<sup>st</sup> half of YR1 to discuss items to be included in the BHM Programming Index and have participants rank order the items in terms of difficulty and importance. We will use the methodology that worked very well during the Planning Grant to solicit participants via the BCALA, ALA, and other listservs. Dr. Robinson and Dr. Grace Jackson-Brown will moderate these sessions. We will utilize Zoom to conduct the Focus Groups and the sessions will be recorded.
  - c. **National Advisory Committee Input** – We will hold a virtual NAC meeting towards the end of the 2<sup>nd</sup> quarter of YR1 to discuss the findings of the Focus Groups related to the BHM Index and get feedback on the items/questions to be included on the national survey.
  - d. **Creation of the BHM Programming Index** – The Index will be constructed and weighted empirically after the data have been collected during the national survey.
3. **Output #3 – National Survey of Public Libraries** – The focus of this Applied Research Grant is the exploration of the current state of BHM programming. The National Survey will help us answer our two research questions. **First**, what is the state of BHM programming in public libraries? **Second**, how are service area, library organizational, and individual factors associated with the existence and

degree of BHM programming in public libraries? The survey questionnaire will include the competency scales, so they must be finalized before we launch the survey.

- a. **Revise Questionnaire from Planning Grant** – The research team will review the questionnaire used in the Planning Grant and refine/reduce the items that will be used for the National Survey.
  - b. **National Advisory Committee Input** – We will hold a NAC meeting towards the end of the 2<sup>nd</sup> quarter of YR2 to get feedback on the items for the KofC scale and discuss the findings of the Focus Groups related to the BHM Index.
  - c. **Institutional Review Board (IRB) for National Study** – We will amend the original application or submit a new one to the University of Michigan's IRB.
  - d. **Field Period for National Survey** – We expect that the field period for the National Survey will be the 2<sup>nd</sup> half of YR2.
  - e. **Data Cleaning & Analysis** – Data cleaning will take place the 1<sup>st</sup> half of YR3 and analysis will begin soon after.
  - f. **Archiving Data** – Will be done in the 2<sup>nd</sup> half of YR3 and is discussed in Output #4 below.
4. **Output #4 – BHM Programming Toolkit1.0** – This project will develop a Black History Month Programming Toolkit for librarians not currently conducting BHM programming in their library. BHM Toolkit1.0 or the beta version will be developed from resources already existing. It will serve as a basis or preliminary work for creating and disseminating Toolkit 2.0 that we hope to develop under a future IMLS Implementation Grant. The BCALA will take the lead on developing Toolkit 1.0. We will send a short survey to librarians who received the Toolkit asking about its usefulness.
- a. **Develop BHM Toolkit 1.0** – The team will gather and review existing toolkits in the 1<sup>st</sup> quarter of YR2. They will also gather existing resources that will be included. Much of this was done during the planning grant. The team will create a draft of the Toolkit.
  - b. **National Advisory Committee Input** – The NAC will review the Toolkit and provide feedback. The Toolkit will be revised based on that feedback.
  - c. **Identify Libraries currently not conducting BHM Programming** – By the end of YR2, we will know from the national survey which libraries are, and are not, conducting BHM programming.
  - d. **Disseminate BHM Toolkit1.0** – In the 1<sup>st</sup> quarter of YR3 we will send the BHM Programming Toolkit 1.0 to those libraries not conducting BHM programming. This would give them plenty of time to review the Toolkit and hopefully seek out resources to plan at least one BHM program in February 2025. We will send a letter/email encouraging them to do so in November 2024.
  - e. **Evaluation of Toolkit** – We will develop a short questionnaire and at the beginning of March 2025 send it to those to whom we sent the Toolkit. The questionnaire will assess whether they did conduct a BHM program, and if not, why not, and an evaluation of the Toolkit.
  - f. **Revise and Finalize BHM Toolkit1.0** – Based on the feedback, the BHM Programming Toolkit 1.0 will be revised, finalized, and made available on the project's website.
5. **Output #5 – Archiving Data and Dissemination of Findings** - ICPSR takes a standards-based approach to digital preservation, protecting data resources for future generations. Data curation ensures that people can find and use data now and into the future. Making the data from the National Survey easily available publically meets the federal requirement of data sharing. All the tasks below will be conducted in the 2<sup>nd</sup> half of YR3. Findings will also be shared via conferences, the project website, and listservs as described previously.
- a. **Create ICPSR Curation Processing Plan** – A study number is assigned and all decisions about the dataset are recorded.
  - b. **Compile Documentation** – Datasets, questionnaire, codebook, etc.
  - c. **Disclosure Risk Review and Data Access Levels** – Review data for direct identifiers (names, personal addresses, email, etc.) and indirect identifiers (race/ethnicity, age, sensitive behavior,



- etc.). Determine level of access to which data; public or restricted. None of the PII from the study will be publically available.
- d. **Create Metadata for Study** – Provide a description of who collected the data, the universe being studied, a summary of the study, and the methodology (how the data were collected).
  - e. **Quality Checks** – Conducted by the curator and supervisor to ensure study documentation meets ICPSR's standards.
  - f. **Release Study** – Study published on the ICPSR website. The metadata will be available at the end of the grant period. The datasets will be embargoed for two years to allow researchers involved in the study to publish articles from the data. After time period, the datasets, full documentation, searchable variable text, and the full complement of statistical package files (SAS, SPSS, R, Stata, and tab-delimited files) will be available to the public on the ICPSR website.

## Project Resources: Personnel

### Project Team

**Deborah Robinson, MBA, Ph.D.** is **PI and Overall Project Director** on the grant. Dr. Robinson is a Research Investigator at the Institute for Social Research at the University of Michigan. She has over 18 years of experience in survey research methodology and 20 years of experience in organizational and program management. Dr. Robinson was Co-Director on the IMLS-funded Black History Month Programming planning grant. **Briana Mezuk, PhD** is **Co-I and Research Design & Analytic Lead** on the grant. Dr. Mezuk is the Co-Director of the Center for Social Epidemiology and Population Health (CSEPH) and an Associate Professor in the Department of Epidemiology at the University of Michigan's School of Public Health. **Libby Hemphill, PhD** is **Co-I and Data Management & Archiving Lead** on the grant. Dr. Hemphill is Director of the Resource Center for Minority Data (RCMD) at ICPSR and Associate Professor at the School of Information. Hemphill directs the archive where data from our project will be housed and brings expertise in data curation, data discovery, and data management to the project team. **Grace Jackson-Brown, Ph.D.** is **BCALA BHM Project Director** for the grant. Dr. Jackson-Brown is Professor, Library Science at Missouri State University. She has been a continuous member of ALA for 23 years, and a member of BCALA for 20 years. Dr. Jackson-Brown was Co-Director on the IMLS-funded Black History Month Programming planning grant. **A Public Library Association BHM Project Manager** will be assigned to the project. **Survey Research Operations (SRO) Project Manager** will be assigned to the project. **Xinyan Mitchell** is the **Research Administrator (Grants Manager)** for the grant. A **Program Assistant** will be hired to assist in the administrative work and a **Research Assistant** will be hired to assist with the analysis.

### National Advisory Committee

To ensure this project's success and guarantee national impact, we are creating a National Advisory Committee (NAC). The NAC represents strategic partnerships and a strong collaboration of professionals with the right expertise to oversee all steps of this project. The 16-member NAC includes researchers from the University of Michigan, representatives from the Black Caucus of the American Library Association (BCALA), representatives from the Public Library Association (PLA), a representative from the Association for Rural and Small Libraries (ARSL), another representative from ALA, and a representative from the Association for the Study of African American Life and History (ASALH). To ensure continuity and institutional memory, some members also served on the NAC for the planning grant. Not all members have been named at this time.

**Table 1. Current Composition of the National Advisory Committee**

<b>Five</b> Representatives from the University of Michigan	<b>Dr. Deborah Robinson</b> , Research Investigator, RCGD, Institute for Social Research, UM
	<b>Dr. Libby Hemphill</b> , Director of RCMD, Associate Professor, School of Information, UM
	<b>Dr. Briana Mezuk</b> , Co-Director, Center for Social Epidemiology and Population Health and Associate Professor, School of Public Health, UM
	<b>Dr. M. Belinda Tucker</b> , Professor Emerita, Psychiatry & Behavioral Sciences, UCLA, former Program for Research on Black Americans Co-PI
<b>TBD</b>	
<b>Five</b> Representatives from BCALA	<b>Ms. Shauntee Burns-Simpson</b> , Current President and during grant, immediate Past President, Associate Director, School Support & Outreach, New York Public Library
	<b>Ms. Nichelle M. Hayes</b> , Current President-Elect and during grant President, Director of the Center for Black Literature & Culture, Indianapolis Public Library
	<b>Dr. Grace Jackson-Brown</b> , Professor, Missouri State University Libraries and Chair Springfield African American Read-In
	<b>Ms. Tamela Chambers</b> , Librarian Chicago Public Library, Public Library Sub-Committee Chair BCALA
<b>TBD</b>	
<b>Three</b> Representatives from PLA	<b>Ms. Amita Lonial</b> , Librarian, Tacoma Public Library, PLA Board Member (2019-2022)
	<b>TBD</b>
	<b>TBD</b>
<b>One</b> Representative from ARSL	<b>Ms. Bailee Hutchinson</b> , President, The Association for Rural & Small Libraries (ARSL) Board of Directors
<b>One</b> Other ALA Rep	<b>TBD</b>
<b>One</b> Representative from ASALH	<b>Ms. Aisha Haykal</b> , Manager of Archival Services, College of Charleston, ASALH Executive Committee and Chair Program Committee

## PROJECT RESULTS

This project will generate several innovative and first-of-its-kind knowledge products; a national survey on BHM programming in public libraries based on a nationally-representative sample, a model of BHM programming, a BHM Programming Index, a Knowledge of the Community competency scale, a BHM Programming Toolkit1.0, and a publicly available archive. On a practical level, the information we gather in the **National Survey** and the analysis we conduct will have direct implications for libraries. We will know what is and is not being done in terms of BHM programming, understand more about the impediments, and what is needed to overcome those obstacles. Findings also have implications for other ethnic/gender heritage months. The **Model of BHM Programming** will help us quantitatively understand the role of three library programming competencies and service area and library organizational factors. Since a lot of time and resources are being spent on training to increase librarians' competency, we will have a better sense of their role, at least in BHM programming. Creation of the **Knowledge of the Community Scale** will be a significant contribution in measuring mastery of this competency. In future work, it can be used as a baseline assessment, resources and training can be provided to increase one's mastery, and a post-assessment (given sufficient time between pre and post-test) can be undertaken to assess change. The methodology used to develop the **BHM Programming Index** can be utilized to capture the complexity of many types of library programming and provide a richer measure of that programming. The **BHM Programming Toolkit1.0** will serve as the basis for creating and disseminating Toolkit2.0 that we hope to develop under a future IMLS Implementation Grant. That Toolkit will include the practical implications based on the findings from the national survey, the competency scales, and resources for training and BHM programming. We will ensure that the benefits from this project last beyond the grant period because the dataset, metadata, and all documentation from the national study will be maintained and available to the public online via an **ICPSR Archive**. The Toolkit and other outputs from the project will live on via the project website. Both of these mechanisms will ensure the project deliverables will be readily available to libraries, other institutions, and communities nationally.

### Developing a Model of Black History Month Programming in Public Libraries

(Note: The colors below correspond to different types of activities)

Schedule of Completion: August 1, 2022 – July 31, 2025

Activities	Year 1 (Aug '22-July '23)		Year 2 (Aug '23-July '24)		Year 3 (Aug '24 –July '25)	
	Aug – Jan	Feb - July	Aug - Jan	Feb - July	Aug- Jan	Feb - July
Planning & IRB for Focus Groups (KofC Scale)	[Cyan]					
1 <sup>st</sup> NAC Meeting for Orientation, 2 <sup>nd</sup> NAC Meeting re BHM Index	[Yellow]					
Focus Groups to identify items for KofC Scales		[Blue]				
Draw stratified sample (small size replicable for pilots/national study)		[Orange]				
Outreach to selected branches requesting cooperation & key info		[Orange]				
Refinement/Testing Validity Scales via pilots, IRB for Pilots			[Blue]			
Calls to branches who haven't responded re key information			[Orange]			
IRB and Focus Groups (BHM Index)	[Orange]					
Revise questionnaire from Planning Grant, finalize, IRB for Survey		[Orange]				
3 <sup>rd</sup> NAC Meeting to finalize items for KofC scale, 4 <sup>th</sup> NAC Meeting to finalize questionnaire for National Survey			[Yellow]			
<b>Field Period for National Survey (w/ 3 competency scales)</b>				[Orange]		
Data Cleaning & Analysis of Results					[Orange]	
Data Archiving & Report Writing						[Pink]
Gather existing Toolkits & Develop Draft BHM Toolkit 1.0			[Green]			
Feedback on Toolkit from librarians/others				[Green]		
Dissemination of Draft Toolkit 1.0 to librarians not doing BHMP					[Green]	
5 <sup>th</sup> NAC Meeting on survey results, Toolkit, archiving, dissemination						[Yellow]
Feedback from librarians sent Toolkit						[Green]
Revise Toolkit based on feedback & finalize						[Green]
Dissemination Activities; Blog posts Conference presentations	[Red]		[Red]		[Red]	
Write and submit academic articles						[Red]
Coordination with research team, BCALA, PLA	[Brown]		[Brown]		[Brown]	
Performance Measurement Plan	[Purple]		[Purple]		[Purple]	

Planning
NAC Meeting
Scale Development
Sampling & Survey
Archiving
Toolkit
Dissemination
Coordination

## Digital Products Plan

### **Type: What types of digital products will you create?**

**BHM Programming Toolkit1.0** – A Toolkit will be developed for librarians currently not conducting BHM programming. It will include resources and suggestions with the hope that it will be used to create at least one BHM program during Year 3 of the grant.

**Research Data** - We will conduct Focus Groups to identify items for the Knowledge of the Community Scale (KofC) and BHM Programming Index. After the public library sample is drawn, there will be a “Contact Survey” to identify the specific person responsible for BHM programming or the Library Director and obtain their name and email address. Pilots will be conducted to develop the KofC Scale psychometrically. A national study of BHM programming in public libraries will be undertaken. Librarians who were sent the Toolkit will be sent a survey evaluating its usefulness.

**Reports, Presentations, and Articles** – We anticipate producing all of these during the project.

### **Availability: How will you make your digital products openly available (as appropriate)?**

**BHM Programming Toolkit1.0** – The Toolkit will be available on the project website.

**Research Data** - The project team will deposit the data to ICPSR. ICPSR’s Resource Center for Minority Data (RCMD) will then have the data curated following current sharing and archiving best practices, including a disclosure risk review, checking of values (codes) and value and variable labels, adding question text as desired, and creating the file formats for the common statistical packages. ICPSR/RCMD will also create substantive metadata complying with the most relevant standard for the social, behavioral, and economic sciences—the Data Documentation Initiative (DDI). This XML standard provides for the tagging of content, which facilitates preservation and enables flexibility in display. We will create five types of metadata: Study-Level Metadata Record; Data Citation with Digital Object Identifier; Variable-level Documentation; Technical Documentation; and Related Publications. The datasets from the National Study will be embargoed for two years to allow the researchers time to publish articles from the data. The extensive metadata on the study will be made available before the final performance report to IMLS is due.

**Reports, Presentations, and Articles** – These documents will be made available through the project website. The current Resources page at <https://blackhistorymonth.bcala.org/resources/> will be expanded to include such documents. We anticipate that we will be able to post pdfs of peer-reviewed journal articles as well.

### **Access: What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?**

**BHM Programming Toolkit1.0** – BCALA will own the rights to the Toolkit. There are no privacy or cultural sensitivities.

**Research Data** – The chart on page 2 outlines all the data we will collect and which data will be publically available. Although we are collecting PII in what we call the “contact survey”, that information will not be made public and will be detached from the National Survey dataset.

**Reports, Presentations, and Articles** – We anticipate full access via the website.

**Sustainability: How will you ensure the sustainability of your digital products?**

**BHM Programming Toolkit1.0** – The Toolkit will live on via the project website. It will be used as a “beta” version of a more extensive BHM Programming Toolkit2.0 that we hope to develop in the future.

**Research Data** - The project team will clean the data and deposit it to ICPSR. ICPSR’s Resource Center for Minority Data (RCMD) will then have the data curated following current sharing and archiving best practices, including a disclosure risk review, checking of values (codes) and value and variable labels, adding question text as desired, and creating the file formats for the common statistical packages. An ASCII version of the data and a PDF-A version of the codebook ensure long-term preservation. The data are curated and stored on ICPSR’s secure data servers and will be available for public download.

**Reports, Presentations, and Articles** – We anticipate these documents will live on via the project website tied to the Black Caucus of the American Library Association’s (BCALA) website. We expect that the 50+ year-old organization will continue for another 50 years.

**Data Description:** The chart below summarizes the data we will collect, its purpose, the format of the data, whether it includes PII, whether the data will be shared publically, and how each type of data will be stored.

Data	Purpose	Format	PII	Shared	Storage Site
Potential participants	Contact participants for Focus Groups	CSV	Y	N	Dropbox at UM; Constant Contact
Focus Groups	Develop Knowledge of Community Scales and BHM index items	Recordings, notes	Y	N	Dropbox at UM
Contact survey	Get contact info for person responsible for BHM Programming	CSV	Y	N	Dropbox at UM; Qualtrics
Library survey - pilot 1	Test scale	CSV	N	N	Dropbox at UM; Qualtrics
Library survey - pilot 2	Test scale	CSV	N	N	Dropbox at UM; Qualtrics
Library survey - national	Understand BHM programming in public libraries	CSV	N	Y	ICPSR
BHM toolkit	Support public libraries not conducting BHM programming	Text, a/v materials	N	Y	Project website
BHM toolkit evaluation survey	Evaluate toolkit	CSV	Y	N	Dropbox at UM; Qualtrics
Performance measurement data	Comply with IMLS Performance Measurement Plan	TBD	N	N	Dropbox at UM

### Data Management Plan

**Data Description:** We will conduct Focus Groups to identify items for the Knowledge of the Community Scale (KofC) and BHM Programming Index. After the sample of public libraries are drawn, there will be a “Contact Survey” to identify the specific person responsible for BHM programming or the Library Director (if no BHM programming is conducted) and obtain their name and email address. Pilots will be conducted to develop the KofC Scale psychometrically. A nation study of BHM programming in public libraries will be undertaken. A BHM Programming Toolkit will be developed and librarians who were sent the Toolkit will be sent a survey evaluating its usefulness. Other data will be collected in relation to our Performance Measurement Plan. The chart below summarizes the data we will collect, its purpose, the format of the data, whether it includes PII, whether the data will be shared publically and how each type of data will be stored. Our Data Management Plan will be reviewed annually.

Data	Purpose	Format	PII	Shared	Storage Site
Potential participants	Contact participants for Focus Groups	CSV	Y	N	Dropbox at UM; Constant Contact
Focus Groups	Develop Knowledge of Community Scales and BHM index items	Recordings, notes	Y	N	Dropbox at UM
Contact survey	Get contact info for person responsible for BHM Programming	CSV	Y	N	Dropbox at UM; Qualtrics
Library survey - pilot 1	Test scale	CSV	N	N	Dropbox at UM; Qualtrics
Library survey - pilot 2	Test scale	CSV	N	N	Dropbox at UM; Qualtrics
Library survey - national	Understand BHM programming in public libraries	CSV	N	Y	ICPSR
BHM toolkit	Support public libraries not conducting BHM programming	Text, a/v materials	N	Y	Project website
BHM toolkit evaluation survey	Evaluate toolkit	CSV	Y	N	Dropbox at UM; Qualtrics
Performance measurement data	Comply with IMLS Performance Measurement Plan	TBD	N	N	Dropbox at UM

**Archiving and Preservation:** ICPSR/RCMD is a data archive with a 60-year record of preserving and making research data available over several generational shifts in technology. ICPSR/RCMD will accept responsibility for long-term preservation of the research data upon receipt of a signed deposit form. This responsibility includes an open commitment to manage successive iterations of the data if new waves or versions are deposited. ICPSR/RCMD will ensure the research data are migrated to new formats, platforms, and storage as

required by good practice in the digital preservation community. Good practice for digital preservation requires that an organization address succession planning for digital assets. ICPSR has a commitment to designate a successor in the unlikely event that such a need arises.

**Storage and Backup:** Research has shown that multiple locally and geographically distributed copies of digital files are required to keep information safe. ICPSR/RCMD will place a master copy of each digital file (i.e., data files, documentation, and other related files) in ICPSR's Archival Storage, with several copies stored with partner organizations at designated locations and synchronized with the master.

**Access and Sharing:** ICPSR/RCMD will share data with academic researchers, librarians, the general public, and library administrators.

- **Public-use Data Files.** These files have no direct and indirect identifiers, and we will provide access online through the ICPSR/RCMD websites. After users agree to our Terms of Use, anyone with a MyData account may download them.
- **Restricted-use Data Files.** If we find that there are variables with analytical utility that we cannot make safely available without adversely affecting said utility, we will create restricted use files. These data may include variables that when used with other variables increase the possibility of respondent identification. Users must apply to use these files, create data security plans, and agree to other access controls.
- **Timeliness.** In year three of the project, the data from the national survey will be deposited with ICPSR/RCMD in order to make these available to interested researchers and the general public to use for secondary research and analysis. The anticipated release of the metadata is July 2025. There will be a two year embargo on the datasets to allow the research team to publish, then made available.

**Metadata:** ICPSR/RCMD will create substantive metadata in compliance with the most relevant standard for the social, behavioral, and economic sciences—the Data Documentation Initiative (DDI). This XML standard provides for the tagging of content, which facilitates preservation and enables flexibility in display. We will create five types of metadata:

- **Study-Level Metadata Record.** We will create a study-level DDI record for the RCMD and ICPSR catalogs then index it with key terms from the ICPSR Thesaurus to enhance discovery.
- **Data Citation with Digital Object Identifier (DOI).** We will create a dataset DOI to permanently identify data and ensure that they are always accessible via a permanent URL.
- **Variable-level Documentation.** ICPSR/RCMD will tag variable-level information in ICPSR's variable database.
- **Technical Documentation.** The variable-level files described above will serve as the foundation for documentation in a codebook that ICPSR/RCMD will prepare and deliver.
- **Related Publications.** Once the data are released, ICPSR bibliographic will search for publications that cite these data and provide two-way linkages between data and publications.

**Ethics and Privacy:** After the data are deposited, the data will undergo procedures to protect the confidentiality of organizations and individuals. These include:

- Review to assess disclosure risk/consulting with the research team to manage/mitigate disclosure risk
- Modifying data as necessary to protect individual and organizational confidentiality
- Limiting access to datasets in which the risk of disclosure remains high
- ICPSR/RCMD will assign a data manager certified in disclosure risk management to act as a steward for data while they are processed. Data will be processed and managed in a secure, virtual desktop environment.

### Organizational Profile

**University of Michigan** - The University of Michigan, Ann Arbor is a public research university. Its mission is to serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future. It was founded in 1817 in Detroit and moved to Ann Arbor in 1837 onto 40 acres of what is now known as Central Campus. Since its establishment in Ann Arbor, the university has physically expanded to include more than 584 major buildings with a combined area of more than 31 million gross square feet (712 acres or 2.38 km), and transformed its academic program from a strictly classical curriculum to one that includes science and research. The University is governed by the Board of Regents, which consists of eight members elected at large in biennial statewide elections. The president of the University serves as an *ex officio* member of the board. The Regents serve without compensation for overlapping terms of eight years. According to the Michigan Constitution of 1963, the Regents have “general supervision” of the institution and “the control and direction of all expenditures from the institution’s funds.”

**ISR Summary & Brief History** - The University of Michigan’s Institute for Social Research (ISR) is the world’s largest academic social science survey and research organization, a leader in developing and applying new social science methods, and committed to educating the next generation of social scientists. Founded in 1946 as a single center, the Institute for Social Research (ISR) has grown to five centers, each contributing to gaining knowledge about human behavior, social interaction, and collection data of interest to the general public, decision-makers in government and private sector, and scholars around the world. ISR houses more than 750 regular and temporary employees, comprising research scientists and professional, administrative and clerical support staff. The Primary Research Staff includes more than 100 Ph.D. level social scientists. The proposed project will involve the Inter-university Consortium for Political and Social Research, the Survey Research Center, and the Research Center for Group Dynamics.

**Inter-university Consortium for Political and Social Research (ICPSR)** - ICPSR was established in 1962 to serve social scientists around the world by providing a central repository and dissemination service for computer-readable social science data. It is an international consortium of more than 750 academic institutions and research organizations that collects, curates, and disseminates data covering a broad spectrum of disciplines. Their collection includes over 16,000 datasets with millions of downloads each year. They have five decades of experience preserving social science digital content during a time of rapid technological change. ICPSR is also a recipient of the 2019 IMLS National Medal for Museum and Library Service.

**Survey Research Center (SRC)** – SRC is the largest and oldest academically-based survey research organization in the world. It is an international leader in research involving the collection and analysis of sample surveys, administrative and other non-survey data. SRC conducts some of the most widely cited and influential studies in the world. Since its founding, SRC has been a principal source of innovation in the methodology of survey research.

**Research Center for Group Dynamics (RCGD)** - (RCGD) was established in 1948. Its goal is to advance the understanding of individual human behavior in a societal context, with interest in group processes and social cognition. Since its establishment in 1976, the **Program for Research on Black Americans** at the **Research Center for Group Dynamics** at ISR has been the leader in creating new and innovative qualitative and quantitative research methods to understand the lives of African American and African descendant communities.

**Computing, Data Security and System Backup** - Information Technology systems at ISR/SRC are managed by the Computing and Multimedia Technologies (CMT) department. CMT operates on a primarily Microsoft network which provides state of the art system management, data storage/sharing, and backup capabilities. CMT also maintains a Linux computing environment for researchers' advanced statistical analysis needs. Data managed by CMT is stored on network file servers, which are physically protected by limited access card key and pin entry systems with 24x7 environmental and system monitoring. Access to data on servers is carefully controlled by user identify and access management systems, including multi- factor authentication where appropriate. Research data is carefully segregated and secured to protect respondent confidentiality. Data is stored on the file servers in an encrypted format meeting current federal and best practice encryption.