

Project Title: Valuing Library and Archives Labor: Assessing the Implications of Internships and Fellowships on the Library and Archives Community

Project Summary: In this project, Dr. Marika Cifor, Assistant Professor in the University of Washington Information School requests \$318,989 from the Laura Bush 21st Century Librarian program for *Early Career Research Development* (Goal 1: *Recruit, train, develop, and retain a diverse workforce of library and archives professionals*; Objective 1.2: *Collaborate with learning organizations to incorporate promising practices*). The project, “Valuing Library and Archives Labor,” is a 3-year empirical investigation into the implications of internships for recruiting, training, developing, and retaining a diverse workforce that is prepared to engender social wellbeing through U.S. libraries and archives. Based on a foundational pilot study, the project answers the following research questions:

- **RQ1:** What are the structural characteristics of diversity, equity, and inclusion (DEI) focused internships or fellowships within libraries and archives? How do they understand and enact “diversity,” “equity,” and “inclusion”?
- **RQ2:** What is the value of DEI internships or fellowships for library and archives stakeholders (student and early career workers, employers, faculty and administrators, professional organizations, granting agencies, community partners) in: (a) skill and professional development, (b) community engagement capacity, and (c) workforce recruitment and retention? How does compensation impact the perceived value of intern training, career development, and satisfaction?
- **RQ3:** What are the costs and benefits of DEI internships or fellowship programs for workforce equity and community engagement capacity, particularly for workers from minority populations?
- **RQ4:** How could DEI internship or fellowship programs become scalable in sustainable ways?

This study advances the PI’s research agenda on DEI and labor practices in library and information science (LIS). It is a quantitative and qualitative examination of DEI internships and fellowships in public libraries, research libraries and archives, and audiovisual archives. In-depth research will be conducted on four exemplar DEI internships and fellowships including: (1) Public Library Association’s (PLA) Inclusive Internship Initiative (III); (2) Association of Research Libraries’ (ARL) Fellowship for Digital and Inclusive Excellence (FDIE) and (3) ARL Kaleidoscope program; and (4) Association of Moving Image Archivists’ (AMIA) Pathways program. Rich ethnographic data will be accompanied by a survey of larger practices in the field. The project will result in applied guidelines and scholarly outputs. The guidelines will be useful for internship or fellowship program development, implementation, and assessment with DEI aims. The guidelines will be designed in collaboration with and applicable within a wide range of library and archival institutions and by professional organizations, with attention to underrepresented people and underresourced institutions. Guidelines will be disseminated in: (a) an open educational report (OER) for scholarly audiences and (b) a white paper for employers, professional organizations, higher education institutions, and granting agencies outlining best practices for library and archives internships and fellowships. Intended users of these resources are library and archives professionals and educators in diverse settings that develop, host, and supervise internships. In addition, the publication of results will be disseminated through scholarly journal articles and peer-reviewed proceedings. To ensure nationwide impact, results and guidelines will be presented at webinars, online events, professional conferences, on the project website, and in a final report to IMLS.

Project Justification: The project, “Valuing Library and Archives Labor,” investigates internships and fellowships as a means of **recruiting, training, professionally developing, and retaining a diverse workforce of library and archives professionals** (Goal 1). This aim is a driving focus not only for the LB21 program and for IMLS, but for funding agencies, library and archival institutions, and professional organizations across the information field. It is widely acknowledged that the underrepresentation of racial and ethnic diversity, including of people of African American, Latinx, Asian-American and Pacific Islander, and Native Americans and Alaska Natives, in the current workforce is inhibiting the ability to respond to the information needs of diverse American communities. The lack of workforce diversity is engendering harm and limiting impact nationwide, whether in public libraries or research institutions and prominent corporate archives. To improve workforce diversity, there is an urgent need to **collaborate with formal and informal learning organizations** including museums, community and workforce development organizations including in allied domains (Objective 1.2) to develop new programs and to enhance extant programs that **support students of diverse and underrepresented backgrounds in pursuing careers in libraries and archives** (Objective 1.1) **and in becoming leaders in the field**. As internships and fellowships have long been used as a primary means to accomplish these goals and objectives, this project focuses on programs that aim to provide an entry point for persons who are minoritized whether due to their marginalized racial, ethnic, or gender identity, socioeconomic status, sexuality, or ability to enter and transform the workforce.

The lack of racial, ethnic, and socioeconomic diversity in the information professions is widely acknowledged and grounded in empirical data (Dooley 2013; Taylor 2017; Poole 2017; Greene 2014; Hosoi et al, 2020). The overwhelming majority of library (86%) and archives (87%) workers identify as white. Additionally, most come from middle-class backgrounds and identify as

women (Bastian and Webber 2008). Increasingly the lack of support for people with different abilities in the profession is garnering recognition (Moeller 2019; Pionke 2022). There is now near universal agreement that this homogeneity is problematic, urgent, and will only become increasingly stark in the future, if significant measures are not undertaken. A major response has been to work towards diversifying library and archives students on the premise this will encourage future diversity and inclusion. Important steps from scholarships (Neeley 1999) to mentoring programs for minoritized students and professionals (Poole 2017) have been adopted, however much work remains to build and sustain a diverse workforce.

Though widespread in practice **current internship incidence and structural characteristics, including those addressing DEI, are understudied.** Internships are employment of finite duration assumed to include a learning component, completed during, or closely following education. This category describes observational and applied experiences, service learning, and practicums. As “fellowship” is similarly applied in the field, they will be examined together. Since the 1960s, service and socially oriented fields including library and archives have widely adopted internships (Perlin 2011). Studies in other fields show students complete internships as an industry access point, to improve employability, and to develop professional networks (Hunt and Scott 2018). Internships can provide opportunities to: (1) gain practical experience; (2) apply theory, skills, and ideas from course work; (3) build knowledge by observing experienced professionals; (4) develop professional skillsets (Richards and Crookes 1988); and (5) question, articulate, and reflect on students’ goals and practice philosophies (Crookes 2003; Gebhard and Oprandy 1999; Johnson 1996). In addition, internships or fellows sometimes provide wages, stipends, or tuition remissions. However, unpaid internships are still commonplace (Wildenhaus 2019). Students also routinely pay for the credit hours earned when completing internships for curricular requirements. Students often need to complete internships during typical workweek hours, an obstacle for those working full-time, or, in less-flexible jobs. Internships and fellowships can be a barrier for those without generational wealth, a group more likely to include students of color and first-generation students. Evidence from other sectors indicates that under- or un-compensated work perpetuates structural inequities (Hunt et al 2018). When struggling to equitably access opportunities, low-income and first-generation students are also less likely to accrue internship benefits including improved future job prospects and career development (Hunt et al 2018). While not the only factor, it is likely that without adequate compensation internships and fellowships may inhibit diversity and cause underrepresented people to overlook or leave the field. **Yet, it is through internships and fellowships that we aspire to prepare the next generation of library and archives workers and leaders.**

Internships and fellowships are widely used by library and archives institutions and professional organizations for DEI aims. They are central to programmatic efforts to attract students from underrepresented backgrounds, whether at the high school, undergraduate, or graduate level to library and archives work and to introduce them to opportunities for employment and/or higher education in library and information science. For example, the Congressional Research Service’s Student Diversity and Inclusion Internship Program offers undergraduate and graduate “students of diverse backgrounds, underrepresented groups, or individuals with disabilities” paid summer internships annually. Internships are often utilized not only in diversity recruitment strategies, but as a central component of efforts to engage underserved communities, locally and nationally. PLA’s III, for example, placed high school student interns in libraries in underserved urban, rural, and tribal communities to conduct community-based learning projects. For some internships or fellowships lead directly to a job at that institution or to funding towards degree completion; in other cases, underrepresented students gain valuable skills and experience making them more competitive. **Yet, there is little data in regard to internships, whether in structure or outcomes, upon which stakeholders can make decisions or implement practices to ensure workforce equity and inclusion.** We do not know how internships impact institutional community engagement capacities or align with professional values and ethics. In addition, even as internships are proposed as a means to counter workforce homogeneity and to attain greater DEI there is little understanding of stakeholder needs, limited opportunity for shared learning across sectors and programs, and little research to provide best practices or assess the ramifications of such efforts.

Previous research and professional discourse about DEI in relation to internships and fellowships has focused on compensation. In July 2019, to enhance accessibility and promote better labor practices in the field, the Society of American Archivists (SAA), North America’s largest professional association for archivists, prohibited listings for unpaid internships on its job boards (SAA 2019). A prominent editorial in *American Libraries Magazine*, the American Library Association’s (ALA) flagship publication, earlier that year, similarly identified unpaid internships as a significant barrier to diversifying the library workforce (Farkas 2019). These are far from solitary events, currently, there is significant conference, listserv, and social media discussion about internships and fellowships across the library and archives community. Such conversations focus largely on unpaid internships and those for which students pay for credit hours completed. In my LIS courses, master’s students eagerly discuss and express concern about internships and their implications for socioeconomic well-being, knowledge and skill development, and career goals. Stark competition in a tight job market means that entry-level applicants are now called upon

to exhibit employability markers and to demonstrate a commitment to the library sector over and above educational qualifications. In response to calls to increase graduates' employability, LA educators have implemented greater experiential learning. Even when internships are not required, they are often encouraged through advising and promoted by programs (Cifor and Watson 2020). For aspiring and early career professionals, it is clear that the cost of entry into the field has frequently become a willingness and an ability to complete un- or under-compensated internships (Wildenhaus 2019).

There is a lack of opportunity for learning across internship or fellowship programs with similar DEI aims and resonant approaches. Limited staff capacity and divisions between public libraries, research libraries, archives, and allied fields are a significant barrier. This lack of collaboration limits efforts to make such programs effective. There is no shared understanding of what keywords “diversity,” “equity,” and “inclusion” mean and how they are enacted programmatically. It is high time to evaluate not just how programs recruit to the field people of diverse identities and backgrounds, but how the curriculum, training, and mentorship in and after the programs is being designed to meet the needs of a diverse workforce. Workforce diversity requires not only the recruitment of underrepresented people, but changes to the structures of library and archival institutions and communities to enhance inclusivity and equity. Moreover, there is little practical guidance published on developing or implementing library or archives internship programs. There are a few practical guides (Bastian and Webber 2008) and case studies of institutional internship programs (Kopp 2019; Surles and Cuervo 2015). In addition, there are some resonant small qualitative studies of museum internships (Holmes 2006; Schwartz 2012). **Professional organizations are limited in their ability to provide internship or fellowship standards or guidelines without adequate scholarship or cross-sector knowledge.** ALA, for example, has not published an internship guide—the most cited library guide is Multnomah County’s 2012 *Effective Library Internships*. In 2014, SAA Council approved broad-brush recommendations including internship agreements, onsite and faculty supervisors, evaluation, and compensation. However, despite their explicit recommendations, little has shifted when it comes to remuneration, unpaid archival internships still appear to be common. For example, in 2017, of the 1,982 interns the Smithsonian Institutions hosted, only 875 (44%) received a stipend (Cifor and Watson 2020). While extant materials provide important resources for faculty, administrators, employers, and staff of granting agencies and professional organizations, they lack a focus on DEI, and are often disciplinarily siloed, and frequently outdated. **It is clear there is inadequate empirically grounded research to ensure internship program sustainability, scalability of success, or to ensure positive outcomes for diverse students and institutions.**

Internships and fellowships shape the ability of libraries and archives to engage diverse communities. Professional organizations in partnership with community-based organizations have developed innovative programs to expose and support underrepresented individuals in pursuing careers and advancing leadership capacities. Additionally, many of these internships focus on interns completing public-facing community engagement projects. Internships are thus shaping the ways that institutions do outreach, programming, and build relationships with their constituents. Increasing community engagement capacity across racial, ethnic, socioeconomic, gender, sexuality, and ability barriers is a high priority for institutions, professional organizations, and funding agencies. It is clear that this will require recruiting, training, and sustaining a diverse, culturally competent workforce reflective of U.S. demographics. Major challenges facing DEI focused internship and fellowship programs include sustainability in funding and thus in their community engagement capacities. Internship programs are routinely funded by public and private granting agencies. AMIA, for example, was recently awarded IMLS funding for Pathways. III, similarly, was IMLS funded, and its future remains unclear in the absence of such support. It is likely that underresourced libraries and archives have difficulty sustaining internship or fellowship opportunities for diverse communities. Underresourced institutions that are often located in economically disadvantaged and racially diverse communities and may depend heavily on low or no wage intern labor to accomplish community engagement. Emergent research on the implications of the widespread reliance in the field on contingent grant-funded labor (Rodriguez et al 2019) demonstrates that instability and under-compensation contribute to low morale, burnout, and a lack of diversity, all of which limit professionals' abilities to participate in or lead programs responsive to the challenges diverse communities face. Internships as currently structured may pose similar capacity challenges [RQ3].

Educators, employers, professional organizations, and granting agencies share an assumption that internships and fellowships correlate positively with graduation rates, future job prospects, and leadership development for diverse persons and communities. Yet, the extant empirical data as to the needs of stakeholders, and the prevalence, structure, and value of library and archives internships and fellowship for DEI is insufficient as a baseline to reliably assess their implications on students' abilities to complete their educations and succeed in the marketplace. **The benefits or costs of internships or fellowships for stakeholders—students, early career professionals, employers, professional organizations, faculty and administrators, and granting agencies—remain troublingly unknown.** Evidence from other sectors demonstrates differences in internship outcomes by socioeconomic status and by remuneration, with paid internships resulting in greater job

prospects, future earnings, and satisfaction for diverse participants (Beckmann 2016; Black 2018; Jeffries 2018; Lewis 2018; Pena et al 2018). Some economists assert that unpaid or underpaid internships depress overall wages and undermine meritocracy (Eisenbrey 2012). Internships thus hold significant implications for all workers in libraries and archives. Project stakeholders' (employers, community partners, faculty and administrators, professional organizations, granting agencies) programmatic decision-making is meaningfully constrained by a lack of data on DEI internships and fellowship structure [RQ1], stakeholder needs and values [RQ2], and about internships' benefits and costs for diverse persons and communities [RQ3], and on how much programs could become not only successful but sustainable and scalable for diverse institutions [RQ4]. There is increasing advocacy on and attention to labor issues in the field, including efforts to assert contingent labor's value, increase cultural competency, and to improve working conditions. Better understanding internships and fellowships as a means to enact workforce diversity will make important contributions to the field. This project will result in rich data on DEI internships' extent and structure, stakeholder needs, and the implications of internships and fellowships for workforce diversity. This study extends the literature on LA labor practices and on DEI in the field and provides vital insights and guidelines for stakeholders. The findings will advance *research* and *professional practice*.

Project Workplan (August 2022-July 2025): The proposed project seeks to develop both an understanding of what constitutes meaningful and valuable DEI impacts of library and archives internships as well as to establish mechanisms and guidelines for developing and assessing them. The project uses mixed methods to answer the following research questions:

- **RQ1:** What are the structural characteristics of diversity, equity and inclusion focused internships or fellowships within the library and archives field? How do they understand and enact “diversity,” “equity,” and “inclusion”?
- **RQ2:** What is the value of diversity, equity and inclusion internships or fellowships for library and archives stakeholders (student and early career workers, employers, faculty and administrators, granting agencies, community partners) in: (a) skill and professional development, (b) community engagement capacity, and (c) workforce recruitment and retention? How does compensation impact the perceived value of intern or fellow training, career development, and satisfaction?
- **RQ3:** What are the costs and benefits of diversity, equity and inclusion internships or fellowship programs for workforce equity and community engagement capacity, particularly for workers from minority populations?
- **RQ4:** How could internship or fellowship programs that promote diversity, equity and inclusion through community engagement be scaled up in sustainable ways?

To answer these questions, I propose a 5-phase approach:

- **Phase 1: Laying the foundation and relationship building across and between research sites (6 months)**
- **Phase 2: Ethnographic data collection and analysis of innovative programs (12 months)**
- **Phase 3: Field survey and data analysis (5 months)**
- **Phase 4: Designing and refining resources (7 months)**
- **Phase 5: Resource and research dissemination (6 months)**

Prior Work: The PI, Dr. Cifor has experience in qualitative and mixed methods research on DEI in archives, information ethics, and on social justice in LIS education and pedagogy. Her research on labor practices in archives and social justice pedagogy is award-winning and she has published a book and over 20 articles in leading publications including *Archival Science*, *The American Archivist*, *Library Trends*, *The Public Historian*, and *iConference Proceedings*. She teaches archives, records management, and gender, race, and technology courses. This project emerges from and advances the PI's research and teaching in the following areas: (1) professional values and ethics in archives and libraries (Caswell & Cifor 2016; Cifor & Lee 2017; Caswell & Cifor 2019); (2) community-based archives and their partnerships with institutional archives (Caswell et al. 2016; Cifor 2017, 2022; Zavala et. al 2017; Cifor et. al 2018; Caswell et al. 2018); and (3) diversity, equity, and inclusion in LIS curricula (Cifor et. al 2016; Cifor et. al 2017; Cifor & Watson 2020).

In 2019-2020, the PI completed a pilot study on which this project is based. She examined the incidence and structure of internships within library, archives, and museum education (Cifor & Watson 2020). Cifor conducted quantitative and qualitative content analyses of internship information, including programs, policies, and courses, from the publicly available websites of 178 graduate-level accredited education programs. The goal was to understand the current landscape of experiential learning through internships and to identify patterns in internship requirements and structures. This research uncovered that internships are widely required within library and archives education. Of the 178 programs examined, 147 (83%) required completion of one or more internships. Of those, 83 schools required an internship to complete degree requirements, and 116 required internship(s) to complete a specialization, focus, certificate, or enhancement. Analysis shows internship incidence varied by discipline, with internships being most common in archives and museums education. By mapping Carnegie Classification of Institutions of Higher Education onto the sample, the PI found notable differences in

internship curricula by urbanization and region. These variances likely have meaningful implications for diversity and inclusion within the student body, and therefore, for the future workforce. Programs requiring internships are more likely to be urbanized and are 33% more likely to be serving minority students. Of the schools in this category, 28 of 39 (71%), are historically Black colleges and universities, women's colleges, or Hispanic-serving institutions. Data analysis also demonstrated that internships are structured in disparate ways. Internship hours required varied tremendously, from 60 hours to 400 hours. Archives programs were mostly likely to include higher time requirements. Most of the programs, 148 out of 178 (83%), permitted internships to count towards course credit. There was little available information on whether paid work could be utilized.

In sum, the pilot study demonstrates the critical and timely need to develop greater understandings of internship incidence, structure, and practices not only within higher education, but within library and archival institutions. The pilot study confirmed that students and early career professionals, library and archives managers and workers, faculty and administrators, community partners, professional organizations, and granting agencies are the primary stakeholder groups. There is an urgent need to assess the perceived and actual value of internships in the development of skills and professionalization, the implications of structural characteristics including compensation, and their impacts on community engagement capacity, and workforce diversity. Without adequate empirical data we may be misrepresenting the value of internships for workforce diversity, wasting precious institutional resources on ill-developed programs, and failing to achieve DEI aims.

Research Sites: Building on her research agenda and using mixed methods, Cifor will investigate access, professional values, and ethical labor practices for DEI internships with the potential to greatly benefit American archives, libraries, and cultural heritage institutions, as well as the individuals and local communities who work in and with them. The research sites shape the work plan. AMIA, ARL and PLA are recognized leaders in DEI efforts. Each organization has utilized internships and fellowships as a central component of work to diversify their respective professions. These organizations have confirmed their participation as research sites (see: Letters of Support). They will contribute staff time to share insight into the design, administration, and challenges and successes of programs, share all assessment data, reports, curriculum, and resources, contribute to guideline development, and facilitate connections to their participants including fellows, host institutions, and mentors. Further details about their participation are included in the description of research phases below.

AMIA's Pathways Fellowship is the first research site. AMIA was awarded IMLS funding in 2021 to support cohorts of 10-12 in 2022 and 2023. These fellowships are for people from groups historically underrepresented in audiovisual preservation work who are new to or transitioning into the profession. It is designed to serve people over 18, including undergraduate and graduate students. Pathways supports paid internships in combination with mentorship and professional development. Building from a CLIR-funded pilot, the program offers fellows professional development through webinar training, remote mentorships, events with field specialists, and an alumni program to support ongoing engagement. In addition to virtual engagements, fellows participate in AMIA's annual conference. The program funds regional and community-based organizations that could not otherwise afford to offer paid internships. Studying a program in the early stages of development will provide vital insights into planning processes, first steps for possible replication, the initial vision and protocols of a program, and the application of DEI research in practice. Fellows, hosts, and mentors in the pilot program were surveyed as part of the assessment.

The second research site is ARL. They have offered two important programs to be studied. The first, the Fellowship for Digital and Inclusive Excellence ran from 2017 through 2020 with IMLS funding. It supported the diversification of the research library and archives workforce by offering 12-paid year-long internships in digital stewardship for undergraduate students at their campus's library or archives. It also offered opportunities for mentorship and professional development to fellows. It included participation in the annual ARL Leadership Symposium, formal mentorship, financial support for student membership in a professional organization, and a capstone institute. The program did not continue beyond the grant period. Second, the ARL Kaleidoscope Program, founded in 2000 as the Initiative to Recruit a Diverse Workforce, is designed to attract MLIS students from historically underrepresented racial and ethnic groups to careers in research libraries and archives. It is funded by ARL member libraries. Kaleidoscope provides funding to cohorts of 18 for MLIS education as well as site visits, mentoring, leadership and professional development, and career placement assistance. While both programs were running, fellows were gathered. Fellows and hosts were surveyed at the end of their program.

The third program, PLA's IMLS-funded III program ran from 2017 to 2021. The program's aim was to introduce high school students of diverse backgrounds to library careers. It supported paid internships for over 150 high school students at their local public library. Nearly 120 libraries in 42 states participated. Each intern worked for a summer on a community-based

learning project with the guidance of a mentor. Mentors were often from underrepresented backgrounds and in early to mid-career stages they practiced leadership, and host libraries served new audiences. It spurred local and regional efforts to establish sustainable diversity-focused internship programs. At the end of the program interns and mentors were surveyed. The future of the program without grant funding is uncertain and it is on hiatus for 2022, as PLA plans future efforts.

These programs focus explicitly on building workforce diversity as well as on enhancing building library and archives capacity, including for community engagement. There is too little known about past or ongoing approaches to DEI internships and fellowships. Understanding the ways these leading, innovative programs have operated with partner library and archival institutions as well as with local nonprofits and organizations and how they are planned and funded, executed, and assessed promises to affect programmatic and managerial decision-making across the field. These programs, while specific, are also exemplars of efforts to enhance workforce diversity and fellowships through internships. Many such programs are also grant funded, were developed in the last five years, are completed through community partnerships, and target students as a key population for intervention. Studying four innovative programs will provide rich data that will be analyzed and shared with the field through this project. The ways that AMIA, ARL and PLA are developing relationships with a wide range of LA host sites and community partners across the U.S. offer important models. Each has independently taken measures to address fair compensation, diversity training, and program outcome assessments. Deep understandings of these programs will enable other institutions and organizations to learn from, adapt, and to scale up innovative approaches.

Phase 1: Laying the foundation and relationship building | 6 months | August 2022-January 2023

Phase 1 will focus on building the research team, cultivating relationships across and between the research sites and their programs: AMIA's Pathways, ARL's FDIE and Kaleidoscope, and PLA's III, and on collecting retrospective program data. This stage of the research is essential to facilitate the shared learning that is central to this project. In this phase, the PI and GRA will focus on gaining a deeper understanding of the internship and fellowship programs to be examined, the current needs and challenges facing these research sites and their community of librarians and archivists. Such an understanding is a requisite to facilitate institutions and professional organizations in developing more inclusive internship and fellowship practices with community partners, and to develop resources to best meet those needs during later phases. Major activities include:

- **Obtain UW Institutional Review Board approval for study** (August 2022-September 2022)
- **Hire and onboard graduate research assistant (GRA)** (August 2022-September 2022). The GRA for full three-year project is Itza Carbajal, MLIS, a second-year PhD student at UW iSchool.
- **Convene advisory board** (September 2022). Virtual meeting to focus on building relationships and on drawing on their expertise to refine research approach, workplan, and timeline.
- **Convene research site partners** (October 2022). Virtual meeting to focus on build relationships across AMIA, ARL and PLA and with researchers, socialize objectives and goals, and refine research workplan and timeline.
- **Conduct 1.5-hour in-depth interviews with 3-5 staff and/or committee members from each of 3 research sites** (October 2022-January 2023). Virtual interviews will focus on gaining understanding of past, ongoing, and emergent internship/fellowship programs at AMIA, ARL and PLA. This includes community engagement strategies used, data and resources available, funding and administration, mentorship models, practices and approaches to DEI, and adaptation for COVID-19 conditions. The interview protocol for staff and community partners in answering RQ1 includes questions such as: what motivated the development of this internship program? How has funding been secured for this program? How have levels of compensation for interns been determined? What kinds of mentorship and professional development activities do you engage interns in? Interviews will be done according to interview protocols to ensure systematic gathering of interview data, as well as accuracy, validity, and comparability. All interviews will be audio-recorded and transcribed. Volunteer committee will be compensated hourly for their time.
- **Participant observation at AMIA annual meeting** (November 2022). Participate in person as an observer in events for fellows and internship hosts and mentors. Focus on building relationships with 2022 fellows and staff and share project details to aid in recruitment for Phase 2 interviews.
- **Collect assessment data and curricular and training materials from research sites** (November-January 2023). Work with staff to obtain webinar videos, funding applications and program planning materials, training resources for interns, hosts, and mentors, and assessment surveys completed by prior cohorts of interns, host sites, and mentors involved in each program.

Phase 2: Ethnographic data collection & analysis of innovative programs | 12 months | February 2023-January 2024

The PI and GRA will work closely with AMIA, ARL, and PLA to study the design, implementation, and assessment of their innovative DEI internship and fellowship programs. Data collection activities and analysis will encompass completed

programs (III, DFIE) and ongoing programs (Pathways, Kaleidoscope). The following activities aim to understand the current status of internships in the DEI programs field as well as to identify tangible indicators for demonstrating achievement of internship outcomes. This phase of the study will result in rich ethnographic data collection. The analysis of this data together with Phase 1 data will support the design of the survey instrument and internship guidelines and standards and to establish the necessary procedures and instructions for their deployment, analysis, and interpretation. Major activities include:

- **Analyze phase 1 data from the in-depth interviews, prior assessments, and other materials, and summarize findings and report back to programs and advisory board** (February 2023-April 2023). We will analyze the interview data using a grounded theory approach. We will import the data into two separate files using a qualitative research tool (Atlas.ti or Quirkos) for coding and analysis. Findings will be summarized and presented back to the research sites and advisory board. These findings will lay the foundation for the design of the first iteration of guidelines and OER in Phase 4.
- **Participant observation at ARL leadership symposium** (February 2023). Participate in person at events for current fellows and for mentors, build relationships with fellows and staff and share project details to aid in recruitment for interviews in this phase.
- **Participant observation in events at AMIA, ARL and PLA** (March 2023-February 2024). Attend virtually committee meetings regarding recruitment, program application review and selection, on-boarding activities, webinars and trainings, mentorship matching sessions, relevant committee meetings, and other events for fellows, host institutions, and mentors. In addition, participate in relevant meetings at PLA regarding III and future internship programs. How productive relationships are developed and managed is a vital component to addressing the sustainability of such internship programs and their outcomes for key stakeholders [RQ3]. Therefore, we will participate in training webinars and conduct document analysis of training and onboarding materials for community partner host sites.
- **Convene the advisory board** (May 2023) for a virtual half day meeting report on preliminary findings from Phase 1 and gather feedback to incorporate in Phase 2.
- **Convene the research partners** (May 2023) for a virtual half day meeting to continue relationship building across sites and to report on preliminary findings from Phase 1 and gather feedback to incorporate in Phase 2.
- **Conduct 1.5-hour semi-structured interviews with 15-18 fellows, 10-12 host site staff, and 10-12 mentors/hosts from the 4 programs and additional short follow-up interviews as needed** (June 2023-October 2023). Virtual interviews will focus on program experiences and outcomes. Questions to be asked include: What motivated you to participate? What kinds of projects did you complete, or skills did you develop through the internship? How were you compensated and was it adequate to meet your needs? How did you maintain mentoring relationships beyond the fellowship period? How did the program shape your career trajectory? Have you participated in alumnae events or services? How did the COVID-19 pandemic impact your program experiences? Interviews will be conducted in accordance with interview protocols to ensure systematic gathering of interview data, as well as accuracy, validity, and comparability. Interviews will be audio-recorded and transcribed. The data gathered will enable better understanding of experiences, lessons, and outcomes, and identify new topics of importance. Critically, we will use this data to inform initial plans and ideas for subsequent phases. Participants will be compensated hourly for their time.
- **Participant observation AMIA annual meeting** (November 2023). Participate in person at events for fellows and internship hosts and mentors, build relationships with 2023 fellows and staff and share project details to aid in recruitment for interviews in this phase.
- **Conduct 1-hour focus groups with program leadership at each site** (3 total) (December 2023). Groups will be conducted virtually. Clarify and expand on findings of Phase 1 interviews, discuss emergent questions and concerns from Phase 2 data analysis. PI will share a draft of an online survey protocol for feedback. Focus groups will be audio-recorded and transcribed. Volunteer committee members will be compensated hourly for their time.
- **Analyze data from Phase 2 interviews and participant observation and report back to sites** (October-January 2024). We will analyze the interview data using a grounded theory approach. We will import the data into two separate files using a qualitative research tool (Atlas.ti or Quirkos) for coding and analysis. Findings will be summarized and presented back to the research sites and advisory board. These findings will lay the foundation for the design of the survey in Phase 3 and the first iteration of guidelines and OER in Phase 4.

Phase 3: Field survey and data analysis | 5 months | February 2024 – June 2024

The project team will draw on findings about DEI focused internships and fellowships from Phases 1 and 2 to design a survey instrument to collect further quantitative data about the incidence, structure, and impact of such efforts. This survey will provide information about DEI internship incidence and structure beyond the programs already examined [RQ1] and will

verify the main areas of impact identified in interviews and focus groups in the earlier phases [RQ2, RQ3, RQ4]. Participants will provide vital perspectives of key stakeholders, act as a pre-internship guideline development sounding board, provide experiential knowledge on extent internship programs and policy development, and highlight to the PI emerging issues and trends relevant to stakeholders. Major activities include:

- **Convene the advisory board** (February 2024) for a virtual half day meeting report on preliminary findings from Phase 2. PI will ask the board for feedback on draft design and effective administration of the survey instrument.
- **Design and administration of online survey** (February 2024-April 2024) The PI and GSR will design and test the survey instrument. Eighty participants will be recruited who have been involved as an intern or fellow or as a mentor or supervisor in an internship or fellowship that addressed DEI concerns broadly conceived. The survey will target the membership and listservs of the following organizations: ALA, AMIA, SAA, PLA, and the Archival Education and Research Institute to encompass a wide range of professional communities and to attract participants at diverse career stages. In addition, the PI and GSR will target for recruitment members of professional organizations, listservs, and community groups that focus on empowering underrepresented students and professionals in the field, including Libraries We Here, SAA's Archivists and Archives of Color and Diverse Sexuality and Gender Section Sections, and the five caucus associations representing people of color within the ALA. The survey will address issues such as quality of and compensation in internships completed [RQ1], and participant's needs and perceptions of internship value and outcomes [RQ2]. People who complete the survey will be compensated with a \$10 gift card. Participation will be voluntary. The survey will be designed and administered using Qualtrics, a web-based survey administration tool.
- **Develop and present from publication drawing from phases 1 and 2 of the research** (February-April 2024). Publication will be submitted to a leading LIS journal such as *JASIST*. Give a presentation on work at PLA conference in March.
- **Publish resources on the project website** (March 2024). Resources will include interview protocols and survey instruments.
- **Survey data analysis** (May-June 2024). Qualtrics and SPSS will be used to analyze and present survey data in the OER and white paper. Data collected will be analyzed on multiple points to develop basic understanding of how internships are being developed and conducted with DEI aims and implications and to assess whether they have differential outcomes based on factors including compensation and disparities in intern demographics.

Phase 4: Designing and refining resources | 7 months | July 2024-January 2025

PI and GRA will use our primary data sources collected to produce best practices, tools, activities and other resources for libraries and archives across the US to develop strategies for internships and fellowships that advance workforce diversity, as well as enhancing diversity and inclusion practices in the field. During Phase 4 of the project, we will develop the guidelines and OER. These drafts will then be shared to gather extensive feedback for the revision to finalize the guidelines and OER and associated resources to be disseminated in Phase 5. Major activities include:

- **Resource design** (July 2024-September 2024). Drafting of the first iteration of the guidelines and OER to be done by the PI and GRA drawing on findings of research from the earlier phases. We will review quantitative and qualitative data for emerging models, lessons learned, and other findings to be included.
- **Presentation of work in progress** (August 2024). Share work in progress and preliminary findings at the SAA conference.
- **Convene the research partners** (October 2024) for a virtual half-day meeting to continue relationship building and gather feedback about the content, activities, tools, and format of the guidelines, OER and additional resources.
- **Obtain written and verbal feedback on the first iteration of the guidelines and OER** (October-November 2024). Distribute draft to research site staff, interviewees including fellows/interns, host site staff and mentors, and to survey participants for comment. Simultaneously, we will publish on the program website drafts of 1) the OER for use by educators in library programs and iSchools, and 2) a white paper outlining internship guidelines for LA institutions and their staff and funders. Both of these documents will open for community feedback for a one-month period. In order to gather such feedback, requests will be sent to listservs, key institutions, and via social media channels. During the feedback period, we will also host Twitter-based CritLib discussion to broaden participation.
- **Convene the advisory board** (November 2024) for a virtual half day meeting report to gather feedback about the content, activities, tools, and format of the guidelines, OER and any additional project resources.
- **Review feedback and finalize guidelines and OER** (December 2024-January 2025). PI and GRA will revise guidelines and OER in accordance with feedback received and secondary research.

Phase 5: Guideline and research dissemination | 6 months | February 2025-July 2025

Following the advisory board's recommendations, the project team shall create two user-centered documents, an OER for scholars and educators, and a white paper for institutions, professional organizations and granting agencies. The structure, elements, and recommendations in each report shall be based on the findings of Phases 1-3 of the project. Phase 5 outputs will be developed and refined based on the findings of this research study. All the material will be made publicly available, including:

- **Internship guidelines and OER.** It will include assessment tools, activities, and material produced for libraries, archives, professional organizations, or granting agencies to plan new and/or integrate into extent programs, trainings, and other events.
- **Three case studies** documenting in more detail the experience of research sites in developing more inclusive internship practices in their professional domain.
- **2-3 online webinars or conversations:** for library staff, academic researchers, and LIS and other students, and others interested in labor and DEI in LIS
- **2 academic articles:** Research findings will shape the outputs for this project. However, the PI anticipates one research article that discusses the approaches to DEI in the LIS workforce and how this project allows us to expand about these concepts. The second article will be a methodological intervention. It will discuss the methodological approach of the project, successes and failures, and normative approaches for libraries and archives.
- **Presentations:** We will present research findings at the different conferences to the library community including ALA. We will also seek opportunities to write essays, opeds, and blog posts that share our findings with the greater public.

Project Resources: The project team brings exemplary skills, experience, and accomplishments related to the focus of the proposed work.

PI: Dr. Marika Cifor, PhD, MLIS, has experience conducting qualitative and mixed methods research on diversity and inclusion in LA, information ethics, and on social justice in LA education and pedagogy. Her research on labor practices in archives and social justice pedagogy is award-winning and she has published in more than 20 articles in leading publications including *Archival Science*, *The American Archivist*, *Library Trends*, *The Public Historian*, and *iConference Proceedings*. She teaches archives, records management, and gender, race, and technology courses. The PI will devote 15 hours per week to the project during the academic year and full time hours during summer break. She will facilitate the data gathering, analysis, and dissemination of findings. She will supervise and mentor the GRA and work closely with the advisory board.

Student: GRA Itza Carbajal, MLIS, will assist the PI. Throughout the three-year study the PI will mentor the GSR on data collection, data analysis, and writing for publication. Carbajal will aid in recruiting research participants, arranging interviews, design and implanting the survey. and working to code and analyze data.

Advisory Board: The advisory board is composed of scholars and practitioners with expertise in libraries and archives, labor and diversity in the information professions, and community-based research approaches necessary to implement this research. The PI has obtained commitments from (see Letters of Support): (1) Jené Brown, MLIS, Director of Emerging Technologies and Collections, Los Angeles Public Library; (2) Jamie A. Lee, PhD, MLIS, Associate Professor, University of Arizona, School of Information and director of the Arizona Queer Archive; (3) Robert Montoya, PhD, MLIS, Assistant Professor, Department of Information Studies, UCLA, and Director of the California Rare Book School and the Library, Ethics, and Justice Lab; and (4) Tonia Sutherland, Assistant Professor, Department of Information and Computer Sciences, University of Hawai'i at Manoa and Director of the SOURCE Hawai'i Research and Community Engagement Lab. The PI will meet at least once annually for a half-day session with the advisory board via remote conferencing. The meetings will be used to obtain the board's feedback and will engage their expertise in the project's development. In advance of meetings the PI will provide the board with a dossier of recent project activities.

Diversity Plan: The project focuses on the widely acknowledged lack of racial and ethnic, socioeconomic, ability, and gender diversity in libraries and archives and on efforts to redress such disparities through internships and fellowships. It will address how diversity, equity, and inclusion are defined, practiced, and implemented programmatically from application processes to curricular materials to assessments. In order to highlight diverse and under-heard voices, the PI will purposively identify and sample from individuals with underrepresented racial or ethnic identities, abilities, socioeconomic statuses, sexualities and/or gender identifications, in collaboration with groups and organizations that serve and empowering minoritized persons in the information professions. We will showcase diverse voices and develop an agenda that centers the needs and builds from the expertise of minoritized persons and communities at each phase of the research. The study involves participation of tribal, rural, and other minority-serving library institutions as community partners with AMIA, ARL and PLA. It seeks to benefit in particular small, under-resourced, and minority-serving institutions through its guidelines thus enabling these libraries and archives to better advocate for resources locally and nationally to granting agencies, governments, and foundations. Through

all phases of research, the project will engage students as well as early career information professionals with an eye to developing their leadership in the profession. The study seeks to benefit students and early career professionals, particularly those from underrepresented racial, ethnic, and socioeconomic backgrounds.

The funding will support the mentorship of Itza Carbajal, MLIS (second-year PhD Student, UW iSchool), a former librarian and archivist, as GRA. Carbajal is a first-generation, Latinx student. This project will support the development of her archival research agenda and timely progression through doctoral study. The PI has recruited for a diversity of expertise, career stage, and racial identity in the composition of the advisory board, as well as recognized expertise in DEI in LIS. UW's iSchool also has a Diversity, Equity & Access committee. The PI will actively consult the iSchool's diversity committee and the Associate Dean for Inclusion, Diversity, Equity, Access & Sovereignty at key phases of the project. The iSchool has a diverse student population and is a leader in offering a LIS education that addresses the information needs of diverse populations. The project will complement and contribute to an already established infrastructure of DEI within the iSchool.

Project Results: Through data collected at research sites, a survey, and through triangulation with other sources, the PI will be able to develop clear, effective internship guidelines applicable across the library and archives field. The project will result in benchmark guidelines for library and archives labor and DEI practices that can be applied by employers, community partners, and professional organizations to design internships to meet the professional and personal development needs of diverse interns. Thick description of programs and their evolutions will address not only how DEI is understood and practiced in the field, but how these concepts can be successfully operationalized not only to recruit diverse persons, but to begin transforming programs and materials to meet their needs and to change institutions and cultures to be more inclusive and equitable. This project will also support greater collaboration and learning across DEI programs and professional sectors. Actionable knowledge as to how internships are developed, structured, conducted, and assessed across a wide range of institutions and professional organizations to support DEI community engagement aims will have an immediate impact. For the research sites, professional organizations and institutions, these guidelines will be adopted and applied as a tool in advocating to internally within their organizations to develop or enhance programs with long term sustainability, to seek support from funding agencies and professional organizations for their development and continuation, and to spur the generation of similar local, regional, and national programs in other library and archives sectors and with diverse community partners. For funding agencies, the guidelines will be taken up to establish DEI benchmarks, promoted to potential grantees, and used as the basis of criteria for assessing the outcomes and structure of potential internship components of proposed projects. The project, "Valuing LA Labor," is an important step towards developing a more inclusive library workforce that reflects with cultural competency the tremendous diversity of the communities that libraries and archives serve. This research substantively benefits American archives, libraries, and allied institutions, as well as the individuals and communities who work in and with them.

Broad dissemination of project findings will include the sharing of results in both academic and professional venues. The outcomes of this effort will be accessible to and shared with library and archives students and professionals, faculty and administrators, professional organizations, and granting agencies. Dissemination of project results will also include presentations at professional conferences, such as the annual meetings of ALA, AERI, AMIA, PLA and SAA. The findings will be published in refereed journals within the domains of archives, libraries, and cultural heritage. Outputs include a hosted Twitter-based CritLib discussion; the publication of results in scholarly journal articles and peer-reviewed conference proceedings; an OER for use by educators in library programs and iSchools; a white paper open for and revised in line with community feedback outlining guidelines for developing, conducting, and assessing internship outcomes for employers and funding agencies and an accompanying interactive webinar; and a final report to IMLS. In addition, the project team will maintain a website to further disseminate research findings and relevant resources. The project website will make available all reports and resources created for the project. It will also point to published and other available relevant resources. This project promises through its outputs to be widely adopted in the library and archives field in ways that will enable the recruitment, education, development, and retention of a more diverse workforce that is well-prepared to serve as a catalyst for engendering social wellbeing in diverse communities through engagement with libraries and archives.

**Valuing Library and Archives Labor:
Assessing the Implications of Internships and Fellowships on the Library and Archives
Community**

Marika Cifor, School of Information, University of Washington

**Schedule of Completion
August 2022 – July 2025**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2022								Phase 1: Laying the foundation and relationship building across and between research sites <ul style="list-style-type: none"> • IRB Approval • Hire GRA • Convene advisory board • Convene 3 research site partners • Interviews with staff of research sites • Observe AMIA conference • Collect assessment and other data on 4 programs 				
2023								Phase 2: Ethnographic data collection and analysis of innovative programs <ul style="list-style-type: none"> • Analyze Phase 1 data • Participant Observation in Meetings and Events at 4 sites including ARL Leadership Symposium and AMIA conference • Convene advisory board • Convene research site partners • Semi-structured interviews with interns/fellows, host site staff and mentors • Focus groups with program leadership • Analyze Phase 2 data 				
2024	Phase 3: Field survey and data analysis <ul style="list-style-type: none"> • Convene advisory board • Design and administration of online survey • Survey data analysis • Draft 1 academic publication • Publish resources on project website 			Phase 4: Designing and refining resources <ul style="list-style-type: none"> • Design resources • Convene research site partners • Publish resources for public comment • Convene advisory board • Revise and finalize resources 								
2025	Phase 5: Guideline and research dissemination <ul style="list-style-type: none"> • Publish resources and case studies • Draft and submit 2 academic articles • Present research and resources 											

Valuing Library and Archives Labor: Assessing the Implications of Internships and Fellowships on the Library and Archives Community

Marika Cifor, University of Washington

Digital Product Plan

Type:

The PI and GRA will be collecting the following digital products from research sites: 1) PDFs of reports to granting agencies on projects; 2) PDFs of evaluation data from programs; 3) documentation from trainings, including video, audio, slides, and documents in a variety of file formats including MPEG, DOC, PDF, WAV, CSV, PPT

We will be producing the following digital content: 1) a project website to be hosted by the University of Washington Information School; 2) online survey, including both survey instrument and data collection using Qualtrics software, it can be output in a variety of formats including csv files; 3) an online education report, the draft version will be circulated using google docs to allow anonymous or named user comments, the final version will be published as a PDF on the project website; 4) white paper, the draft version will be circulated using google docs to allow anonymous or named user comments, the final version will be published as a PDF on the project website; 5) webinar using professional Zoom account hosted by the University of Washington. It will be recorded and posted to the project website.

All the hardware and software necessary for this research are provided by the University of Washington Information School. The PI and the GRA will be using workstations provided by the UW Information School. We will use Atlas.ti or Quirkos for coding our data including video and audio recordings of the interviews, focus groups, and forums, transcripts, and notes. We will use Qualtrics to conduct the online survey and SPSS software to analyze the survey data.

Availability:

We will make the products of our research widely available and promote them as described in the project narrative. Products will be made available during the research. The digital products will go through an iterative design process involving the PI and GRA as well as the staff of research sites and advisory board in order to ensure the quality of the outcomes. In addition, via the open comment period on the open educational report and white paper, we will be able to collect feedback on our guidelines, best practice suggestions, and other materials which will be used for revising our outcomes.

Our digital products, including research instruments, OER and white paper will be shared in perpetuity through a public-facing website provided by the UW iSchool. This source is expected to remain public. All of the digital products will be accessible via standard web browsers.

Access:

We aim to attain a balance of between access and ensuring privacy and security of digital products. In Phase 1 and Phase 2 of the project, we will be collecting interview data from participants who are developing and directing internship programs, from library and archives staff members who are hosting and managing internships, from mentors, and from interns over the age of 18. We will also host a focus group of key staff members from the research sites during this period. Throughout this period, we will be creating research memos iteratively documenting research processes and preliminary observations and findings. Interviews and focus groups will also be audio recorded. The notes and interview and focus group data will be coded using Atlas.ti or Quirkos. In Phase 3, we will develop a survey to be distributed online. We will use Qualtrics as the software for collecting the survey data. The analysis of survey data will be done in Phase 3. The survey data analysis will be done using SPSS software. Phase 4 involves developing, gathering feedback, and revising our internship guidelines to be published in an open educational report and a white paper. The

feedback will be done via Google Docs. The final reports, survey instrument, and interview protocols will be published as PDFs on the project website.

Our research notes, raw survey data and interview transcripts will not be shared publicly, but any publications reporting the findings will be shared via ResearchWorks, a digital repository at University of Washington.

We will be seeking the approval from the University of Washington Institutional Review Board (IRB) for the interview, focus, and survey components. This will enable us to meet any privacy and data security concerns. We will aim to get the IRB approval by late September 2022. We do not expect this process to be difficult, given the PIs familiarity with and prior successes in obtaining IRBs for qualitative and quantitative research. The research also does not include sensitive populations. Names and contact information (email address, work phone number) will be collected from interviews, and survey participants who wish receive a giftcard. This information will be stored separately from the data set. All participants will be assigned unique identifier codes. Links between personal identifiers and subject identifier cords for interviewees and design sessions participants will be kept separately from the data set and after retention schedules are met, will be destroyed. Documentation of informed consent, as required by the UW IRB, will be maintained by the PI in locked files and on password-protected computers at the University of Washington per retention schedules.

Researchers will take notes as they consult key stakeholders. Researchers will also examine program and evaluation documentation available. The interview data will be collected via in-person or online interviews, conducted by the PI and/or GRA. We will setup an online survey using Qualtrics. On the outcomes including reports and white papers we will collect users' feedback using Google Docs.

We will generate a codebook during our qualitative coding process of the interview and focus group data (in Phases 1 and 2) and survey data (in Phase 3) and apply it to code the data. The codebook will be stored in DOCX and/or CSV format in the Google Team Drive and implemented within NVivo. Throughout the whole design process, researchers will be producing notes, which will be stored as DOCX files or Google documents.

Our public facing digital products at the end of the research will be shared in perpetuity through public-facing websites provided by the UW iSchool. This source will remain public. Project website: address to be assigned by iSchool upon start of project in August 2022.

Sustainability:

This project considers the sustainability of its digital products. For public facing materials, including draft publications, we will submit them to the following institutional repository: ResearchWorks at University of Washington URL: <https://digital.lib.washington.edu/researchworks/>.

Review and maintenance of generated assets will occur even after the grant period has expired by the PI. The digital products will be revised as required for sustainability even after the period of the grant. During the project, PI will review the data management plan and consult with the advisory board to determine needed updates or alterations, if any at regular meetings throughout the project.

Data Management Plan

Expected Data

Data to be gathered or produced in this project include: program and assessment data from each research site; digital voice recordings and transcripts from semi-structured interviews and focus groups; notes from participant observation; and notes from meetings with advisory board. Program and assessment data will be stored as PDFs, PPTS, and WAV files. Digital transcripts from interviews will be stored as MPEG-1, Audio Layer III (MP3) files on the digital voice recorder of the researchers before being transferred to a secure hard drive. They will be copied into the WAVeform audio format (.wav) to provide a durable and non-proprietary data backup. Voice recordings will be transcribed following their collection. Interview transcripts, participant observation notes, co-development notes, and usage data will all be stored on a secure hard drive as plain text files (.txt) or comma separate value (.csv) files. All human subject data will include confidential information and the raw data will be kept secure in accordance with an approved human subjects protocol and best practices for protection of human subjects. Data that will be publically released will be appropriately de-identified to protect the identities of the individuals involved. These data will be disseminated through the project website and referenced in publications. We will describe project results in research publications. PI Cifor is responsible for the storage and maintenance of all data collected throughout the project.

Period of Data Retention

All data will be embargoed, or made completely unavailable to other researchers, until all resulting manuscripts have been published or for the period of five years, whichever occurs first. At that time all digital files will be converted into formats optimal for long-term storage, including plain text files, CSV files, XML files, or PDFs. At this time all data files not meant for public sharing will be destroyed, including handwritten notes. All data intended for public-sharing, will be (1) backed up on a secure hard drive, (2) shared on the project website, and (3) shared on the institutionally-maintained website of the University of Washington Information School and the University's Research Works repository. These data will remain permanently available to the public.

Data Formats and Dissemination

We will promptly prepare and submit for publication all significant findings from work performed in this project. To promote widespread use and dissemination of our results, all work will be published and presented openly at research venues, including conferences and journal publications in library and information science. We will work with the UW iSchool and AMIA, ARL, and PLA communications staff to publicize this work in different media outlets to help broaden our impact. All publicly available text based data will be stored in Unicode UTF-8 format. Publications will be stored in PDF format. These materials will be made available on the project website and on the institutionally-maintained website of UW iSchool.

Data Storage and Preservation of Access

Handwritten notes from fieldwork will be kept in a locked drawer at the University of Washington until they are destroyed. All digital files will be stored on an encrypted hard drive, except for those files which are de-identified at the end of the research process. These files will be backed up to a secure hard drive, shared on the project website, and shared on the institutionally-maintained iSchool website.

Additional Possible Data Management Requirements

We do not foresee any additional data management requirements.

The Information School at the University of Washington

Organizational Profile

Mission

Our Passion. We are inspired by information. We want everyone to know how vital information is in all aspects of life. *Our Vision.* We envision a world where effective use of information helps everyone discover, learn, innovate, solve problems and have fun. We envision a world free of existential problems. Information changes lives. *Our Mission.* We make information work. We prepare information leaders. We research the problems and opportunities of information. We design solutions to information challenges.

- Source: <https://ischool.uw.edu/about/mission-vision>, Adopted by the Dean most recently in 2021 after consultation with faculty, staff, student and external advisory boards and councils.

Governance Structure

The Information School is one of 18 independent schools and colleges comprising the University of Washington, a Tier 1 public research university ranked by Reuters as one of the top five most innovative public universities in the world in 2019. Study at the iSchool is guided by the Dean, who reports to the Provost. The iSchool currently consists of 70 faculty members of diverse expertise, with backgrounds ranging from the library and computer sciences to education, business, philosophy, and sociology.

Service Area

The UW iSchool serves the people of the state of Washington.

Brief History

Founded in 1911, the library school at the University of Washington was established as a response to the growing need, in the Western United States, for highly trained, well-prepared librarians. Over the course of the next 90 years, the school continued to play an essential role in the field of librarianship in the Northwest, as the school gained a reputation for producing extremely strong library professionals. Beginning in 2000, in response to changes in the ways people create, store, find, manipulate and share information, the school introduced a variety of new continuing education certificate programs and new degree programs, including the Online Master of Library and Information Science, the Bachelor of Science in Informatics, the Ph.D. in Information Science and the Master of Science in Information Management. In 2001, the Information School became the newest independent school of the UW, known simply as the Information School, or the iSchool, for short.

In the most recent U.S. News and World Report rankings (2021) of Library and Information Science programs, the UW iSchool is ranked second overall in the nation; second for digital librarianship and for information systems; third in health librarianship; fifth in services for children and youth; and eleventh in school library media. As a leading member of the iSchool movement, the UW is a model for other information schools around the world. The iSchool offers four degree-granting programs. The flagship program, the ALA-accredited Master of Science in Library and Information Science (MLIS), the oldest such program west of the Mississippi River. The iSchool also offers a Bachelor of Science in Informatics, Master of Science in Information Management (MSIM), and PhD in Information Science.