

## **Project Overview**

Johnson C. Smith University is requesting \$249,843 to support the *Diversity Archivists Partnership* project, a three-year program that will address the significant diversity gap in the library and preservation professions. Minorities are currently underrepresented in the fields of archives, rare books, conservation, and museum studies. This proposed project has the potential to expose undergraduate students to a wide berth of careers and themes within these fields. The *Diversity Archivists Partnership (DAP)* proposal seeks to broaden minority involvement in various area of the profession by implementing a curated undergraduate internship program for Historically Black Colleges and Universities (HBCUs). The *DAP* project will develop a training program for a diverse workforce of library and archives professionals by engaging undergraduates from various academic backgrounds in online instruction and hands-on experiences designed to provide a basic and broad level of exposure. It will also develop leadership skills and other skills that will prepare them to become change-makers in their future careers. Components of the program include two-to-four academic semesters working in archival settings and learning an online curriculum, augmented by two Summer Archives Institutes that will provide a holistic perspective of the field with specific attention to manuscripts, conservation, photograph preservation, and rare books. The *DAP* proposal seeks to address the needs of smaller repositories and to train African American students to understand, preserve, and champion their histories and collections. The *DAP* will support the IMLS project categories of diversifying the profession by broadening the exposure of African American students to preservation and information work as undergraduates; enhancing Lifelong Learning; and laying the groundwork for development of a diverse workforce of librarians and archivists.

## **Statement of Broad Need**

HBCU libraries have a critical role in higher education for fostering and facilitating the teaching and learning process. HBCUs occupy a crucial role as a primary purveyor of American history because of their unique beginnings and contributions, and due to their rich history. The archival records at HBCUs contain inspiring stories of groundbreaking triumphs as well as tragedies and struggles, and their collections represent unique stories of the development and evolution of African-American history and culture dating back to the 1800's. The combined collections at HBCUs chronicle nearly 300 years of American history linked to the life experience and community involvement of African Americans. The humanities collections housed in these archives have been used to produce scholarship detailing how an enslaved people rose to the highest pinnacles of American life and their involvement, influence, and impact on history.

The challenge is that these significant collections are currently at risk because of the escalating budgetary crisis facing many HBCU institutions, and the shortage of staffing needed to process backlogs of materials.

The *DAP* proposal builds upon the Council on Library and Information Resources (CLIR) "Cataloging Hidden Special Collections and Archives: Student Engagement"<sup>1</sup> research, which explored how undergraduates were engaged in the *Cataloging Hidden Special Collections and Archives* program. Here are some brief comments from the research:

- Students were the most frequent types of scholars involved in cataloging and processing of collections.
- 93% of the program projects were done by graduate students, but many projects employed and involved undergraduate students.

- It was clear from the project survey that undergraduate students needed training in archives and museums.
- Two of the advantages listed for using undergraduate students were:
- “working with library and archival collections is a valuable educational experience for students” and “students offer relevant subject knowledge and a scholarly perspective.”
- 64% of the respondents indicated that undergraduate students working on the projects helped advance students’ academic or career goals and many pursued a career in the library, archives, or museum profession.

Learning about this research and the work done at JCSU became the springboard for the *DAP* proposal. From 2007-2008, JCSU conducted a pilot program that involved training undergraduates to help process and digitize materials and participate in field work within Charlotte, North Carolina. Since then, JCSU has included students in several archives and digitization projects and kept them engaged in the humanities field. Students were instrumental in JCSU’s first digital project to transfer instantaneous discs into a digital format, “*Save the Music: The History of Biddleville Quintet*,” and helped to scan items to support *Digital Smith*, the University’s searchable archives with 10,000+ primary resources.<sup>2</sup> Students were hired to process, rehouse, and digitize items from the James Gibson Peeler photograph collection funded by the Library Services and Technology Act, and HBCU Library Alliance LYRASIS Photographic Preservation rounds I, II, and III funded by the Andrew W. Mellon Foundation. The CLIR research, combined with JCSU’s experience working with undergraduates and the involvement of the Principal Investigator, Monika Rhue, with Oberlin College’s *Recruiting Tomorrow’s Library Leaders* program provides a strong probability that the *DAP* Project can widely impact undergraduate students as well as HBCUs. Additionally, a literature review provided a list of internship examples related to undergraduate and graduate level student engagement with hands-on experiences in processing and digitizing collections.

Several organizations offer incentives to recruit and increase the number of librarians and archivists from ethnically/culturally underrepresented groups to the profession. Programs like The Archival Education and Research Initiative; The American Library Association’s Spectrum Scholarship Program; The Association of Colleges & Research Libraries’ Diversity Alliance program; The Association of Research Libraries to Recruit a Diverse Workforce; The Mosaic Program of the Association of Research Libraries and Society of American Archivists and The Music Library Association Diversity Scholarship; have resulted in programs of merit at Doane College, Princeton University, and at Winterthur University’s Art Conservation Program. These programs listed scholarships, fellowships, and leadership and mentorship training on the graduate level to recruit and increase the number of librarians from ethnically/culturally underrepresented groups. The *DAP* team will leverage the best practices from these organizations, but the unique focus for this project will be on undergraduate students.

Project Maturity Phase: JCSU selected the piloting phase for the *DAP* Project after reviewing the available research and examples from organizations that currently have internships, fellowships, and scholarships in place that seek to diversify the library and archival professions. However, these programs focus their efforts on the graduate level. Although these organizations have demonstrated their commitment to recruit, train, and provide scholarships to minority groups, diversifying the profession continues to be a challenge.<sup>3</sup> JCSU believes the *DAP* focus on undergraduate students also includes the scaling phase of maturity because of the inherent

challenge in bringing more diversity to the field and our focused approach. *DAP* will be targeting a domain that focuses exclusively on undergraduate students from HBCUs and from variety of different majors and has the potential to reach many students that are in a crucial time in their studies when they are seeking career inspiration. The goal of the project is to complement the work that has already been done while expanding the scale of reach and impact to undergraduates at HBCUs. The project will support the IMLS goal of developing a diverse workforce of librarians and archivists, and it will support the project-funded category as it relates to recruiting and educating the next generation of archivists. The results will help to close the diversity gap within the archives and library science profession by introducing the skills and standards of the profession to students early in their educational careers.

### **Project Design**

Students will learn archival practices in the first summer institute, practice them during their first academic year (and in some cases a second year) as interns, and be fully introduced to Library Science Graduate Schools, and Professional practitioners the final Summer Institute.

#### **Goals:**

- To introduce undergraduates from diverse fields to the archives and library science career path, and the fundamentals of archival theory, preservation, and digitization.
- To focus on developing leadership skills in interns that may choose these career paths.
- To use this trained cohort to cut down on the backlogs at many HBCUs that do not have the staffing or budget to tackle them.
- To encourage host institutions to consider adding a career track in Archives and/or Preservation to their curriculum or implementing a certification program.

#### **Outcomes:**

- *Archives Project Interns* (APIs) will be able to process and digitize documents and photographs.
- APIs will be able to identify colleges and universities that offer a library science degree.
- APIs will be able to assist HBCUs with processing and digitization backlogs.
- APIs will be awarded a Historic Preservation Certificate.
- Host institutions and interns will be assessed to determine the impact of the project on their career paths and the course design at their universities.

JCSU has selected four historically black colleges and universities to partner with them on the *DAP* project: Bennett College, Claflin University, North Carolina A & T University, and Shaw University. The partners were selected based on size, collection type, and location for easy management and commitments. To mitigate potential variations in digitization equipment and training at host institutions, the North Carolina Digital Heritage Center at UNC-Chapel Hill and the South Carolina Digital Library have agreed to provide digitization and hosting services to schools that may require additional infrastructure. Interns will be allowed to travel to these digitization centers with the materials to learn valuable information about statewide digital hosting services and equipment. (Support Letters Attached)

- A. **Targeted Undergraduates** The program will target undergraduates from Johnson C. Smith University as well as from the four selected institutions, focusing especially on sophomores and juniors from a variety of fields including the Humanities, STEM, Social Work, and Psychology.

B. **Recruiting** This proposal seeks to recruit students from this population to serve as APIs based on data provided by the American Library Association, the Society of American Archivists' census report, and the Association of Research Libraries report, as well as programs implemented to recruit underrepresented racial and ethnic groups into careers in libraries. Three students will be recruited from each institution to serve as APIs, and will be selected through a competitive application process entailing composing a letter of interest, review of their academic transcripts (must have a least a 2.8 GPA), and attending a face-to-face interview with their local coordinator. Recruiting students as early as possible is important, because most students make choices about their major/career by the time they complete their sophomore year in college. Recruiting primarily sophomores promotes continuity and retention for the DAP project, and potentially secures a higher rate of interest among the APIs in pursuing a library science degree at the end of the project. The *APIs* will be awarded a stipend to participate in the internship and the Summer Archives Institutes, in addition to travel and lodging expenses provided through the grant if awarded. In addition to advertisement of the DAP training institute and internships by the HBCU Library Alliance, students will be recruited to the internship by Site Coordinators, who will share information about the opportunity with academic programs like History and Interdisciplinary Studies, career centers, and other channels within their respective institutions.

C. **Training**

**Internship Opportunity and Course Work:** Over a course of two years, APIs will be introduced to basic underlying principles and standards for processing and digitizing humanities materials, and will receive an overview of librarianship augmented by hands-on project work. Course materials will be delivered electronically, and the project coordinators and *APIs* will have access to the course materials online through JCSU's Canvas online learning management system. The course work will focus on active learning, self-discovery, and career exploration design for undergraduates. The *DAP* project will not function as a replacement for a masters-level degree program. The course work will be composed of the following units:

- a) **The Value of Library Science Degrees:** Demonstrate the diversity of the library science profession, highlighting the importance of libraries, archives, and museum work. Explore the library's role in preserving cultural heritage. Provide an overview of the importance of archives, as well as exploring the types of archives and their functions. Review the role of librarians, archivists, curators, digital curators, museum specialists, and conservators in preserving humanities collections.
- b) **Collection Development and Preservation:** Develop a basic understanding of what is involved in acquisitions and collection development, as well as learning some of the timely issues involved (digital vs. print, etc.). Understand the actual methods of preservation of various types of media. Discover the current issues of importance and contention in preservation. Discover the types of documents found in archives and the principles of archival documents, including provenance, gift agreements, and collection policies.
- c) **Archival Practices:** Introduce accessioning and analyzing documents, organization and arrangement of documents, selecting supplies, finding aids, metadata, and preservation tips for processing; Introduce processing workflow and guidelines.

- Review proper care and storage for collections. Review the design and importance of a disaster plan.
- d) **Digitization Practices:** Introduce basic practices and standards for preserving born-digital objects, digital accessioning, and understanding preservation guidelines by object types. Introduce basic practices for describing digital content, file management, storage, reformatting, and understanding copyright. Introduce open access for hosting collections like ContentDM, ArchivesSpace, and Islandora. Provide an overview of digitization collections specifically pertaining to African American history.
  - e) **Outreach, Access and Use:** Look at barriers in providing access to digital content over time, and explore how information is disseminated, particularly among scholars. Explore digital publishing and open educational resources. Look at digital pedagogy and the use of primary sources for instruction. Learn how to market humanities collections through media and social media outreach. Learn how to develop curated projects using Omeka, HistoryPin, and other digital exhibit resources. Learn how to establish community relationships to grow an archival program. Explore the trends and discussions on diversity, inclusion, equity when creating and curating project and proper use of metadata. Discuss future digital projects and preservation for current events and social justice.

**Summer Archives Institute:** The *APIs* will be introduced to the coursework in person by professional archivists, digitization specialists, and conservators during the Summer Archives Institutes, and will receive relevant coursework via online modules throughout their internship experiences. The second year of the Summer Archives Institute will focus on leadership, career exploration, diversity and inclusion, the future of libraries and archives, and the graduate mentorship program. The Institute will also focus greatly on building leadership skills within the profession, with scheduled speakers that hold positions of leadership at their institutions.

**Project Timeline:** The following activities will occur upon notification of the award letter:

- Start JCSU's internal grant processes, such as setting up the grant account, publicizing the acknowledgment of the award, and setting up the independent contracts for host institutions.
- Set-up conference call meetings with host institutions to discuss responsibilities and deliverables for the grant activities, and final selection of host project coordinator. Set-up payment timeline for coordinators.
- Work on application package (criteria and sample templates for promotion) for recruiting the archives project interns.
- Work with project site coordinators in promoting the program and recruitment of the archives project interns. Work with project coordinator in identifying collections to be processed and digitized. Finalize selection of archives project interns.
- Plan for first year Summer Archives Institute: identifying and contracting the educational trainers; professional archivists, digitization specialists, and conservators to help with developing course work, course work delivery schedule, assessments, date for the institute and working with JCSU IT department to set-up the Canvas shell for the course work.

- Host conference call meeting will project coordinators, educational trainers, and APIs.
- Plan for travel arrangements for project coordinators, educational trainers, and APIs.
- Implement the first Summer Archives Institute activities.
- APIs start first year internship project at host institution and online coursework. Part of the coursework includes sharing projects on social media and highlighting the work of the interns through announcements via HBCU Library Alliance and other organizations.
- PI and Co-PIs plan for visitation to host institutions for updates and progress reports. SITE VISITS will consist of sessions with onsite coordinator and, separately with their interns, to obtain feedback on how the project is going at regular intervals.
- Administer surveys to collect data from the APIs experience and the overall success of the *DAP* program.
- Complete and submit reports based on award deadlines.
- PI and Co-PIs draft and submit proposal for the Historic Preservation Certificate at JCSU.
- Site Project Coordinators work with APIs in submitting their experience and projects to be shared at the second Summer Archives Institute.
- Plan for second year Summer Archives institute. Repeat planning steps.
- Implement year two Summer Archives Institute.
- The archives project interns start second year fall internship project at host institution and online coursework.
- The archives project interns start second year spring internship project at host institution and online coursework.
- PI and Co-PIs plan for visitation to host institutions for updates and progress reports.
- Site Project Coordinators work with APIs in submitting their experiences and projects to present at HBCU Library Alliance 2022 membership meeting and other conferences.
- Administer surveys to collect data on the experience of APIs and the overall *DAP* program.
- Award JCSU Historic Preservation Certificate and Complete and submit final reports based on award deadlines.

The vision for the final result of the *DAP* project is to offer a Historic Preservation Certificate program for credit or community service across HBCUs to continue this work. The results of the project will be highlighted on the HBCU Library Alliance website, JCSU's library website, and the project websites of the participating institutions. The final project results will be shared by submitting proposals to present at regional and national conferences, and Mrs. Rhue will work with the Co-PIs and trainers to create a white paper, research paper or chapters towards publication.

### **Project Evaluation and Dissemination**

A curated shared online platform will also allow *APIs* to post final projects, online exhibits, and other content and will allow scholars, professionals, and others to comment on the projects and submissions. This site will be assessed at regular intervals and modified by the lead team, and progress reports will be issued each week via Canvas to the interns. The site is the final home of

course projects, course content, online preservation tools, and recruitment modules. Each API will also share their experiences weekly on a dedicated social media outlet throughout the process, and in the form of work blogs and journals that will be the basis for their candidacy to present at a regional or national conference. This project will actively encourage the Humanities programs at each institution to provide course credit for undergraduates in Archives and Historic Preservation, using JCSU's Historic Preservation Certification as a model. The team will create an assessment tool to measure the progress of *APIs* at each institution, as well to track their career paths. Upon completion of the program the *APIs* will be graduating seniors, which will allow us to gather data to determine if they apply to graduate schools, to determine if they were accepted into a graduate program, and to review their alternate career choices. Follow-ups to the program will be scheduled at one year and two year intervals after the project to discover how many interns had pursued library careers, how many universities had adapted their course designs, and how many host institutions had begun to implement or explore Archives and Preservation courses or certification programs. JCSU will use Qualtrics to develop the surveys for the project. Qualtrics is an assessment management system that allows JCSU to capture, track and analyze data. JCSU will also work with its Institutional Planning, Assessment, Effectiveness and Research office to review the survey questions for effectiveness and to make sure the questions asked generated the data needed to analyze the project.

Some measures to focus on will be:

- How many student applications were received by the participating institutions?
- How many *APIs* attended the summer archives institutes, completed their internship and completed all course work?
- How many *APIs* were accepted into LIS graduate program?
- How many *APIs* were hired by retained by their institutions or received opportunities at other history sites after completing their internship?
- How many collections were processed and digitized?

Additionally, feedback from the site project coordinators, educational trainers, graduate schools, and graduate students will contribute to reviewing the success of the project and lessons learned.

The potential risk identified can come from recruitment of *APIs* and from their commitment to fully participate and complete the coursework and participate in the Summer Archives Institute. The contingency plan will be to continue to work with our host institutions for recruitment of interns and if needed, the PI will work with the HBCU Library Alliance to add a new host institution. JCSU's marketing strategies to reduce the risk factors will include the paid internship experiences, the preparation for graduate school with the interactive training materials, and the opportunity to network with graduate students and people within the profession. The success of the project will ultimately be defined by the execution of the goals and the evaluation of their outcomes. This project will serve as a model for a potentially ongoing local, state, or federal program to increase diversity in the profession.

The team will share our project findings as written and digital reports to each institution, and will present the results of the program to the HBCU Library Alliance to gain feedback. Our coursework and training can be shared on Canvas to other libraries future users that wish to adapt the design for their own local areas, and the HBCU Library Alliance will encourage that process.

The *DAP* course materials would be available for use under Creative Commons licensing, and the level of licensing would be determined once the digital content is developed by the educational trainers. The digital content would be maintained on Canvas, and all digital content for this project would be stored on the ContentDM digital repository.

### **Project Team**

**Monika Rhue**, Director of Library Services and Curation at JCSU, will serve as the Principal Investigator (PI) / Project Director (PD). Mrs. Rhue's experience includes teaching basic archival instruction, serving as an archival consultant, conducting oral histories, curating museum collections, and managing information literacy training. Mrs. Rhue implemented and managed JCSU's first digitization project in 2003 and managed the archives' first digital project to transfer instantaneous discs into a digital format, "*Save the Music: The History of Biddleville Quintet*," and launched *Digital Smith*, the University's searchable archives with 10,000+ primary resources. Mrs. Rhue's recent projects include partnering with the Arts and Science Council Culture Blocks to conduct oral histories and implement an exhibit, *RCLM 37*, to capture and preserve the rich heritage of the Historic West End. Mrs. Rhue has served on the HistoryMakers advisory board and the planning advisory team for 2018-2019 Harvard Radcliffe Workshop on Technology and Archival Processing and was the plenary speaker for the 2018 Rare Books and Manuscripts Section conference in New Orleans. Mrs. Rhue is the current Board Chair for the HBCU Library Alliance. Mrs. Rhue was appointed by Governor Roy Cooper to serve on the State Historical Records Advisory Board for North Carolina.

**Dr. Tekla Johnson, MLIS, and Brandon Lunsford** will serve as the Co-PIs/PDs and Site Coordinators for JCSU. Dr. Johnson currently works as a librarian at JCSU library. She has served as the Director History Program Co-Coordinator of new Africana Studies Minor at Harris-Stowe State University, St. Louis Missouri. Dr. Johnson has served as lead processor and archival consultant for several community collections. Mr. Lunsford is the University Archivist and Digital Manager, and his experiences have included creating a digital interactive map of the historic African American neighborhoods surrounding Johnson C. Smith University funded by the National Endowment for the Humanities, as well as a digitization grant showcasing the James G. Peeler Photograph Collection.

**Site Project Coordinators:** Each host institution will select one project coordinator to help design and market materials to attract student candidates from their institutions. The project coordinators will select three students from their institutions to participate in the internship and Summer Archives Institute. The project coordinator roles will also include encouraging and coaching students to complete the coursework, working with interns to select a project to process and digitize, and ensuring that interns participate in the Summer Archives Institute. They will be available to help interns prepare posters to present at conferences, to make sure interns complete project assessments, and process their stipend payments.

**Independent Contractors including Professional Archivists, Digitization Specialists, and Conservators:** They will help with developing course work, course work delivery schedule, assessments, date for the institute and working with JCSU IT department to set-up the Canvas shell for the course work.

**Advisory Board Members:** Contacts at the graduate programs at the University of North Carolina at Greensboro (UNCG), the University of South Carolina (USC), and North Carolina



Central University (NCCU) will serve on the advisory board and provide advice and suggestion about overall project planning and Summer Archivists Institute. The graduate school partners will help facilitate a Library Science Graduate School tour for the DAP interns, and will be available via email to answer any questions.

### **Diversity Plan**

The University values diversity and the intellectual growth that results from the sharing and expression of different ideas and perspectives. JCSU actively recruits high-achieving students, faculty and staff from different cultures, races, religions, socio-economic backgrounds, ethnicities and nationalities. The *DAP* proposal aligns with JCSU's diversity plan. Using information from the HBCU Library Alliance and the Academic Affairs Office of each host institution, we will target a diverse group of students from different academic disciplines (e.g., STEM, Humanities, Social Work, Psychology) to draw into the project to reflect a unique class makeup. Some academically challenged students may be considered with recommendations of faculty members. This will challenge the project, but will also provide an incredible opportunity to reach students who may be struggling with classes or career paths.

The *DAP*'s targeted population are those ethnically/culturally underrepresented or low-income students attending the four partner HBCUs. HBCUs are selected as the community to participate in this proposed project from data collected by the HBCU Library Alliance. Assessment by the Alliance shows a significant amount of collections that are still not processed at HBCUs. We believe the uniqueness of the *DAP* will properly address the need for staffing at four partner HBCUs while assisting them with processing and digitizing of rare materials. The results of the project will be shared at the HBCU Library Alliance 2023 meeting. By sharing the model, it is our hope that collective internship program HBCUs can be developed.

### **Broad Impact**

The review of the literature clearly continues to make a case for the need to diversify the LIS profession. American heritage depends on recruiting and training a new generation of archivists that will continue to understand the value of preserving history in a technology-driven society.

*DAP*'s digital content will be compiled by professionals, which will be broadly accessible for those considering an undergraduate archives internship training program. The *DAP*'s proposed concept to train undergraduates as *APIs* can contribute nationally as a model that has the potential to systemically change how institutions:

- Work with undergraduates in the role of supporting archives by helping to process and digitize collections;
- Expose undergraduates to primary resources and their value in preserving history;
- Introduce ethnically/culturally underrepresented students to career opportunities in support of a national effort to increase diversity and recruit a younger generation of librarians and archivists.

The assessment of the project will provide extremely valuable information to other HBCUs and small to medium sized libraries that wish to recruit or increase the underrepresented minority populations in the library and archives fields. It can also be used as a model to help HBCUs and small- to medium-sized institutions address their backlog of unprocessed collections due to the

lack of staffing. The data gathered from this project for analyzing the strengths and weaknesses of this program will make a significant contribution to CLIR research, and provide the opportunity for additional research within the LIS profession. Work examples, forms, and samples of the final e-portfolio completed by the interns will be highlighted and shared, which can be adaptable by other institutions. The project will also have a profound impact on the Archives field itself, as it can not only encourage diversity but also provide a successful path towards reaching that diversity by experience. We anticipate the project's unique approach to using a multidisciplinary cohort and to focus on leadership skills as well as practical training will help engage students and programs from all across the spectrum.

JCSU will sustain the benefit of the project by networking internally to offer the Historic Preservation Certification, and to develop a permanent undergraduate Introduction to Archives curriculum and internship. JCSU will continue to work with HBCUs to explore ways to build on the project, such as implementing the Historic Preservation Certification or jointly creating an online undergraduate curriculum and internship. This project represents a unique chance to expose African American undergraduate students to a wide berth of careers and themes, and will boldly increase diversity within libraries and archives.

**DAP Year I: September 1, 2020-August 31, 2021**

September 2020-December 2020 <b>Preparation and Meetings</b>	January 2021-April 2021 <b>Recruit and Design</b>	May 2021-August 2021 <b>Summer Archives Institute</b>
<p>Start JCSU’s internal grant processes, such as setting up the grant account, publicizing the acknowledgment of the award, and setting up the independent contracts for host institutions.</p> <p>Set-up conference call meetings with host institutions to discuss responsibilities and deliverables for the grant activities, and final selection of host project coordinator. Set-up payment timeline for coordinators.</p> <p>Work on application package (criteria and sample templates for promotion) for recruiting the archives project interns.</p>	<p>Work with site project coordinator in promoting the program and recruitment of the archives project interns (APIs).</p> <p>Work with site project coordinator in identifying a collections to be processed and digitized. Finalize selection of APIs.</p> <p>Plan for first year Summer Archives Institute. This includes identifying and contracting the educational trainers; professional archivists, digitization specialists, and conservators to help with developing course work, course work delivery schedule, assessments, date for the institute and working with JCSU IT department to set-up the Canvas shell for the course work.</p>	<p>Host conference call meeting will site project coordinators, educational trainers, and APIs.</p> <p>Plan for travel arrangements for site project coordinators, educational trainers, and APIs.</p> <p>Implement the first Summer Archives Institute activities.</p> <p>Complete and review assessments.</p> <p>Plan for year 2.</p>

**DAP Year 2: September 1, 2021-August 31, 2022**

September 2021-December 2021 <b>Fall Internship</b>	January 2022-April 2022 <b>Spring Internship &amp; Assessment</b>	May 2022-August 2022 <b>Planning and Summer Archives Institute II</b>
<p>APIs start first year internship project at host institutions and online coursework. Part of the coursework includes sharing projects on social media and highlighting the work of the interns through announcements via HBCU Library Alliance and other organizations.</p>	<p>PI and Co-PIs plan for visitation to host institutions for updates and progress reports.</p> <p>Administer surveys to collect data from the APIs experience and the overall success of the DAP program.</p> <p>Complete and submit reports based on award deadlines.</p> <p>PI and Co-PIs draft and submit proposal for the Historic Preservation Certificate at JCSU.</p> <p>Site Project Coordinators work with APIs in submitting their experience and projects to be shared at the second Summer Archives Institute.</p>	<p>Plan for second year Summer Archives Institute. Repeat planning steps.</p> <p>Plan for travel arrangements for project coordinators, educational trainers, and APIs.</p> <p>Implement year two Summer Archives Institute.</p> <p>Complete assessment.</p> <p>Plan for year 3.</p>

**DAP Year 3: September 1, 2022-August 31, 2023**

September 2022-December 2022 <b>Fall Internship II</b>	January 2023-April 2023 <b>Spring Internship II &amp; Assessment</b>	May 2023-August 2023 <b>Assessment, White Paper, Closeout</b>
<p>The APIs start second year fall internship project at host institutions and online coursework.</p> <p>PI and Co-PIs plan for visitation to host institutions for updates and progress reports.</p>	<p>The APIs start second year spring internship project at host institutions and online coursework.</p> <p>Site Project Coordinators work with APIs in submitting their experiences and projects to present at HBCU Library Alliance 2022 membership meeting and other conferences. (Virtual Meeting)</p> <p>Administer surveys to collect data on the experience of APIs, Site Project Coordinators and the overall <i>DAP</i> program.</p> <p>Award JCSU Historic Preservation Certificate.</p>	<p>Complete and submit final reports based on award deadlines.</p> <p>Review all data from DAP project.</p> <p>Draft white paper/research.</p> <p>PIs and Co-PIs submit proposal to present at conferences, including HBCU Library Alliance 2022 Membership meeting.</p> <p>PIs and Co-PIs submit proposal to the College of Arts and Letters for a permanent program at JCSU.</p>



## DIGITAL PRODUCT FORM

### INTRODUCTION

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

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### INSTRUCTIONS

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

#### **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

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

#### **SECTION III: SOFTWARE**

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

#### **SECTION IV: RESEARCH DATA**

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

## **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**

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

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

**A.3** If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

## **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

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

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

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

### **Workflow and Asset Maintenance/Preservation**

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



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

## **Metadata**

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

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

**C.3** Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

### **Access and Use**

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

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

## **SECTION III: SOFTWARE**

### **General Information**

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

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

### **Technical Information**

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

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

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

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

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

## Access and Use

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

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

Name of publicly accessible source code repository:

URL:

## SECTION IV: RESEARCH DATA

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

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

**A.2** Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

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

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

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

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

**A.7** Identify where you will deposit the data:

Name of repository:

URL:

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