University of North Texas   Community Memory and Language Archiving & Curation Training   **Narrative**

University of North Texas (UNT) Department of Information Science and UNT Libraries, jointly with Indiana University Linguistics Department, propose a 2-year collaborative interdisciplinary Implementation project (with the budget of $249,998) that will address the LB21 program Goal 3 and Objective 3.2 by enhancing the training of the Libraries, Archives, and Museums (LAM) workforce to meet the needs of communities and contribute to their well-being. We will develop an online modular curriculum with a strong experiential component to educate the next generation of information professionals in the archiving and curation of resources that provide the means to revitalize community memory, language, and culture. Over 2 years, 25 LAM students will complete the project-developed specialized graduate community language archiving course, and an estimated 100 will complete individual project-developed learning modules integrated in other courses. Learning materials will be developed and revised based on the feedback from underserved community representatives, LAM students, and experts, and made widely available as open-source adaptable resources. The project will address the need for extending the LAM curriculum by incorporating content focusing on meeting information needs of the users and creators of diverse community language archives (i.e., community archives with language content).

Project Justification

Digital language archives are archives that include born-digital and digitized materials contributed by the communities of language speakers (including endangered and low-resource languages) and/or linguists working with these communities. Diverse communities increasingly use audiovisual technologies to record language practices with the goal of culture preservation, language revitalization, and sharing of community memory, often with public funding (e.g., Accelerating Promising Practices for Small Libraries Program, Common Heritage and Digital Humanities Advancement Programs, Endangered Languages Project). Community language collections improve connectedness with heritage and culture, which brings a sense of belonging and positive identity, and allow communities to tell their own story and maintain control over how their materials are framed or shared. However, language community members often express concerns that their materials are not curated or made available to users, both inside and outside the community, in a functional way (Al Smadi et al., 2016; Burke et al., 2022; Wasson, Holton & Ross, 2016). Examples include lack of detailed and accurate metadata to facilitate resource discovery, complicated search in language data archives, community members and linguists depositing materials to language archives needing help with interpreting and applying metadata. Part of the reason is that archives are traditionally designed for academic researchers as opposed to indigenous communities. There is a lack of *accessible instruction* to communities on using existing LAM practices in creating, preserving, and disseminating their collections of invaluable materials, many of which are in imminent danger of loss since the holders of this knowledge are largely elderly.

There is very little *academic instruction* to information professionals on supporting the curation and archiving of these community collections featuring language materials. While there is an overlap in concepts between traditional digital archiving led by LAMs and community language digital archiving, the goals, scale, content, challenges, ethical considerations, and impact are substantially different. For example, the items in community language archives are often of novel types for mainstream archiving – wordlists, language art (oral poetry), procedural texts, transcriptions, word-by-word analysis of the language used, etc. – and need to be represented differently in the metadata and navigation structure of the archive. There is a need for diversifying LAM education by addressing the ways to represent these resources to meet community information needs (Zavalina & Chelliah, 2021). Greater focus is needed on rights, ownership, archiving spaces, and mutually beneficial relations between communities and partnering LAM institutions, identifying, and disseminating best practices, and developing collaborations to support community archiving and engage communities in stewardship of their collections housed by LAMs.

We propose to meet this need with an implementation project that has two curriculum development goals:

1. Evidence-based community archiving and curation curriculum modules that can be incorporated into relevant courses and/or taught together as separate focused courses in LAM programs.

2. Self-contained learning modules for use in archiving workshops for members of indigenous, immigrant and refugee communities who are documenting community heritage, and in linguistics academic programs.

Evolution of digital language archives, their overlap with community archives, and existing relevant training, are further discussed below.

Though once a rarity, digital language archives are proliferating as standalone repositories, housed in museums, tribal libraries, in digital libraries at institutions of higher education, examples of which include the [California Language Archive](#), [Archive of the Indigenous Languages of Latin America](#) and [Native American Languages Collections at the Sam Noble Museum](#). Linguists' work on endangered and under-resourced languages makes a significant contribution to preservation of language-focused materials. Since 2011, the National Science Foundation, which funds research projects through the Dynamic Language Infrastructure - Documenting Endangered Languages Program, requires all federally funded projects to deposit collected data into language archives so these project outcomes can be used by others including researchers and language community members. The archival deposits rose exponentially after the introduction of these NSF data management plan guidelines last updated in 2018 ([National Science Foundation, 2018](#)).

To facilitate access to this rich language data, an Open Language Archives Community (OLAC), an international collaboration project was sponsored by the NSF in 2000-2010 and is hosted by the University of Pennsylvania Libraries. OLAC prepared a combined catalog of over 60 language archives collecting and curating resources in many languages of the world. OLAC also developed best practices for language archiving, facilitated interoperability of language data repositories, and jointly with The Digital Endangered Languages and Musics Archives Network, provided training to the linguistics community in language archiving methods.

LAM curriculum has not developed to keep in pace with the rapid growth of language archives, so that LAM professionals lack information on (1) language archive user needs, (2) attributes of archived objects, and (3) information organization, metadata quality assurance, and user-centered design in language archives. Conversely, as shown by an IMLS-funded study we conducted in 2018-2020 ([LG-87-18-0197-18](#)), more input about language archiving from professional librarians would be beneficial to aspects of information organization in these archives ([Burke, Zavalina, Phillips, & Chelliah, 2021](#)). Our project examined the correlations between the way language data is deposited, organized and accessible in digital collections and the needs and expectations of the depositors and end-users, including indigenous community members, and found the need for training to those who design and manage language archives as well as to contributors of data to these archives ([Burke et al., 2021](#)).

Language archives have become an important category of the community-driven and participatory archives defined as archives "where community members contribute knowledge or resources, resulting in increased understanding about archival materials" ([Thiemer, 2011](#)). The literature develops understanding of participatory archives', including community language archives', formation, collection policies, role of community personal stories, etc. (e.g., [Rolan, 2017](#); [Roeschley & Kim, 2019](#)). Studies of the [Mass. Memories Road Show](#) participatory archive and three language archives found that community-created descriptions provide extremely rich context for archived materials and facilitate their discovery ([Roeschley, Kim, & Zavalina, 2020](#); [Burke & Zavalina, 2020](#)). Some of the LAM programs offer community archiving training. For example, an emphasis on community archives is placed in the courses of the Archives Management Program at the Simmons College School of Library and Information Science. University of Arizona's Graduate Certificate in Archival Studies includes two elective courses focused on community archives: Documenting Diverse Cultures and Communities, and Community-Based Archives and Museums. The addition of language archiving training by the proposed project will add value by extending the community archiving and community memory training options currently offered by LAM programs.

Some federally funded projects have produced content that is relevant to the proposed project and informs it. For example, [DigCCurr and DigCCurr II](#) released an internationally adaptable LIS graduate curriculum for digital curation and offered professional development workshops for training existing librarians ([Costello & Brown,](#)

2010). Other IMLS-funded education initiatives include the Digital Information Management online certification program for librarians and underserved cultural and ethnic groups and a Digital Curation graduate academic certificate (Kim, 2015). The Community-Driven Archives project (Murphy, 2020) also includes an African American community archiving training component. The Accelerating Promising Practices for Small Libraries Program funded several collaborative community archiving projects (including those with indigenous communities). Projects creating indigenous community archives and South Asian American community language documentation have been funded through New Common Heritage and Digital Humanities Advancement programs. Recently, several language archives created open access training for depositors that includes general recommendations and those based on individual archives' specifications. One is the Endangered Languages Archive's annual training for grantees of Endangered Languages Documentation Programme (2023). Another is the NSF-funded Archiving for the Future online course that provides a background in digital curation, from file naming to considerations for long-term discoverability (Kung et al., 2020). The Collaborative Digital Language Archiving Curriculum aims to guide language communities through the archiving process, including recommended software and ethnographic factors of language documentation (Computational Resource for South Asian Languages, 2022). The Training and Resources for Indigenous Community Linguists program aims to connect researchers and language communities to support each other in language documentation activities (recording, analysis, transcription, translation) as well as archiving matters (Centre for Cultural-Linguistic Diversity Eastern Himalaya, n.d.).

Education in the field of linguistics also demonstrates relevant developments that inform our proposed project. Some textbooks and handbooks on language documentation have sections dedicated to managing files and preparation for archiving (e.g., Bowern, 2008). Content on language archiving that introduces students to data management techniques and metadata is included by some instructors in courses such as Field Methods and Tools (e.g., Berez, 2015). At Tribhuvan University of Nepal and Southern Illinois University Edwardsville, students from a wide range of backgrounds receive training in creating digital humanities exhibits and get hands-on experience creating metadata and annotations for language data (Hildebrandt, 2020). Such collaborations aim to bridge the knowledge gap between linguists and information professionals by developing common ground and shared terminology.

Project Work Plan

Project Goals and Outcomes

The proposed project will create a training program that build LAM workforce skills and expertise in contributing to the well-being of communities. The primary goal of our project is to adapt and integrate existing curricula and develop new materials to address the need for LAM program graduates' preparedness for supporting the efforts of community language collection creators. We will create this training as self-contained units of instruction with their own readings, goals, objectives, and assessments. Designed to plug into existing courses, these modules will be shareable and usable across various LAM programs nationally. We will develop these modules for virtual delivery with an option for hybrid or face-to-face delivery. Our goal is to create LAM instructional modules that will be open access, easily reused and revised materials, materials easily included in existing curricula, and materials adaptable for virtual or hybrid or face-to-face delivery.

To make sure our instructional materials accurately reflect the needs of the intended user communities for these digital language archives, we have selected to work with the community of speakers and learners of Chin languages, which is an under-resourced group of languages of Burma (Myanmar). This underserved community well illustrates the common needs of Indigenous community members in the ways that language-focused collections are urgently curated to work against the constant loss of language as fluent speakers pass away: the Burmese Chin refugee community who congregate regularly for community events. We also chose to work with the Chin community because its experience shows many similarities with other indigenous, immigrant and refugee communities in how they attempt to document and preserve community memory through audiovisual recordings

with limited access to technologies and training. We will work with our Chin community liaisons through the [Chin Languages Research Project (CLRP)](#) in Indiana. We will create digital language archiving training for community collectors, focusing in our case on the Chin refugee group, but useful for any community collection effort. This training will include information on language material curation, metadata creation, and the use of technology to provide multilingual access to item content, descriptions, and metadata.

The proposed project budget is $249,998. Our team possesses the necessary expertise to implement the project. We will measure the project success by outcomes through measurement and evaluation as discussed in the *Indicators of Success and Evaluation* section below and in the attached *Performance Measurement Plan*.

Project Team and Expertise

The proposed project team will have a PI and a co-PI (Zavalina and Phillips) at the University of North Texas (UNT) and a co-PI (Chelliah) at the Indiana University (IU). Project PI and co-PIs have successfully collaborated in the past (e.g., on the IMLS-funded project [LG-87-18-0197-18](#), as well as on establishing a [Computational Resource for South Asian Languages (CoRSAL) digital language archive](#)). The project team will also have 3 senior personnel members – 2 at UNT (O'Connor and Roeschley) and 1 at IU (Berkson) – and 2 research assistants. The roles of each project team member are specified below.

Dr. Oksana L. Zavalina (Professor, UNT Department of Information Science (DIS)) is the proposed project PI. She is an expert in research on facilitating resource discovery in libraries and digital repositories, including language archives. An experienced LAM educator, she has designed several programs, developed and taught multiple graduate and undergraduate online and face-to-face courses. She has experience in administration of US-based LAM graduate programs, and experience as a practicing librarian in the US and abroad. Her responsibilities will include overall project supervision and budget oversight; official communication with IMLS; coordinating collaboration with IU; coordinating LAM academic curriculum development; presenting the content at the meetings of the project-developed LAM graduate course on digital community language archiving; implementing a project-developed module into her existing course; coordinating evaluation and dissemination efforts.

Dr. Mark E. Phillips (UNT Associate Dean for Digital Libraries and Instructor, UNT DIS) will serve as a co-PI on the proposed project. He has extensive experience in grant-funded projects for digital libraries and Web archives. He served as a PI in multiple grant-funded research projects, including several large-scale collaborative projects. Dr. Phillips's responsibilities will include: contribution to the curriculum and learning experiences (e.g., identifying portions of curriculum to review, creating practical exercises on archival system and infrastructure design, digital curation and data management); presenting the content at the meetings of the project-developed LAM graduate course on digital community language archiving; implementing a project-developed module into his existing course; participation in evaluation, dissemination and IMLS reporting.

Dr. Shobhana L. Chelliah (Professor, Indiana University (IU) Linguistics) will serve as a co-PI on the proposed project. Dr. Chelliah is a leading expert in documentary linguistics, specifically the documentation of the Chin languages of Burma. She is currently PI on an NSF-funded project working along with Drs. Berkson and Van Bik to study health and language issues with the Chin community. Dr. Chelliah will contribute her expertise in language data structures, in-depth knowledge of the needs of these language communities. Her responsibilities will include coordinating the collaboration with the community leader and CSU-Fullerton partner Dr. Van Bik; coordinating and creating curriculum for the language community archiving workshop and community archiving content for linguistics students; development of documentary linguistics content for LAM courses; supervising the IU RA, overseeing the IU subaward budget, participation in evaluation, dissemination and IMLS reporting.

Dr. Brian C. O'Connor (Professor, UNT DIS) will serve as senior personnel on the proposed project. Dr. O'Connor will bring into the project his expertise on digital imaging, information seeking behavior, and image document access. His responsibilities will include participation in curriculum development and instructional design;

presenting the content at the meetings of the project-developed LAM graduate course on digital community language archiving; implementing a project-developed learning module into his existing course; and participation in evaluation.

Dr. Ana Roeschley (Assistant Professor and Director of Archival Studies, UNT DIS) will serve as senior personnel on the proposed project. Dr. Roeschley brings into the project her experience in participatory archives creation and research, curriculum development and teaching of LAM graduate and undergraduate courses in digital humanities, data curation, etc. She also has experience in delivering workshops on language archiving for language community members. Dr. Roeschley's responsibilities will include participation in curriculum development and instructional design; presenting the content at the meetings of the project-developed LAM graduate course on digital community language archiving; implementing a project-developed module into her existing course.

Dr. Kelly Berkson (Associate Professor, IU Linguistics, and Director, Chin Language Research Project (CLRP)) will serve as senior personnel on the proposed project. She is an expert in the language family to which the Chin languages belong, as well as in Chin language revitalization issues. Dr. Berkson will recruit workshop participants from the Chin refugee community, organize the community archiving workshop, and test the academic modules developed by the project with the linguistics students at IU.

On the UNT side, the project team will also include a Research Assistant (RA): a PhD student in Information Science with a background in Linguistics. This student will assist Drs. Zavalina, Phillips, O'Connor and Roeschley in the variety of project-related tasks, with the focus on research. On the IU side of the project team, an hourly graduate RA (a Linguistics PhD student) will assist Dr. Chelliah and Dr. Berkson in the project-related tasks in Year 1. The project budget will cover UNT RA's tuition for both years of the project in fall and spring semesters. The IU RA would be a doctoral candidate enrolled only in dissertation hours and would not need the tuition support. Responsibilities of RAs will include assistance in developing the evaluation plan and with implementation of that evaluation plan through collecting and analyzing data, assistance with project results dissemination through publications and reports. Their responsibilities will also include participation in curriculum and instructional development, teaching support tasks, organizing and maintaining records of collaboration with the consultant and advisory board, and maintaining the project's website. The UNT RA job description is included in appendices. Two IU undergraduate students, who are members of the Chin community, will assist with organizing and running the community workshop.

We will work with a **consultant Dr. Kenneth Van Bik** (Assistant Professor, California University-Fullerton) who helps collect and archive underserved language communities' personal and traditional narratives and is a representative and a leader of the Chin language community. Dr. Van Bik is a researcher associated with CLRP who has collaborated with Chelliah through the NSF-funded project Linguistically Underserved Communities and Health ([Chelliah, Berkson, Champlin, & Van Bik, 2020](#)). He will help recruit workshop participants from the Chin refugee community, participate in the community workshop, evaluate (in consultations with other Chin community members) the training materials presented at the community workshop, and report the findings of this evaluation to the project PIs.

This team possesses community connections and cross-discipline expertise in research, curriculum design for academic programs, development of digital archives – including a language archive – as well as in metadata, data curation, documentary linguistics, work with and capacity building for indigenous, immigrant, and refugee communities. The *Budget Justification* includes more details on responsibilities of all project staff and the time they will contribute to the project.

Advisory Board

This project will make use of an external advisory board with members from a wide range of institutions and backgrounds that will assist in guiding the project to successful completion. All members of the advisory board

have extensive experience in one or more aspects of the project. The board will include: **Cristela Garcia-Spitz** (subject specialist for indigenous studies – Melanesian and Pacific islanders – at the University of California San Diego Libraries), **Dr. Kristine Hildebrandt** (researcher of Tibeto-Burman languages, editor of the Himalayan Linguistics journal and the President of the Endangered Language Fund), **Dr. Jeonghyun Kim** (director of the Digital Curation program at UNT) and **Dr. Susan Kung** (Director of the Archive of the Indigenous Languages of Latin America, board member and a past president of the Digital Endangered Languages and Musics Archives Network, and developer of the NSF-funded Archiving for the Future online course). These advisory board members will participate in three virtual meetings: 2 in the 1st year of the project and 1 in the 2nd. In these meetings, the team will present preliminary results of the project, and will solicit feedback on selected project-developed learning materials, dissemination plans, etc. We will also consult with members of the advisory board individually at the onset of the project and on a need basis during the project.

Work Plan

This figure illustrates the stages of the proposed project. Details are further discussed in section of this document. The timing for the completing each of the stages is presented in the *Schedule of Completion* attachment.
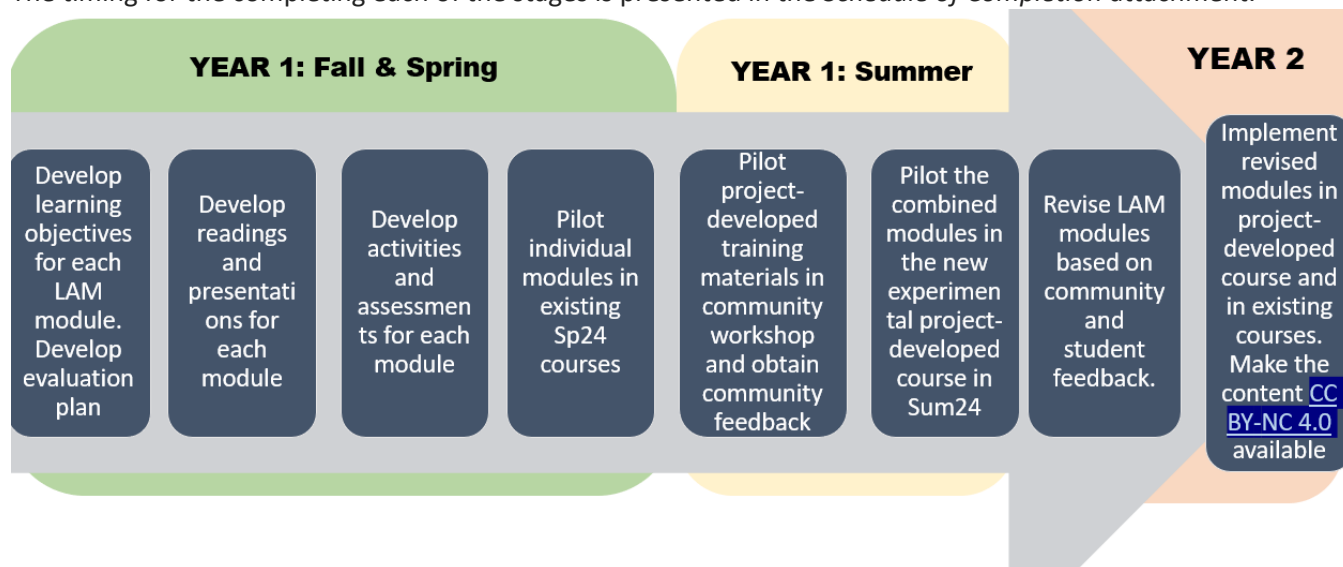
The curriculum development and instructional design will integrate Creative Commons (CC) licensed materials such as the Collaborative Language Archiving Curriculum as well as other learning materials built as part of relevant projects reviewed in the *Project Justification* section. We will also build on our team's experience and knowledge created through the following research and practical activities:

- results of exploration of language archives' user needs and archivists' perspectives (LG-87-18-0197-18);
- relevant UNT-based curricula created through IMLS funding (RE-05-11-0073-11), i.e., Archival Studies and Imaging Technology, Digital Content Management, and Digital Curation and Data Management;
- lessons learned in and feedback received from the experimental graduate course on metadata for language archives co-taught by Zavalina and Chelliah in 2020 at UNT;
- lessons learned in and feedback received from the community archiving workshops with community language documenters in India in 2019-2022 (led by Chelliah).

Based on these and on examination of available materials of DigCCurr projects, Digital Information Management online certification program for librarians and underserved cultural and ethnic groups, Archiving for the Future training for linguists, in **Fall 2023** we will design 5 learning modules for LAM graduate students (discussed below). For each of the modules, we will create a syllabus which will include module-specific outcomes,

readings, activities, projects, and assessments. The creation of online content, illustration, recording and editing of video lectures will be undertaken by the entire team collaboratively, with PIs and senior personnel of the project supervising the work of UNT and IU research assistants, and with regular team meetings. For each of the learning modules, we will have one or two team members acting as coordinators, as shown below. The project director will maintain a work plan identifying the key activities and completion dates for the project. The work plan will be available to all project team members in the shared online workspace. To track the progress toward achieving project results, RAs will meet with the PIs on a weekly basis. UNT team and IU team will meet online 2-3 times a month in **Year 1** Fall. Entire project team will meet online once a month starting **Spring 2024**.

The flexible LAM curricula developed by the proposed project will include 5 modules that could be incorporated by any academic program into existing relevant online or face-to-face courses or taught together as a standalone course. We will use the following five broad themes to guide the creation of LAM learning modules.

1. *Language revitalization and language and culture endangerment*: topics include data management workflow borrowing from the field of Documentary Linguistics (Chelliah & de Reuse, 2011). This brief introductory module will be coordinated by Drs. Chelliah and Berkson.

2. *Developing and managing a community language archive:* topics include determining scope, securing funding, evaluating needs and potential uses of an archive within a community; methods and procedures for collecting audio/video/images, use of recording/scanning/photography equipment. This module will be coordinated by Drs. O'Connor and Chelliah.

3. *Digital content management and metadata for community language archives:* topics include selecting digital content management tools; applicable metadata standards and controlled vocabularies used in LAMs, community-specific application profiles. This module will be coordinated by Drs. Zavalina and Phillips.

4. *Preservation and access for community language archives:* topics include participatory archiving, custodial archiving, memorandum of agreement between institutions housing archives and communities, discussion and case studies dealing with intellectual property, privacy, open access, access restrictions for culturally sensitive materials, and the ethical use of indigenous, immigrant and refugee materials (Hinton, 2001). This module will be coordinated by Dr. Roeschley.

5. *Dissemination and use of community collections:* topics include transcription and translation as ways of providing access to non-English language deposits, creating user guides and finding aids, effective and ethical dissemination through websites and social media, analysis of use patterns (search logs etc.). This module will be coordinated by Drs. Zavalina and Chelliah.

We will develop the curriculum iteratively. Starting **Spring 2024**, we will try the modules one-by-one in other existing relevant courses taught by the project team members (once to twice per year each depending on how often the existing course is normally offered, with the minimum enrollment of 7 students per course offering). We will try out the learning modules together in the first 2 offerings of the new project-developed graduate LAM course *Community Language Archiving*, with UNT students (once a year, with 10 students in **Year 1**, 15 in **Year 2**). We will further test the curriculum with Linguistics students focusing on Language Documentation and Revitalization at Indiana University-Bloomington. Then, we will refine the course materials based on the feedback from students and on community responses to how we can better meet the existing needs, incorporate Indigenous approaches, and take into consideration resource availability. In this way, the project-developed curriculum will be field-tested.

In **summer 2024**, we will pilot this curriculum in the new experimental course and will conduct the project-developed workshop with the speakers of Chin languages, recruited from the diaspora community in Indianapolis. Speakers of these languages are associated with the ongoing IU hosted Chin Language Research Project (CLRP) led by Dr. Berkson. Our team's expertise in Chin languages and CLRP involvement will help ensure the community collaboration success. The community workshop will include 15-30 participants from the Chin

language community, who will be paid a small stipend for participation, and in-state travel and parking expenses will be reimbursed. The face-to-face community workshop will be organized using the [RoPA: the Roadmap for Participatory Archiving](#), as a guide. The participants will examine items in their existing collections in the [CoRSAL](#) archive and will discuss how these materials could be represented to better serve their needs (e.g., which keywords the community members would use to search for them, etc.). Integrating [a participatory archiving approach](#) (UMB, n.d.) will provide participants and workshop organizers with an opportunity to preserve vital contextual metadata, using the participants' own words. Other interactive workshop activities will include oral history training and a discussion of what these resources mean for the Chin refugee community memory. The community workshop will include presentations of some of the project-developed training modules, delivered by the project team members. The feedback on these training materials will be collected from workshop participants (as part of the post-workshop survey). In addition, Chin community leader Dr. Van Bik, who will be part of the project team in the consultant role, will provide evaluations of the training materials through a formal report, prepared in consultations with other community members. This feedback will be used in updating the project-developed community training materials, and instructional modules for LAM students, offered in the **Fall 2024** and **Spring 2025**, as well as the content and instruction of the standalone project-developed course with the focus on digital language archives in **Summer 2024**.

We will measure the success of our project through formative and summative assessments (see *Indicators of Success and Evaluation* section for more details). Based on the results of these assessments obtained in **Year 1**, we will revise and enhance curriculum for the course and will prepare the modules for integration in existing archiving and curation LAM courses **in Year 2**. We will offer the *Community Language Archiving for Information Professionals* course in **Summer 2025** and the revised modules in **Fall 2024, Spring and Summer 2025**, and conduct evaluation and collect feedback for future enhancements.

Please see the *Schedule of Completion* attachment for more information.

Dissemination of Results

The results of the proposed project will be disseminated in the form of:

- project-developed learning modules that could be incorporated into existing relevant courses, and/or taught together as a standalone course/workshop will be made available as open access resources (e.g., Creative Commons attribution non-commercial license, following the model of Software Carpentry Workshops)
- articles submitted for publication to relevant journals such as Journal of Education for Library and Information Science, etc.
- conference presentations and/or panel discussions, including but not limited to the meetings of the Association for Information Science and Technologies, iSchools, the International Conference on Language Documentation and Conservation. Please see the *Budget Justification* attachment for more information on conferences we are planning to present at.
- project website will provide access to project description and reports; list of publications and presentations, to the digital collection containing project-developed learning modules, etc. The website hosted by UNT College of Information will remain available for 5 years after the end of the project
- project reports and project-related publications deposited to [UNT Scholarly Works repository](#) for long-term access. This will include a white paper on how to incorporate the project-developed modules in curricula in different settings.
- We will attract attention to the project-developed modules and reports through the mailing lists of the [Association for Library and Information Science Education](#), [AERI (Archiving Education Research institute)](#), [Society of American Archivists listservs](#), [Jesse listserv](#), [Linguist List](#).

Indicators of success and evaluation

The success of the project will be evaluated through formative assessments of the curriculum content and instructional design and outcomes-based evaluation of the entire project for effectiveness, efficiency, quality, and timeliness (see the *Performance Measurement Plan* attachment). We are committed to producing effective learning experiences and successful learning achievement using clearly stated and measurable learning outcomes. In the spirit of continuous improvement, we will assess and refine the learning modules after each offering.

We will develop assessment methods for learning content, instructional methods, satisfaction, etc. that will include peer evaluation, surveys, utilization of the standard UNT course evaluation tools – Student Perceptions of Teaching (SPOT) and UNT Center for Learning Experimentation, Application and Research (CLEAR) – as well as pre-tests and post-tests for individual instructional modules. Feedback in curriculum and instructional design will be collected through the modules' evaluation by the community leader Dr. Van Bik, as well as through the surveys of students participating in the project-developed training: both the project-developed standalone UNT course, and individual modules integrated in existing UNT and IU courses.

The results of these assessments will guide revision and enhancement. In **Fall 2023**, we will develop a detailed outcomes-based evaluation plan focused on these anticipated project outcomes:

- Increase LAM students' preparedness (i.e., knowledge and skills) by engagement with real-world community memory and language archiving and curation problems, enhancing the practical training.
- Increase language community members' knowledge and perception of the roles of libraries and archives as collaborators with scholars and communities in archiving.

Additional outcomes, audiences, targets, and indicators will be identified as we develop this detailed evaluation plan. The evaluation plan will be implemented and refined during **Spring and Summer 2024 (Year 1)** and in **Year 2**, with final project evaluation completed and reported at the end of the project.

Diversity Plan

The proposed project focuses on diversity as it seeks to develop the training of the next generation of digital archivists to support underserved audiences and engage with community members in the participatory community language archiving training. Diverse perspectives of indigenous, immigrant and refugee communities (including IU undergraduate students involved in organizing and leading the community archiving workshop) will inform the content and design of the learning materials. At UNT, a federally-designated Minority-Serving Institution and Hispanic-Serving Institution, we will recruit diverse Hispanic / BiPOC students, as well as students who speak underrepresented languages, by providing a stipend to cover or offset registration costs for the project-developed course offerings. Immigrant and refugee communities will be recruited through CLRP to participate in the community training event developed and led by the project team. A project advisory board will include representatives from diverse language communities and from several communities of practice: linguistics and language archiving, digital humanities, and data curation. Through engagement with the project, the Research Assistant (RA) PhD student at UNT and a research assistant at IU will receive preparation as future faculty members or practitioners focusing on improving information access for diverse communities. The project team and consultant also include junior faculty (Assistant Professors), whose future work and choices as educators will be impacted by the project's focus on community language archives. This project is expected to make a solid contribution to addressing the needs of diverse underrepresented communities though the LAM curriculum, and will help attract members of these communities, as well as linguists, into the LAM professions. It will help address the current need for increasing ethnic and racial diversity in the US archiving profession (Skinner & Hulbert, 2022).

The project team will include representatives of different cultural, ethnic, and racial backgrounds, as well as underserved language communities. We will ensure that the project design involves input, consensus building and

buy-in from the digital language archives stakeholders in defining the challenges and opportunities and in shaping and implementing the project:

- In the process of working on the proposal, we have obtained feedback from community representatives and experts in language archives, who enthusiastically support the proposed project (two example letters of support are included in the *Supporting Document 2* attachment).

- We will consult on all aspects of the project with an advisory board that will include representatives from the diverse language communities and from communities of practice: linguistics and language archiving, as well as digital humanities and data curation. We will solicit advisory board members' feedback related to the proposed learning materials and delivery approaches, findings of evaluations, etc.

- Feedback on curriculum and instructional design to inform revisions will be collected through surveys from training participants: students and language community members.

- Feedback of interested language communities and communities of practice would also be obtained through the project's presentations at relevant conferences (discussed in the *Dissemination of Results* section).

Project Results

The proposed project is intended to benefit LAM students and educators and community collectors of language-focused materials. LAM educators will be able to use the instructional materials developed by the project to meet the educational needs of future librarians and archivists who will be equipped to support community language archiving initiatives. Members of the underrepresented Chin language community will gain training useful for their community language archiving efforts. Based on the community feedback, access to materials in Chin and other language collections in the CoRSAL digital language archive will be optimized.

The project will have a broad and lasting impact by helping to increase diversity in the LAM curriculum and profession, forming community archiving collaborations. The 5 project-developed learning modules will be made available as Open Access resources (Creative Commons attribution non-commercial license CC BY-NC 4.0) to be used by any interested LAM educators separately or combined into a coherent course and/or adapted for use with indigenous, immigrant and refugee groups working with community language archives.

We will disseminate results broadly, through presentations and publications in LAM and Documentary Linguistics conferences (e.g., Association for Information Science and Technology (ASIS&T), Society of American Archivists (SAA), Association for Library and Information Science Education (ALISE) and iSchools annual meetings; International Conference on Language Documentation (ICLDC)) and journals. We will use existing relevant workshops (e.g., the Joint Conference on Digital Libraries Digital Language Archives Workshop series) for publicizing the curriculum and soliciting feedback for improvements.

UNT will continue offering project-developed coursework after the end of the project. We will also prepare and make freely available the white paper on how to incorporate the project-developed modules in curricula in different settings, advertised through the relevant organizations such as ALA's Services to Refugees, Immigrants, and Displaced Persons Sub-Committee, Endangered Languages Project, Texas Library Association, and SAA. This project will rely on online technologies for meetings and collaboration to ensure access for the broadest range of participants and to support flexibility.

The proposed collaborative interdisciplinary project will address the IMLS LB21 program Goal 3 and Objective 3.2 by enhancing the training of the LAM workforce to meet the needs of communities and contribute to their well-being. The project-developed curriculum with a strong experiential component will educate the next generation of information professionals in the archiving and curation of resources that provide the means to revitalize community memory, language, and culture.

Schedule of Completion: Year 1 (08/01/2023-07/31/2024)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Review existing relevant learning materials; develop evaluation plan	■	■										
Design the initial version of 5 LAM learning modules		■	■	■	■							
Design the training modules for Chin language community			■	■	■	■						
Pilot learning modules in existing Spring 2024 courses: 2 graduate LAM courses at UNT, 1 Linguistics at IU. Advertise and recruit Chin language community participants						■	■	■	■			
Advertise and recruit UNT LAM students into a standalone experimental course *Community Language Archiving for Information Professionals*. Submit paper/panel proposals for dissemination at ASIS&T 2024, ALISE 2024, etc.							■	■	■			
Pilot instructional modules for community in the Chin language community workshop (May). Collect (June) and analyze (July) training participants feedback through surveys for evaluation. Evaluator Dr. Van Bik completes evaluation report										■	■	■
Disseminate preliminary results at the Joint Conference on Digital Libraries Language Archives workshop											■	
Pilot 5 learning modules for UNT LAM students in the new standalone experimental course *Community Language Archiving for Information Professionals* (UNT Summer week 2 session, July-August).												■

Schedule of Completion: Year 2 (08/01/2024-07/31/2025)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Pilot 5 learning modules for UNT LAM students in the new standalone experimental course *Community Language Archiving for Information Professionals* (UNT Summer week 2 session, July-August). Collect student feedback.	■											
Analyze Year 1 LAM course and community workshop feedback. Prepare and submit report to IMLS. Disseminate at SAA 2024.	■	■										
Revise LAM learning modules offered in Year 1 based on feedback. Pilot LAM learning modules in 2-3 existing UNT Fall 2024 graduate courses. Disseminate at ASIS&T 2024, ALISE 2024, etc. Submit paper/panel proposals for dissemination at iConference 2025, etc.		■	■	■	■							
Pilot remaining individual LAM learning modules in existing relevant Spring 2024 courses. Collect and analyze student feedback						■	■	■	■	■		
Advertise and recruit students for Year 2 project-developed summer course *Community Language Archiving for Information Professionals*. Revise learning modules based on Year 2 Fall-Spring feedback							■	■	■	■		
Teach the project-developed summer course *Community Language Archiving for Information Professionals* (UNT Summer 10-week session, May-July). Collect and analyze feedback										■	■	■
Complete the summative evaluation of project effectiveness. Prepare report to IMLS. Disseminate results and products through making learning materials available as open access resources. Initiate the process to convert the project-developed graduate experimental LAM course into the permanent course. Initiate the process of official course revisions, to have project-developed individual learning modules included in regular course offerings on a permanent basis												■

Digital Products Plan

This collaborative interdisciplinary Implementation project will generate multiple outputs that are fully described in the Narrative document.

Type

This collaborative interdisciplinary Implementation project will generate several types of output during the project. Specifically, there will be curriculum developed and shared as an output. The curriculum will comprise a wide range of formats with guiding principles being open formats that are easily accessible through modern web browsers. These formats will include different document formats including HTML, PDF, PowerPoint, and Microsoft Word. Additional image and video-based resources will be created in standard formats like JPG and MP4. The goal of the output is to have a curriculum that is easily used in a wide variety of situations and teaching environments. Finally, publications, presentations and other white papers will be drafted and published during this project.

Availability

All output of this project will be made as broadly available as possible through a combination of avenues including the depositing of all white papers, publications, and presentations in the University of North Texas (UNT) Scholarly Works Repository (https://digital.library.unt.edu/explore/collections/UNTSW/) that is part of the UNT Digital Library (https://digital.library.unt.edu/). These items will remain a permanent part of the UNT Libraries' Digital Collections. They will be described using a metadata scheme called UNTL (https://library.unt.edu/digital-projects-unit/metadata/) that is a locally qualified Dublin Core based metadata format in use at the UNT Digital Library. The UNT Digital Library is heavily indexed by search engines and other scholarly aggregators and the associated metadata will improve the ability for users to discover these resources. The project website that will be created and hosted by the UNT College of Information will provide information about the project as well as links to publications, presentations and training materials resulting from the project activities.

Curriculum materials will be shared via the project website and will be archived in an appropriate format. At this time the final format of the developed modules has not been established but there are several options available to the project team through infrastructure hosted by the university, College of Information, or within the UNT Libraries to make these resources available for the duration of the project and for reasonable periods of time (5+ years) after the end of the project.

Access

All publications and presentations will be accessible via the UNT Scholarly Works Repository which is a collection in the UNT Digital Library.

Curriculum modules and other project-generated teaching material will be made available through the project website and will remain accessible during the project and at least five years after the project is completed.

Rights for all these outputs will be assigned a broad reuse license based on the type of resource. Publications and presentations, whenever possible, will be made available via a Creative Commons License such as CC-BY.

Sustainability

By including the white papers, publications, and presentations in the UNT Libraries Digital Collections, they become part of the permanent holdings of the UNT Libraries. The long-term access to these resources is expected to be indefinite but the project team will commit to providing access to all products and data from this project for at least five years after the completion of the grant period.