



2021 DLI Fellows and Partners Cohort May 2021

Table of Contents

Section	Topic	Page
1.	<i>Table of Contents</i>	1
2.	<i>Agenda</i>	2
3.	<i>Project Summary Template</i>	4
4.	<i>Possible DEL/DLI Products</i>	5
5.	<i>Day 1 Homework: Products you plan to produce</i>	6
6.	<i>Intellectual Merit and Broader Impacts</i>	7
7.	<i>Day 2 Breakout Rooms: Articulate the intellectual merit and broader impacts of the proposed project</i>	8
8.	<i>Day 2 Homework: Details on personnel and their background</i>	9
9.	<i>Day 3: Breakout Room: Aligning Your Story to Your Proposal</i>	11
10	<i>Day 3 Homework: Honing Your Pitch for the DLI-DEL Proposal</i>	12

1. Agenda

Times (CT)	Topic/Activity
Monday May 24th, 2021	
11:00 - 11:30	Welcome and Introductions
11:30 - 11:45	What does it mean to create knowledge in the DLI-DEL Way <i>Presented by WL</i>
11:45 - 11:50	Explanation of breakout room assignment - Project Description (CF)
11:50 - 12:10	Breakout rooms by Fellow and Partner teams Task: Practice describing projects to each other while providing collaborative input (via Google Docs)
12:10 -12:50	Select Fellow and Partner teams share their project descriptions
12:50 -1:00	Explanation of homework assignment - Products you plan to produce (CF)
1:00 - 2:00	Office Hours - WL / Optional work session
Tuesday May 25th, 2021	
11:00 - 11:15	Welcome and Reflection/Takeaways - CT
11:15 - 11:30	Overview of Intellectual Merit & Broader Impacts <i>Presented by AFT</i>
11:30 -11:35	Explanation of breakout room assignment - Intellectual Merits and Broader Impacts (CF)
11:35 - 12:10	Breakout Rooms by Fellow and Partner teams Task: Practice describing project's Intellectual Merits and Broader Impacts while providing collaborative input (via Google Docs)
12:10 - 12:50	Select Fellow and Partner teams share their project's Intellectual Merit and Broader Impacts
12:50 - 1:00	Explanation of homework assignment - Gather items of professional bio in list form
1:00-2:00	Office Hours-ECH & CF/ Optional work session
Wednesday May 26th, 2021	
11:00 - 11:15	Welcome and Reflection/Takeaways -CT
11:15 - 11:30	Storytelling for DLI-DEL projects - <i>Presented by CF</i>

Funded by NSF -BCS-2039991, Strengthening Capacity in Dynamic Language Infrastructure for Tribal Nations;
Principal Investigator: Dr. Colleen Fitzgerald, Texas A&M University- Corpus Christi

11:30 - 11:35	Explanation of breakout room assignment- Developing a biosketch (CF)
11:35 -11:55	Breakout Rooms by Fellow and Partner teams Task: Pick the right and relevant activities for your biosketch using provided Google Doc template
11:55 - 12:15	Select Fellow and Partner teams share their list
12:15 - 12:35	Example of Partner providing feedback for a Fellow's biosketch <i>Modeled by CF and AFT</i>
12:35 - 12:50	Breakout Rooms by Fellow and Partner teams Task: Collaborative work on biosketch draft
12:50-1:00	Explanation of homework assignment
1:00-2:00	Office Hours - ML / Optional work session
Thursday May 27th, 2021	
11:00-11:15	Welcome and Reflection/Takeaways - CT
11:15 - 11:20	Explanation of breakout room assignment - Refine your pitch
11:20 - 11:35	Breakout rooms by Fellow and Partner team - Present and practice your pitch: <ul style="list-style-type: none"> ● Proposed activities ● Explain their significance ● Intellectual Merit ● Broader Impacts ● Describe the team and how their strengths match/play into the proposed project.
11:35-12:55	Every Fellow presents their pitch and receives constructive feedback
12:55-1:00	Final tips and next steps for DLI Fellows and Partners
1:00-2:00	Office Hours-ECH & CF / Optional work session

Advisory Group Members Serving as Facilitators or Presenters:

Dr. Colleen M. Fitzgerald (Texas A&M University - Corpus Christi)

Dr. Wesley Y. Leonard (Miami/University of California-Riverside)

Dr. Mary Linn (Center for Folklife and Cultural Heritage)

Dr. Ewa Czaykowska-Higgins (University of Victoria)

Carly Tex (North Fork Rancheria of Mono Indians/Advocates for Indigenous California Language Survival)

Adrienne Tsikewa (Zuni Pueblo/University of California, Santa Barbara)

Funded by NSF -BCS-2039991, Strengthening Capacity in Dynamic Language Infrastructure for Tribal Nations;
Principal Investigator: Dr. Colleen Fitzgerald, Texas A&M University- Corpus Christi

2. Project Summary

[Consists of an overview, a statement of the intellectual merit of the proposed activity, and a statement on the broader impacts of the proposed activity. Length = no more than one page]

Overview [a description of the activity that would result if the proposal were funded and a statement of objectives and methods to be employed]

Intellectual Merit [describes the potential of the proposed activity to advance knowledge]

Broader Impacts [describes the potential of the proposed activity to benefit society and contribute to the achievement of specific, desired societal outcomes]

3. Some Possible Products for a DLI-DEL Project

- Audio and video recordings
- Digitizing of older recordings (tapes, etc.)
- Transcriptions of recordings
- Translations of recordings or documents
- An archive deposit (recordings, transcriptions, etc.)
- Media programming in the language (radio, podcasts, tv shows, streaming programming, books)
- Dictionary
- Grammar
- Thesis (including an undergraduate thesis), graduate portfolio or dissertation
- Academic publications like book chapters, journal articles or conference proceedings.
- Preparation of conference presentations (not training presentations)

4. Day 1 Homework: Products you plan to produce

-

5. Intellectual Merit and Broader Impacts

All proposals must explain the project’s justification for NSF reviewers in terms of the merit review criteria:

- Intellectual Merit: the potential to advance knowledge
- Broader Impacts: the potential to benefit society and contribute to the achievement of specific, desired societal outcomes
- Any solicitation-specific criteria

1. What is the potential for the proposed activity to:
 - a. Advance knowledge and understanding within its own field or across different fields (Intellectual Merit); and
 - b. Benefit society or advance desired societal outcomes (Broader Impacts)?
2. To what extent do the proposed activities suggest and explore creative, original, or potentially transformative concepts?
3. Is the plan for carrying out the proposed activities well-reasoned, well-organized, and based on a sound rationale? Does the plan incorporate a mechanism to assess success?
4. How well qualified is the individual, team, or organization to conduct the proposed activities?
5. Are there adequate resources available to the PI (either at the home organization or through collaborations) to carry out the proposed activities?

<u>Intellectual Merit:</u>	<u>Broader Impacts:</u>
Importance of topic	Training
Qualifications	Mentoring
Creativity & originality	Diversity
Transformative?	Infrastructure
Conception & organization	Dissemination/Public awareness
Access to resources	Societal Benefits

6. Day 2 Breakout Rooms: Articulate the intellectual merit and broader impacts of the proposed project.

<u>Intellectual Merit:</u>	<u>Broader Impacts:</u>

7. Day 2 Homework: Details on personnel and their background

For the PI and each CoPI or senior personnel, you will want the following list of information:

- 1) A list of the that person's undergraduate and graduate education and postdoctoral training (including location) filling out the chart below in reverse order (most recent items last):

Undergraduate Institution(s)	Location	Major	Degree & Year
Graduate Institution(s)	Location	Major	Degree & Year
Postdoctoral Institution(s)	Location	Major	Inclusive Dates (years)

- 2) Also in reverse order, give the position titles for academic, professional or institutional appointments. An appointment is a titled position, even without pay; it should include information about whether it was full-time, part-time, or voluntary (including adjunct, visiting, or honorary).

Start (and end) date	Title	Institution/organization	Type (full-time, part-time, or voluntary (including adjunct, visiting, or honorary)

- 2) Products and previous output: what has the individual generated of relevance to the project and proposed activities and the expertise needed to carry out the research? Must be "citable." This could be pedagogical materials, a thesis, a publication, a data set, archival deposit, museum exhibit, a documentary, software, prayer book.

If something is listed and it is not yet citable, put it in that section below. If the individual plans to use it to mark expertise in the DLI-DEL proposal, it will have to be citable by the submission date. According to NSF rules, unacceptable products are unpublished documents not yet submitted for publication, invited lectures, and additional lists of products

Citable:

Date of publication/release	Names of All Authors	Title	Title of Journal or book (if applicable)	Volume/Issue	Pages	Website/URL/DOI	Publisher

Not yet citable:

Date of publication/release	Names of All Authors	Title	Title of Journal or book (if applicable)	Volume/Issue	Pages	Website/URL/DOI	Publisher

- 4) What other cool and relevant activities have you been involved with that relate to the project, relate to your role or experience or expertise on the project? It does not need to be scholarly – these are about transferring your knowledge to others, integration of that knowledge in some way, as well as creation of knowledge. (Mentored 5th graders in home language use; ran community classes for Master-Apprentice; led an ANA grant, with extensive project management skills needed; led a tribal science camp where Indigenous students went on to college at a 90% rate, researcher on another tribe's language project, and so on.)

12. Day 3 Homework: Honing Your Pitch for the DLI-DEL Proposal

Proposed project activities:

Significance of the activities, which should identify gaps in knowledge and how the proposed activities address the gap(s):

Intellectual Merit (include relevant expected output products/dissemination):

Broader Impacts (include relevant expected output products/dissemination):

Describe the team and how their strengths match/play into the project: