CIS 650 (Applying Diversity Leadership Theories & Praxis):
[a.k.a. Diversity Leadership in Information Organizations]: Summer 2023
College of Communication and Information Sciences, University of Alabama

Course Section: 910 (32929) and 920 (32930)
[Note: The class is planned as a synchronous distance education class delivered in online format. The class counts for credit for doctoral and master's programs].

Meeting Time and Place: Monday and Wednesday [6.00-10.30pm CST]: Synchronous Cyberspace.

Course Credit Hours: 3 Graduate Course Credit Hours

Instructor: Dr. Bharat Mehra, EBSCO Endowed Chair in Social Justice and Professor, School of Library and Information Studies, University of Alabama.

Office: 7032 Gorgas Library
Office Hours: By appointment
Phone: (205) 348-5259
E-mail: bmehra@ua.edu
Homepage: https://bmehra.people.ua.edu/.

Course Description
Catalog Description: _Developing effective diversity leadership skills to provide inclusive services to underserved populations in varied communication and information organizations. Analyzes management of responsive strategies to develop cultural competence and effective leadership skills in a diverse workforce information environment. Critically evaluates a variety of information responses to ensure equality/equity of representation, inclusion, access, and information use of diverse stakeholders in a community-centered organizational setting. Students propose a strategic diversity action plan to identify directions of progressive growth and professional practice in a self-selected organization._

This seminar introduces students to the theoretical and applied praxis of diversity leadership, integrating concerns of inclusion, equity, and accessibility in academic discourse and organizational context of practice. Both doctoral and master's students conduct evaluation

research and develop effective diversity leadership skills to provide inclusive services to underserved populations in varied communication and information organizations of choice. They study ways to lead responsive strategies and develop cultural competence in a diverse workforce and cultural environment. Students critically evaluate a variety of organizational responses to ensure equality/equity of representation, inclusion, communication access, and information use of diverse stakeholders in a community-centered organizational setting. They propose and selectively implement strategic diversity action plans to identify directions of progressive growth and professional practice in the self-selected organization. Opportunities to disseminate student scholarship via peer-reviewed publications and presentations will also be pursued based on individual interest and disciplinary background.

Prerequisites: UA Course Catalog None

Value Proposition
Diversity is the thread that ties the fabric of the world we live in. We are all part of a diverse workforce and the communities we serve. How can we develop cultural competence in theory and praxis and lead our information organizations to become more inclusive and respond effectively to the diverse challenges and opportunities that are available to us in the 21st century?

Enroll in CIS 650 (Applying Diversity Leadership Theories & Praxis) for the summer to help find answers and shape emerging promising practices!

Diversity and inclusion are recognized as an integral reality of the 21st century life experience. This course is designed to prepare future communication and information scholars and professionals to develop (and research) inclusive services to underrepresented populations based on race, ethnicity, color, national origins, gender, sex, gender identity, sexual orientation, physical or mental ability, veteran status, education, income, age, geography, religion, amongst other variables.

Students create a Diversity & Inclusion ePortfolio (D&I-eP) analyzing existing responses to diversity in a self-selected organization and propose a range of responsive strategies that further cultural competence, inclusion, and effective leadership in the diverse workforce environment. Students critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, inclusiveness, meaningful access, and effective information use of diverse stakeholders in a community-centered organizational setting of choice. Students also develop a strategic diversity action plan for the communication and information organization to identify future directions of progressive growth and professional practice.

Course Objectives
Upon completion of the course, students will be able to achieve the following objectives:
- Discuss theoretical, philosophical, and practical aspects of diversity and inclusion in communication and information-related organizations and institutions.
- Develop cultural competencies in the workforce and in professional communication and information work environments.

- Address existing response challenges to diversity and inclusion in local and regional context and provide concrete strategies integrating relevant and appropriate solutions.
- Build an individual Diversity & Inclusion ePortfolio on the web that evaluates existing information strategies and proposes workable equitable information responses.
- Identify a community responsive Strategic Diversity Action Plan that extends existing strategic planning directions and initiatives.

Student Learning Outcomes

Diversity and inclusion is a subject applicable to all core areas of communication and information-related activities surrounding the creation-organization-management-dissemination-use processes that have got re-invented in traditional library settings (i.e. academic library, public library, school library, special library—medical, corporate/business, law) with the integration of new technologies and social media, increased user involvement and user-centered design, and positive service responses to the community's changing demographic characteristics. Diversity and inclusion shapes collection development, technical services, reference services, library instructions, library programming, staffing, and all other aspects of information-related library services.

The significance of diversity and inclusion is also key to all non-traditional communication and information environments including cultural heritage memory institutions (museums, archives, historical societies, special collections), organizations in the public and private sectors, industry organizations and corporations, research centers and educational institutions, non-profit community agencies, and others. Communication and information agencies are integrating diversity and inclusion in adopting culturally relevant strategies in their resource design and development, technology infrastructure applications, policy and planning, marketing and outreach initiatives, and ongoing service evaluation and assessment, to name a few areas. This topic is important, regardless of which aspect of the professions (communication/information studies, librarian science, archival studies, or other settings) students concentrate on or what type of agencies students work in.

CIS 650 is designed to mobilize students to nurture bridges between the theoretical and practical aspects of serving diverse populations through all aspects of communication and information-related work. This course will complement content conveyed in other courses. It will describe problems and challenges unique to serving diverse populations in a community context and identify possible concrete solutions. Course activities are focused on action-oriented discourse and praxis (i.e., reflective, critical, and action-oriented practice). It is based on critical analysis of existing realities and challenges to propose initiatives that communication and information agencies can adopt to make things better and change the status quo. This requires rectifying imbalanced power differentials for diverse underserved constituencies via communication and information-related actions.

Required Texts/Resources/Materials

- Cooke, N. A. (2017). *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals* (Library and Information Science Text Series). Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1440834608. [Note: This syllabus has integrated much from the required text and developed further in the context of communication action, leadership, and management responses in different organizations].

- Online readings: There are some required readings that are placed on the Blackboard class space as pdf files. Website addresses for required readings (as relevant) are on the syllabus.

- Find past student's community-based projects in various classes at URL: https://bmehra.people.ua.edu/.

  See past student's D&I-eP when the course was taught at the University of Alabama and the University of Tennessee:

    Spring 2022 (Diversity Leadership in Information Organizations): Course website with syllabus and student community-engaged course projects is available at URL: http://cis650diversityleadership.ua.edu; password: burfi

    Spring 2020 (LS 590: Diversity Leadership in Information Organizations): SLIS590DiversityLeadership.ua.edu.

    Spring 2018 (Diversity & Inclusion ePortfolio)
    URL: http://insc-diversity.cci.utk.edu/
    Mehra, B. (Guest Editor). (2018). From Diversity Theory to Diversity in Action. *International Journal of Information, Diversity, and Inclusion, 2*(4): 2018. Select student-authored articles were published and are available at: URL: https://publish.lib.umd.edu/IJIDI/issue/view/35/showToc.

- Follow American Psychological Association's Standards to cite and reference your work. https://owl.english.purdue.edu/owl/resource/560/01/.

Required Technology Equipment & Online Classroom

- Students must have access to a webcam and computer microphone.
- Access to the online classroom is available via Zoom.
- [important, hence shared multiple times] See past student's web development work at (https://bmehra.people.ua.edu). Scroll to the bottom of the page to explore the entire list.

Selected Resources

- American Library Association "Diversity, Equity, Inclusion" website. http://www.ala.org/advocacy/diversity.
- American Library Association Office for Diversity, Literacy and Outreach

Services' Intersections Blog. http://www.ala.org/advocacy/diversity/odlos-blog.
- Society of American Archivists: SAA Diversity and Inclusion Initiatives. https://www2.archivists.org/advocacy/diversity-and-inclusion-initiatives.
- Society of American Archivists: SAA Statement of Diversity, Equity, and Inclusion. https://www2.archivists.org/statements/saa-statement-on-diversity-equity-and-inclusion.
- Association for Library Service to Children (ALSC) Library Service to Special Population Children and their Caregivers: A Toolkit for Librarians and Library Workers. https://alair.ala.org/handle/11213/17559.
- ALSC Library Service to Underserved Children and Their Caregivers new resources: https://www.ala.org/alsc/aboutalsc/coms/pg1childadv/als-lscsn.
- IFLA Multicultural Library Manifesto. https://www.ifla.org/ifla-unesco-multicultural-library-manifesto/.
- Training for Change: https://www.trainingforchange.org/
- International Journal of Information, Diversity, & Inclusion: https://jps.library.utoronto.ca/index.php/ijidi/issue/archive.

Learning Environment

Various aspects of diversity and inclusion shape our lives in significant and unique ways. Effective diversity leadership skills (applying theories in praxis) are based on a deep understanding of equity, inclusion, and accessibility concerns and are strong expectations in our professional lives and places of work. As a graduate course, this class provides a 'safe space' to reflect, describe, analyze, and possibly understand diverse viewpoints and the nature and reality of our own life experiences and those of others. The course will help inform us to possibly understand varied viewpoints and experiences that extend our own as different as they might be within specific socio-cultural, political, and economic contexts. This course brings together different learning of experiences to further bridging theory, practice, and contextually embedded community-based realities. The course will help inform us and understand these experiences and viewpoints in individualized community-based projects that students develop for themselves.

This course is characterized by a collaborative learning atmosphere which requires you to use critical thinking skills and to have a commitment and engagement in your course assignments and during discussions in the class meetings and online. I will do everything I can to make the course a rewarding learning experience that is meaningful to you as communication and information professionals. However, to get the most out of this course you will need to be actively involved in our readings, discussions, and assignments!

You will be expected to demonstrate mastery of the material in our class discussions, assignments, and through participation in our virtual discussion on Blackboard. You will also be completing a Diversity & Inclusion ePortfolio (D&I-eP) lasting through the semester that will involve working with a communication and information agency of choice (e.g., library or cultural heritage memory organization, educational institution, industry business or corporation, health centers, government department or affiliated agency, religious organization, non-profit agency, etc.).

NOTE: Identify a communication and information agency and establish contact with agency stakeholders ASAP. This agency will serve as your collaborator during the semester for: 1) Analyzing their communication and information-related diversity responses and environment; 2) Proposing strategic actions for them to adopt in the future. Hence, the stronger ties you have developed with the agency, the better access you will have to contextual information, strategic plans and policies, authoritative sources, people, realities, and diverse perspectives/experiences at the agency. These aspects will be used to articulate your descriptions and decision-making in your Diversity & Inclusion ePortfolio,(D&I-eP), support your choices and analysis; and substantiate your claims in the course assignments. In addition, you will learn how to present all your assignments on individual webpages that will be compiled as a collective web resource on diversity and inclusion showcasing your work for the class.

Class Participation and Attendance
In-class and online communication helps develop skills that are an essential part of the professional and academic environment. Attendance is compulsory because class discussions are an important part of mastering the material. There is no separate grade for class participation/attendance (except on certain days, see below) though I do expect students to attend and participate in real-time during all class time.

Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular class attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions, promptly completing readings *before* class, and submitting assignments by the due date listed on the class schedule.

Of course, I will be happy to address your comments and questions via e-mail/phone/in-person. Additionally, there are a few discussion boards available to you via the Blackboard class space to contribute information related to class content, build an online professional and social community with your student colleagues, and pose questions and comments about various matters of concern. These will be available once the class module is available via Blackboard. Also, the power point slides of the lectures are available on Blackboard and the class sessions are archived and can be replayed via Zoom. Here are some ideas to help encourage online conversation asynchronously:
- You can post questions to the discussion board based on what we have read, your project experiences, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during synchronous class sessions.
- You can outline controversies surrounding diversity and inclusion theories or management and encourage others to assess the different perspectives.

Course Communications:
I am here to help – so always feel free to ask questions or share ideas! You are encouraged to phone/zoom or e-mail, as convenient to you and we can talk during a scheduled appointment. E-mail is a sure-fire way to contact me. I believe e-mail is a good communication tool, and I check mine on a very regular basis. What I like about e-mail is that it is 24/7; that means you can ask a question when it's fresh on your mind – 24 hours a day, 7 days a week. I have set my mail to sort incoming messages; in order to assure a quicker response from me always start your message

subject line with CIS 650. I'll usually answer within 24 hours, but I'll often get back to you even faster! For technical issues, contact OIT (https://oit.ua.edu/).

COVID-19 Syllabus Statement

All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode of instruction or schedule of instruction at any time, based upon prevailing public health and other guidance. While the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at studentaccounts.ua.edu and financialaid.ua.edu.

UA students, faculty and staff are required to comply with University Spring 2022 Operations (https://healthinfo.ua.edu/news/university-spring-2022-operations/) guidance regarding face coverings and other measures.

Getting vaccinated is the best way to Protect Our Herd. COVID-19 vaccines are being administered by the University Medical Center, the Student Health Center and various businesses and healthcare providers.

Statement on Disability Accommodations

Americans with Disabilities Act - Student Assistance
If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285, visit 1000 Houser Hall to register for services, or visit their website http://ods.ua.edu/. Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

Severe Weather Protocol

Please see the latest Severe Weather Guidelines in the Online Catalog.

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the UAct website.

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines.

UAct Statement:
The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

Statement on Academic Misconduct: Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog.

Academic Responsibility: You agreed by enrollment at UA to strictly adhere to the academic responsibility code as described by the Capstone Creed (available at: https://sa.ua.edu/about/the-capstone-creed/), and the Academic Misconduct Disciplinary Policy (available at: https://provost.ua.edu/academicmisconduct-disciplinary-policy/). All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitutes academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.

Statement of Equity, Diversity, & Inclusion:
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement. Microaggressions will be addressed head-on. Racist behavior will not be tolerated.

Syllabus Contract & Changes Statement: This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the "announcements" section of Blackboard.
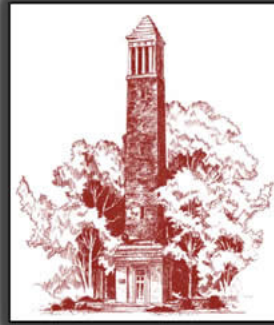
THE CAPSTONE CREED:

As a member of the University of Alabama community, I will pursue knowledge; act with fairness, honesty, and respect; foster individual and civic responsibility; and strive for excellence.

MLIS Programmatic Portfolio: A portfolio comprised of course assignments reflecting mastery of program learning outcomes is required of all students in the MLIS program. Students are encouraged to consider how assignments from this course might fit into the portfolio as examples.

Intellectual Curiosity:

Do not hesitate to ask questions. Knowledge would not exist without the opportunity to seek answers to our questions and remain open to learning new things about others and our environment. The classroom community is a safe environment where we can learn from each other as well as share our experiences, stories, and insights. Therefore, do not hesitate to seek assistance in intellectual pursuits – but keep in mind that diversity of perspective and experience may change your orientation to an idea. Seek assistance proactively so you have an opportunity to influence learning and the outcome rather than after being evaluated. Concepts and content presented may be new to you so you may be pushed to think differently. Please ask questions in class or come to me to seek assistance if something is unclear.

Course Requirements, Assessments, and Evaluations:

Creating a Diversity & Inclusion ePortfolio (D&I-eP): The purpose of these assignments is for students to gain experience in building reflective, critical, and constructive web sources on diversity and inclusion while identifying and developing relevant diversity and inclusion strategies appropriate to the progressive expectations of the 21st century. All the assignments should be completed by students individually. All assignments are geared towards each student developing their D&I-eP. Here is a brief description of the project.

The course homepage is available at URL https://bmehra.people.ua.edu/CIS650Div-Summer2023.html.

This course homepage integrates pre-determined URLs created for each student (based on their net IDs). Each student will create their website (with many webpages) following the directions made available on Blackboard under "Course Materials." Students will use their net identification, UA email, and password credentials to facilitate this process and make their website available on the Internet. Students can password protect their website (sharing the password with the instructor and/or the class) if they choose. All student websites will be linked to and accessible via the course homepage.

Each student develops the following webpages (or modification thereof) as part of their D&I-eP:
- *Welcome*
- *Reflection*
  - *Who Am I?*
  - *Diversity Focus*
- *The Context*
  - *Environment and Setting*
  - *Community and User Profile*
  - *Agency Profile*
- *Promising Practices*
  - *Readings and Resources*

- *Case Studies*
- *Evaluation of Agency's Diversity Responses*
- *The Community Analysis*
- *Moving Forward*
  - *Strategic Action Plan*
  - *Projections*
- *D&I Presentations*
  - *Discussion Leadership*
  - *Insights*
- *Home (CIS 650)*

The following is a description of the assignments that will be completed to create the D&I-eP webpages. Students will work on their webpages for adding corresponding content and the webpages will be evaluated for final grade ONLY after the final work is completed by the end of the summer semester (or by August 4). Deadlines inserted in the schedule below is for evaluation of Pass/Fail as a checkmark to ensure students are making adequate progress.

We will use a portion of the class time in real-time via Zoom each day (8.30-10.30pm CDT) so that students can complete (or get started) on their assignment webpages while also getting feedback from the instructor, as needed. See Schedule below for in-class activity time to work on webpages listed above. Templates and guidelines are provided for each assignment in helping students create their webpages and lessen the workload. These are at URL: bmehra.cis650div-sum23.myportfolio.com.

Following the times indicated below on the "Schedule" each student should make their best efforts to meet these self-imposed deadlines (the website work is ongoing and will not be evaluated for final grade). An initial assessment will be made based on what is completed at this stage for a Pass/Fail grade for each student to continue improving by the end of the summer semester (or August 4). It will be smart if the students utilize these scheduled deadlines for the individual assignments created by the instructor during the summer semester, otherwise the work will get cumbersome and difficult to manage by the end of the summer term. By the end of the summer semester (or by August 4) students will complete changes on their website based on the feedback provided by the instructor throughout the summer and wrap-up their D&I-eP. The final Assignment grade will be determined based on what is submitted and uploaded on the website by the end of the summer term.

Assignment 1 (D&I-eP) (Welcome and Reflection): Worktime/Check-in June 5 (10.30pm). [10% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. Pass/Fail deadline: June 9 (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

Welcome: [NOTE: Tailor this to YOU and paste on your webpage. This is just a template]. I am a doctoral student in the College of Communication and Information Sciences (or Master's student

in the School of Library and Information Studies, OR add as relevant) at the University of Alabama. I have created this Diversity & Inclusion ePortfolio (D&P-eP) as part of my work for the CIS 650 (Applying Diversity Leadership Theories & Praxis) course during Summer 2023.

In my D&P-eP I analyze existing diversity and inclusion responses to ___ (or for) [Add: name of population, topic, subject, etc.) in the [Add name of organization] located in [Add name of city/town, state]. I also propose a range of responsive strategies to further cultural competence and effective leadership in the diverse workforce environment. As part of my analysis, I critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, access, and information use of diverse stakeholders in my community-centered organizational setting. The focus is on an evaluation of website-based and/or on-site information offerings. I also develop a strategic diversity action plan for the information organization to identify future directions of progressive growth and professional practice.

Reflection [The Multicultural You: Reflections and Insights]
This reflective multicultural profile presents you as a complete person with intersecting demographic and/or other attributes as well as insights of how these are (or might) inform your personal/professional aspects of work for this class and beyond. It consists of two parts [Address the parts separately].

1. Who Am I? Describe who you are at personal and/or professional levels and what diversity and inclusion mean to you and why it is important connecting to constructs in archive studies, communication studies, information sciences, or related fields. As a communication and information professional, why and how do you see integration of diversity and inclusion in your career path and professional journey? You can include unique diverse aspects about yourself, why you think diversity and inclusion are important in today's world, challenges and opportunities, your response to the contemporary cultural climate in the 21st century, etc. Identify at least one person (at a personal, non-personal, and/or professional levels) who serves as an inspiration and/or how they impacted you related to diversity and inclusion. [80-100 words or more with at least ONE authoritative source(s) to support your descriptions, analysis, and reflections.].

2. Diversity Focus [Identify what aspect of diversity/you are working on and why]
Describe what aspect of diversity and inclusion you are focusing on for this course and why it is important at your selected agency. Be specific in identifying your information agency you are collaborating with and a select population group(s) that will serve as your focus while evaluating the information offerings at your agency. [80-100 words or more with at least ONE authoritative source(s) to support your descriptions, analysis, and reflections.].

Assignment 2 (D&I-eP) (The Context): Worktime/Check-in June 7 (10-30pm). [10% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90;   C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. ==Pass/Fail deadline: June 9 (11.59pm).== Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

Any LIS professional seeking to effectively serve diverse populations must be aware of the specific cultural populations present in their local community and at their information agency.

This consists of three parts:
2.1. Environment and Setting
Describe the geographic and cultural environment (city, town, or locality) in which your agency is embedded with relation to the broader and specific aspects of diversity of your focus in terms of its strengths, weaknesses, opportunities, and threats (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).
2.2. Community Profile
How diverse in your community? Provide a description and analysis of your community's demographics and trends. In addition to providing information on rural, urban, suburban setting, etc., describe your community in terms of the diverse populations that we will be studying in this class (broadly and generally with your focused population in mind). For example: Which ethnic groups or races are most dominant? Is there a large senior population or mainly younger families? Is there a growing immigrant population? Is there a large home-school population? If you live in a university town, what types of students are present? Is there a significant homeless/unhoused population? Is there a notable LGBTQIA+ population, etc. You must conduct research and cite official U.S. Census statistics and other authoritative sources (using/extrapolating APA standards) that contain detailed information on community demographics. (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

2.3. Agency "System-Centric" + "User-Centric" Profiles
Select an academic, public, school, or special library, information center, archive, or museum serving your chosen community. Identify and characterize this information agency and the parent organization it belongs to (e.g., a university is the parent organization of an academic library; city governing body is the parent organization of a public library and community archive, etc.) (as relevant). First, describe them from a "system-centric" perspective (i.e., size, members, services, etc.) especially focusing on the specific aspects of diversity and inclusion you are focusing on. (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

Second, discuss your agency's communities and user (patron) stakeholders. How diverse is the existing customer/user stakeholders of your information organization in terms of the diverse populations that we will be studying in this class (broadly and generally with your focused population in mind) (actual)? Provide a description and analysis of your organization's existing patron demographics and trends. Include information of the organization's communities and its segmentation and market profiles (actual). (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

Third, summarize the agency and/or the parent organization's mission, goals, and objectives and how does diversity and inclusion (broadly and specifically) relate to them. (100 words or more: use ONE or more authoritative sources to support your descriptions and analysis).

Assignment 3 (D&I-eP) (Promising Practices I): Worktime/Check-in June 12 (10.30pm). [15% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. <mark>Pass/Fail deadline: June 16 (11.59pm).</mark> Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

This consists of three two:
3.1 Readings
You will produce a systematic bibliography of at least THREE works to provide you and your information organization an increased understanding of the literature in the specific area and population of the project you are focusing on. List the works in the bibliography following APA standards. Your tasks should include:

1. Conduct a literature search utilizing the major periodical indexes of library and information studies (LIS) or relevant discipline. Focus mainly on the academic journal literature in LIS or relevant discipline; sources from across the social sciences may be included if appropriate.
2. Provide 50-100 words or more annotations for each work in your bibliography (excluding the citation itself). Be certain to focus on contemporary publications (within the past five years). Your annotations should comprise of scholarly articles (book chapters are acceptable). Do not include the readings from the syllabus.

3.2 Resources
You will describe and evaluate at least THREE web resources representing issues of diversity and inclusion you are focusing on. Include in your description and analysis of each resource, some of the following (with brief 50-100 words annotation for each) related to the specific aspects of diversity that you are focusing on:

o   Identify the informational content of the web site and its components (text, images, sound) related to your focused aspect of diversity and inclusion. Analyze those in relation to the function of the web site and the primary user community that the web site attempts to target.
o   Describe how your focused aspect of diversity and inclusion is represented/treated on that web site.
o   Analyze how the treatment and information related to your focused aspect of diversity and inclusion on that web site relates to the overall purpose and impact of the web site.

The objective of this assignment is to explore the varied resources available online related to your focused aspect of diversity and inclusion and the representation and usefulness of information (i.e., accuracy, authority, utility, currency, etc.). How unique is the information found? In your selection, identify at least ONE <u>local</u> resource.

Assignment 4 (D&I-eP) (Promising Practices II: Case Studies): Worktime/Check-in June 14 (10.30pm). (10% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. <mark>Pass/Fail deadline: June 16 (11.59pm).</mark> Uploading

content on the webpage meeting the requirements below by the end of the summer semester deadline will entail an "A."

The purpose of this assignment is to identify and summarize promising practices at other case stud(ies) similar to your collaborating agency that provide information offerings to the diverse population that you are focusing on for the semester. Provide the name of the organization, name of the offering, and URL with the available information FOR EACH of the following information offerings: 1) Collections; 2) Resources; 3) Assigned Role related to diverse population you are focusing on; 4) Strategic representations (e.g., mission, vision, "About Us" etc.); 5) Internal department/unit 6) News and Events (internal); 7) News and events (external). As relevant, read about the Strategic Diversity Management Framework (From June 7: Mehra & Davis, 2015). The goal is to identify the web resources to ensure equality/equity of representation, inclusiveness, access, and communication/information use related to your focused aspect of diversity and underserved stakeholders [50-100 words or more for each of the seven offering].

Assignment 5 (D&I-eP) (Evaluation of Agency's Diversity Responses): Worktime/Check-in June 21 (10.30pm). [15% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. Pass/Fail deadline: June 23 (11.59pm). Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

Apply the Strategic Diversity Management Framework (June 7: Mehra & Davis, 2015) to critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, inclusiveness, access, and information use of your focused diverse stakeholders in your community-centered organizational setting of choice. Create two tables/matrix using the Strategic Diversity Management Framework and relate it to your information agency (covered during class discussion).

In your discussion, you can address some of the relevant headings from Cooke (Ch. 5) in relation to your agency (or a modification thereof):
1. (Communication) Information sources: Collections, Resources, etc.
2. (Communication) Information policy and planning: Diversity committee, Diversity representation, etc.
3. Connections (Internal and External): Centers and organizations, Community engagement, News and upcoming events.
4. Responses to diverse populations (References services, Instruction services, Collection development and cataloging, Strategic actions, Marketing and outreach, Evaluation and assessment, etc.).

In your conclusion, you can address how does diversity and inclusion relate to the agency and parent organization's measurement of success? How successful is it? Please be specific also in relation to your evidence collected during this course. Give your critical assessment based on evidence of how your agency and its organization are responding to your focused aspect of

diversity and inclusion. [300-400 words: use THREE or more authoritative sources to support your descriptions and analysis].

Assignment 6 (D&I-eP) (The Community Analysis: The People): Worktime/Check-in June 26 (10.30pm). (10% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. ==Pass/Fail deadline: June 30 (11.59pm).== Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

This assignment provides you an opportunity to collect people-centered feedback about the agency's offerings related to the specific aspects of diversity and inclusion you are focusing on for this course. It can include information feedback from:1) system-centric people (e.g., agency staff, administrators, managers, volunteers, etc.); 2) user-centric people (e.g., actual and/or potential patrons); 3) participant-researcher/observations. Discuss your organization's communities and user stakeholders' point of view, their needs, wants, and expectations related to the agency's offerings. Feel free to share any other ways of providing quantitative, qualitative, or other modes of data regarding the organization's communities (i.e., of, from, about). How does your project relate to this? (600 words or more: use five or more authoritative sources to support your descriptions and analysis).

Assignment 7 (D&I-eP) (Moving Forward): Worktime/Check-in June 28 (10.30pm). (15% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. ==Pass/Fail deadline: June 30 (11.59pm).== Uploading content on the webpage meeting the requirements below by the end of the summer semester deadline (or August 4) will entail an "A."

This consists of two parts:
7.1. Strategic Action Plan
Develop a strategic action plan for your collaborating information agency/organization to identify future improvements and strategies of progressive growth and professional practice. The plan should include a revised mission/vision, goals, objectives, activities, resources, timeline, etc. (as relevant) in relation to your focused aspect of diversity, inclusion, and underserved population. Propose a strategic action plan if an existing one does not exist and integrate the needs/wants/expectations of the specific population in relation to some of its elements (e.g., mission, vision, etc.). How might appropriate actions into the future help your organization be more successful towards the specific diverse population? [300 words or more with at least TWO authoritative sources to support your descriptions, analysis, and reflections.].

7.2. Projections
What do you project with regard to your focused aspect of diversity, inclusion, and underserved stakeholders at your information organization? What recommendations do you have for the organization based on your experiences throughout the semester? [150 words or more with at least ONE authoritative source to support your descriptions, analysis, and reflections.].

Assignment 8 (D&I-eP Presentations) (Insights + Reflections: participation in class required) (15% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10]. This is a pass/fail assignment. Class participation and uploading content on the webpage meeting the requirements below by the ==summer semester deadline (or August 4)== will entail an "A."

This consists of two parts:
8.1 Discussion Leadership
Each student will lead a discussion for 15 minutes (including Q+A) on ONE selected reading for the class (from June 12 through June 26) that addresses a content area related to their focused aspect of diversity and more for that class (content area demarcated on the syllabus schedule, see below).

Please identify the day and reading on the Blackboard discussion board by May 31 (10.30pm). Do not select a reading that is selected by another student. The "MemoTemplate_ArticleCritique" on Blackboard (under "Course Materials") will be helpful to you to focus your thoughts.

Discussion leaders have three responsibilities to lead the conversation about their selected reading: 1) Offer a brief summary of the selected reading, pointing out any overlaps and distinctions between other readings, and providing any background or context about the authors, work,and/or topic that may help elucidate our class discussion); 2) Incorporate a theoretical and/or analytical framing for the reading that will help ground the discussion; and 3) Initiate discussion with at 2-5 prepared discussion questions.

For Your Presentation: In power point format, prepare an "executive summary" of your presentation points about the reading. These can include topics like: reading citation, descriptive summary, strengths, weaknesses, relevance to your areaof study, etc.

Creating Your Presentation: You will likely begin your presentation by introducing yourself, focused aspect of diversity of interest, and then discuss the research literature and reading, elaborating on your findings and your own interpretations, and concluding with a discussion of the practical implications of your research (i.e. how is this going to help us serve these users better). If you think it will make for a more interesting presentation, you might also organize it thematically by introducing relevant questions and findings and elaborating on how they are manifest in the scholarly literature.

Submitting as Part of Your D&I-eP: Upload/link your power point presentation on the D&I-eP by the end of the semester. Share your insights of conducting the presentation, student responses, etc. Students may choose to integrate the audio+video recording of their presentation on their D&I-eP. What did you learn with regard to your focused aspect of diversity, inclusion, and underserved stakeholders during your presentation? ==Include this and submit your completed memo for the reading and upload on your website by the end of the summer.==

All students are expected to participate in the class discussion around the various issues your colleagues address related to the selected readings.

8.2 Insights
On June 28, 2023, each student will share progress made in their D&IP during class time in breakout sessions. What did you learn with regard to your focused aspect of diversity, inclusion, and underserved populations at your information agency/organization during the semester? What were the challenges and aspects meaningful to you in the course? Other aspects you want to share. Attendance and participation is required. Submit your reflections of your experience on your webpage by the end of the summer semester [80-100 words or more].

Grading:
All parts of this assignment will be graded using the guidelines noted in the syllabus.

Each part will be graded separately. Assignment 1, Assignment 2, Assignment 4, and Assignment 6 are each equal to 10% of the total grade; Assignment 3, Assignment 5, Assignment 7, and Assignment 8 are each equal to 15% of the total grade.

> Assignment 1: Welcome and Reflection (10% of total grade)
>
> Assignment 2: The Context (10% of total grade)
>
> Assignment 3: Promising Practices I: References and Resources (15% of total grade)
>
> Assignment 4: Promising Practices II: Case Studies (10% of total grade)
>
> Assignment 5: Evaluation of Agency's Diversity Responses (15% of total grade)
>
> Assignment 6: The Community Analysis (10% of total grade)
>
> Assignment 7: Moving Forward (15% of total grade)
>
> Assignment 8: Diversity Leadership and Insights (15% of total grade)
>
> > TOTAL   =   100% of total grade

All your assignments must be completed by an individual. Your assignments will be evaluated based on the following criteria:

- Evidence to support your claims, descriptions, and analysis.
- Use of authoritative sources to cite and reference the evidence collected following APA standards.
- Following directions to complete the assignments identified in the syllabus and discussed in class.
- The quality and amount of critical thought exhibited in the writing including reflection, analysis, and interpretation.
- [Stated again because this is important in case you missed it the first time!].The use of appropriate cited authoritative source materials to support your analysis.

Each assignment will be given a letter grade. Your final grade will be assigned letter grades based on a standard 90/80/70/60 scale as thresholds for A/B/C/D respectively.

Grading Policy:

All assignments will be graded. The following point/percentage values are possible for the assignments and for participation:

A (90-100). Excellent work. Student performance demonstrates full command of thecourse materials and shows a high level of originality and/or creativity that far surpasses course expectations. The assignment exceeds all expectations.

B (80-89). Good work. Student performance meets designated course expectations, demonstrates understanding of course materials, and performs at an acceptable level.

C (70-79). Unsatisfactory work. Student demonstrates incomplete and inadequate understanding of course materials.

D (60-69). Poor work. Student demonstrates sloppy and poor commitment to producehigh quality work acceptable of graduate students.

E (<60). Unacceptable work.

A grade of I (Incomplete) is reserved for emergencies that occur at the end of the semester or that unexpectedly preclude the student from completing the course on time.The instructor will not prearrange grades of Incomplete for convenience. *It is not fair for you to ignore an assignment and get an "A" for the class while someone else completes all of the assignments and gets the same "A."*

HOW TO COMPUTE YOUR GRADE All assignments will receive a letter grade ranging from A+ to E- The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see below) by the weighting for the assignment.

Grade	Points	Grade	Points	Grade	Points
A +	140	B-	90	D	40
A	130	C+	80	D-	30
A -	120	C	70	E+	20
B+	110	C-	60	E	10
B	100	D+	50	E-	0

For example, if you receive a "B" on Assignment 2, you have earned 10 points (100 X .10 = 10). Here's how it works for the course grade: to earn an "A" you must earn at least 120 points; for a "B" you need at least 90 points; for a "C" you need at least 60 points, and for a "D" you must have at least 30 points. You will receive an "E" if you have less than 30 points.

LATE SUBMISSION POLICY For anything oral (lead discussion, insights) there will be no late assessment and a zero will be assigned for that part of your grade. DISCLAIMER Any of the above may change. Changes will be announced in class and/or via email.

Notification of Changes: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes. DISCLAIMER Any of the above may change. Changes will be announced in class and/or via email.

Make Up Policies and Procedures: All work must be turned in on time and cannot be "made up" after the summer semester! The only exception is in the case of documented medical emergencies, deathrelated absences, university sanctioned travel or other special circumstances beyond the control of the student (NOTE: Taking a vacation or scheduling an appointment or interview during class DOES NOT constitute an excused absence. Being called in for jury duty, however, does.) Please provide evidence related to your class absence, extensions, etc. Under these special circumstances it is the responsibility of the student to make arrangements to submit any missed work and provide appropriate documentation upon their return to class.

Classroom Environment:
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy can involve strongly held beliefs and current political controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve your respect.

Also, you might encounter some challenges and resistance to issues of diversity and inclusion and outreach in your information agency and community owing to political, cultural, and historical limitations. The class environment in a "safe space" to bring these matters up as and when you might encounter them in the community-embedded workplace.

Tentative Schedule of Topics, Readings and Assignments
Assignments are due on the dates listed in the course syllabus.

Week	Class Dates	Topics and Reading	Assignment Due
Week 1	May 31	Course overview. Student and instructor introductions. Introduction to Diversity, Inclusion, and Communication/Information Services. • Ground benchmarks. • Related concepts. • Cooke, chapter 1. • Peterson, L. "The Definition of Diversity: Two Views. A More Specific Definition." *Journal of Library Administration* 27, no.1-2 (1999): 17-26. • In-class activity: Student website set-up.	By today each student identifies their selected reading for "Discussion Leadership" (8.1) on Blackboard discussion (one from June 12 - 26). Also, identify their collaborating agency and population of focus. ==DUE for Pass/Fail by June 9 (11.59pm).==
Week 2	June 5	Diversity Leadership Concepts and Theories Developing Cultural Competence and Effective Diversity Leadership. [LIS and Inclusion. Becoming Culturally Competent].	

		• Cooke, chapter 2. • Overall, P.M. "Cultural Competence: A Conceptual Framework for Library and Information Science Professionals." *Library Quarterly* 79, no. 2 (2009): 175-204. • Jaeger, P.T., J. C. Bertot, and R. E. Franklin. Diversity, Inclusion, and Underrepresented Populations in LIS Research." *Library Quarterly* 80. no. 2 (2010): 175-181.	
	June 5	A Sampling of Diverse Populations. • Cooke, chapter 3. Services to Diverse Populations; Contexts of Inclusive Services. • Cooke, chapter 4. • White, K.L. and A.J. Gilliland. "Promoting Reflexivity and Inclusivity in Archival Education. Research. And Practice." *Library Quarterly*, 80. no. 3 (2010): 231-248. • Westbrook, L. "Understanding Crisis Information Needs in Context: The Case of intimate Partner Violence Survivors." *Library Quarterly* 78. no. 3 (2008): 237-261. • In-class activity: Welcome/Reflection page (Assignment 1 D&I-eP).	==DUE for Pass/Fail by June 9 (11.59pm).==
Week 2	June 7	Responses and Implementations: Managing Diversity & Inclusion. Diversity Leadership. • Cooke, chapter 5. • Evaluation and Assessment of Services for Diverse Users: The Strategic Diversity Management Framework. Mehra, B., and Davis, R. (2015). A Strategic Diversity Manifesto for Public Libraries in the 21stP Century, *New Library World*, 116(1/2), 15-36.	
	June 7	Community Analysis. Counter-Storytelling in LIS. • Cooke, chapter 6. • Futterman, M. "Finding the Underserved: Close Examination Using Market Segmentation Can Reveal Useful Surprises about the People Your Library ls Leaving Behind." *Library Journal* 2008. October 15. • Japzon, A.C. and H. Gong. "A Neighborhood Analysis of Public Library Use in New York City.' *Library Quarterly* 75. no. 4 (2005): 446-463.	==DUE for Pass/Fail by June 9 (11.59pm).==

		• Hughes-Hassell, S. "Multicultural Young Adult Literature as a Form of Counter-Storytelling." *The Library Quarterly* 83. no. 3 (2013): 212-228. • In-class activity: The Context page (Assignment 2 D&I-eP).	
		The readings/topics for the following classes might get modified based on student selection of particular dates/topics for *Discussion Leadership* sessions.	
Week 3	June 12	Race, Ethnicity, and National Origins. Diversity and Technology. • Alabi, J. "Racial Microaggressions in Academic Libraries: Results of a Survey of Minority and Non-Minority Librarians." *The Journal of Academic Librarianship* 41. no. 1 (2015): 47-53. • Lafferty, K. E. "What Are You Reading?" How School Libraries Can Promote Racial Diversity in Multicultural Literature." *Multicultural Perspectives* 16.no. 4 (2014): 203-209. • Adkins, D. and L. Hussey. "The Library Lives of Latino College Students." *The Library Quarterly* 76. no. 4 (2006): 456—480. • Burke, S. "The Use of Public Libraries by Native Americans." The Library Quarterly 77. no. 4 (2007): 429-461.	
	June 12	Collection Development of Diverse Materials. • Alexander, L.B. and S. Miselis. "Barriers to GLBTQ Collection Development and Strategies for Overcoming Them." *Young Adult Library Services* 11. no. ¾ (2007): 43-49. • Maloney, M.M. "Cultivating Community. Promoting Inclusivity Collections as Fulcrum for Targeted Outreach." *New Library World* 113. no. 5/6 (2012): 28l—289. • Meyers, Walter Dean. (2014). Where Are the People of Color in Children's Books? *The New York Times*. • Mason, K.M. "Fostering Diversity in Archival Collections: The lowa Women's Archives." *Collection Management* 27. no. 2 (2003): 23-31. • In-class activity: Readings and Resources page (Assignment 3 D&I-eP).	==DUE for Pass/Fail by June 16 (11.59pm).==

| Week 3 | June 14 | Services for Seniors, the Elderly, and Older Populations.
• Lenstra, Noah. (2017). The Community-Based Information Infrastructure of Older Adult Digital Learning: A Study of Public Libraries and Senior Centers in a Medium-Sized City in the USA. *NORDICOM Review, 38,* 65-77.
• Bennett-Kapusniak, R. (2013). Older Adults and the Public Library: The Impact of the Boomer Generation. *Public Library Quarterly,* 32 (3), 204-222.
• Prasad, P. "Reference Services to Senior Groups in the San Antonio Public Library." *The Reference Librarian* 50. no. 1 (2009): 99-108.
• Xie, B. and P.T. Jaeger. "Computer Training Programs for Older Adults at the Public Library." *Public Libraries* 47. no. 5 (2008): 42-49. | |
| | June 14 | Sexual Orientation and Gender Diversity.
• Mehra, B. (2019). What is "LGBTQ+" Information? Interdisciplinary Connections. In B. Mehra (ed.). *LGBTQ+ Librarianship in the 21st Century: Emerging Directions of Advocacy and Community Engagement in Diverse Information Environments* (Advances in Librarianship Series) (pp. 15-47). Bingley, United Kingdom: Emerald Group Publishing.
• Mehra, B. and D. Braquet. "Library and Information Science Professionals as Community Action Researchers in an Academic Setting: Top Ten Directions to Further Institutional Change for People of Diverse Sexual Orientations and Gender Identities." *Library Trends* 56. no. 2 (2007): 542-565.
• Mehra, B., and Braquet, D. (2011). Progressive LGBTQ Reference: Coming Out in the 21st Century. *Special Issue: Learning Landscapes and the New Reality, Reference Services Review,* Volume 39, Number 3, 401-422.
• Fox, M. J. (2014). Enabling Gender-Inclusivity in US Education through Epistemology, Ethics, and Essential Questions. *Special Issue: Gender in LIS Education: New Directions, New Thinking, Journal of Education for Library and* | ==DUE for Pass/Fail by June 16 (11.59pm).== |

		Information Science, Summer June 2014, 55(3), 241-250. • In-class activity: Case Studies page (Assignment 4 D&I-eP).	
Week 4	June 19	Juneteenth Holiday	
Week 4	June 21	Information Poverty and Socioeconomic Status. • Haider, J. and David Bawden. "Conceptions of 'Information Poverty' in LIS: A Discourse Analysis." *Journal of Documentation* 63. no. 4, 2007): 534-557. • Gehner, J. "Libraries, Low-Income People. and Social Exclusion." *Public Library Quarterly* 29. no. 1 (2010): 39-47. Services to the Hungry, Homeless, and Impoverished. • Hersberger, J. "The Homeless and Information Needs and Services." *Reference and User Services Quarterly* 44. no. 3 (2005): 199-202. Services to Veterans and the Mentally Ill. • Wollam, K., and B. Wessel. "Recognizing and Effectively Managing Mental Illness in the Library." *Colorado Libraries* 29. no. 4 (2003): 17-20.	
	June 21	People Who Are Differently Abled [Disability and Diversity]. • Lazar, J. and P.T. Jaeger. "Reducing Barriers to Online Access for People with Disabilities." *Issues in Science and Technology* 27, no. 2 (2011): 68-82. • Douglass, K., & Mehra, B. (2016). A Four Frames Analysis to Address the Information Challenges of Families of Children with ADHD: Actions for Public Libraries to Address Embedded Power Imbalances. *Libri International Journal of Libraries and Information Studies*, *66*(1), April 2016, 59-71. • Hoppenfeld, J.T., Wyckoff, J., AJ. Henson, J. N. Mayotte, and H. P. Kirkwood Jr. "Librarians and the Entrepreneurship Bootcamp for Veterans: Helping Disabled Veterans with Business Research." *Journal of Business and Finance Librarianship* 18. no. 4 (2013): 293-308.	==DUE for Pass/Fail by June 23 (11.59pm).==

		• Berk, J. "Mental Health Training in Public Libraries." *Public Libraries Online*. January 5. 2015. http://publiclibrariesonline.org/2015/01/mental-health-training-in-public-libraries/ • In-class activity: Agency's Strategic Responses page (Assignment 5 D&I-eP).	
Week 5	June 26	Archives and Diversity • O'Neal, J.R. "'The Right to Know': Decolonizing Native American Archives." *Journal of Western Archives* 6. no. 1 (2015): 2. http://digitalcommons.usu.edu/westernarchives/vol6/iss1/2/ • Guerra, S. F. "Using Urban Fiction to Engage At-Risk and incarcerated Youths in Literacy Instruction." *Journal of Adolescent and Adult Literacy* 55. no. 5 (2012): 385-394. Comics, Graphic Novels, Zines, and Urban/Rural Fiction. • Upson, M. and C.M. Hall. "Comic Book Guy in the Classroom: The Educational Power and Potential of Graphic Storytelling in Library instruction." *Kansas Library Association College and University Libraries Section Proceedings* 3. no. II (2013): 28-38. • Honma, T. (2016). From Archives to Action: Zines, Participatory Culture, and Community Engagement in Asian America. *Radical Teacher, 105,* 33-43.	
	June 26	Migration and Immigration. • Martin, J.A., K. M. Reaume, E. M. Reeves, and R. D. Wright. "Relationship Building with Students and Instructors of ESL: Bridging the Gap for Library Instruction and Services." *Reference Services Review* 40. no. 3 (2012): 352-367. • Audunson, R., S. Essmat, and S. Aabo. "Public Libraries: A Meeting Place for Immigrant Women?" *Library and Information Science Research* 33, no. 3 (2011): 220—227. Incarceration: Services to Prison or Detention Facilities. • Payne, W. and M.J. Sabath. "Trends in the Use of Information Management Technology in	==DUE for Pass/Fail by June 30 (11.59pm).==

		Prison Libraries." *Behavioral and Social Sciences Librarian* 26. no. 2 (2007): 1-10. • Bemis, M. "You Work Where? Prison Librarian—an inside Job with Outsize Benefits. *Library Journal* 136. no. 7 (2011): 108. • In-class activity: The Community Analysis page (Assignment 6 D&I-eP).	
June 28		Breakout discussion and student share insights and progress made in their D&I-eP. Wrap-Up. Discussion: What Did We Cover and What Did We Miss? Course Evaluations. Worktime/Check-in Assignment 7 (10.30pm). In-class activity: Moving Forward page (Assignment 7 D&I-eP). ==Assignment 7 DUE for Pass/Fail by June 30 (11.59pm).== Completed D&I-eP Turn-In Including Assignment 8 by the end of the summer semester (or by August 4, 11.59pm) for FINAL HAND-IN.	
Grades for all Summer 1 courses are due by 11.59pm July 3. However, during the summer, grading remains open for all terms through 11.59pm on Tuesday, August 8. Any missing grades as of the final deadline will result in grades of "N" being assigned as placeholders. Instructors will then be required to submit grade change requests to correct all "N" grades. appointment or interview			