CIS 675 (Community-Engaged Scholarship): Fall 2024
School of Library and Information Studies
College of Communication and Information Sciences
University of Alabama

Course Section: 901 (50678)
[Note: The class is planned as a synchronous distance education class delivered in online format].

Meeting Time and Place: Tuesday [6.00-8.30pm 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.

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Course Description [Catalog]: This seminar introduces students to theoretical and applied community-based frameworks and approaches from the social sciences and allied disciplines to transform the "ivory tower" image of the academy. It is developed as a synchronous online course for doctoral and master's students and professionals both on campus and at a distance to apply the philosophy and practice of community-engaged scholarship in their community-based projects and gather experience and expertise of collaborating with external constituencies. Opportunities to disseminate their research in professional venues of peer-reviewed publications and presentations will be pursued based on individual student's interests and disciplinary backgrounds.

Prerequisites: UA Course Catalog None

Value Proposition: In the 21st century American universities and colleges are expected to integrate community engagement research in their scholarly pursuits to develop accountability and justify support of their various stakeholders. Further, all kinds of communication and information organizations (e.g., archives, businesses, corporations, government agencies,

hospitals, libraries, museums, etc.) are expected to engage with their external community stakeholders to deliver effective services and meet their needs. The emerging practice of community engagement research (i.e., community-engaged scholarship) represents a positive and progressive approach to build equitable partnerships between centers of higher learning and other agencies external to these environments. Graduate programs of communication and information and others across private and public sectors are seeking new opportunities in developing effective "how-to" community-engaged strategies and mechanisms while strengthening ties with their diverse constituencies. This seminar introduces students to current theoretical and applied community-based frameworks and approaches from the social sciences and allied disciplines to transform the "ivory tower" image of the academy and other privileged institutions. In the process, students develop a new theory-practice-impact discourse in their scholarship that is deliberate, systematic, impact-driven, and action-oriented. Students gain experiential learning in the "doing" of community-engaged scholarship while developing individually tailored projects that incorporate elements of organization portfolio design, strategic planning, community assessment, consumer behavior, market segmentation, and civic responsibility. They develop community-engaged scholarship that is inclusive and participatory in designed initiatives that also further social justice and social equity in multidisciplinary settings.

Course Objectives: Upon completion of the course, students will be able to achieve the following objectives:

- Discuss philosophical and practical aspects of community-engaged scholarship in communication and information-related organizations and institutions.
- Develop competencies in community-engaged projects within specific educational/workforce settings and the professional communication and information work environment.
- Address existing communication and information responses of institutions and organizations to engage with external communities in local and regional contexts and provide concrete strategies integrating relevant and appropriate solutions.
- Build an individualized Community-Engaged ePortfolio (CE-eP) on the web that evaluates existing communication and information strategies and proposes workable equitable responses.
- Identify a community responsive plan of action that extends existing strategic planning directions and initiatives to strengthen community-engaged collaborations and partnerships.

Student Learning Outcomes: Community-engaged scholarship is an activity that is applicable to any communication or information agency within and beyond academic and non-academic settings in various forms of our professional work experiences. The integration of community-engaged initiatives as intentional, deliberate, systematic, and impact-driven activities in academic and non-academic scholarship and strategic envisioning of organizations is new and uncharted territory. Hence, they have been undervalued and implemented on the peripheries in an isolated and ad hoc manner. In order to overcome these gaps, this course provides a small opportunity for students to experience community-engaged scholarship in its historical and contemporary applications of study and in its "doing" aspects via communication and information work within self-selected community-based settings.

In the 21st century, community engagement is expected in all core and marginal areas of communication and information-related activities in their creation-organization-management-dissemination-use processes. Community-engaged scholarship allows traditional entrenched organizations (such as communication and information academics, academic libraries, public libraries, school libraries, special libraries—medical, corporate/business, law, archives, museums, etc.) to discard their elitist roles and passive neutral stance as bystanders of the past. It helps them to establish partnerships and collaborations outside their places of privilege and middle-class complacencies to make a difference in real-world circumstances. It also allows all non-traditional communication and information agencies 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 to integrate community practices, partners, and dynamics, in their resource design and development, technology infrastructure applications, information policy and planning, marketing and outreach initiatives, and ongoing service evaluation and assessment, to name a few areas. With the integration of new technologies and social media, community-engaged scholarship has increased the possibilities of user involvement and empowerment, user-centered design, and development of positive service responses to the community's changing demographic characteristics in many domains of communication and information work. This topic is important, regardless of which aspect of the communication disciplines or information professions students are interested in and what type of agencies they plan to work for.

CIS 675 is designed to mobilize students to develop bridges between the theoretical and practical aspects as embedded in community-based contexts. It also allows traditional and non-traditional emerging agencies (e.g., profit, non-profit, and public/private enterprises, organizations, and institutions) to cater to the needs of their external constituencies and generate impact in a collaborative manner. This course will complement information conveyed in other courses, and it will describe problems and challenges unique to serving community partners embedded in context and identify possible concrete tangible solutions. Developing scholarship surrounding these realities is an exciting and cutting-edge opportunity. Course activities are focused on action-oriented discourse and practice in self-selected community organizations of choice.

The selected community-based organization you choose can be your place or work or any other. Select strategically and wisely. This organization/agency will be considered your "home agency" and you will identify its existing and potential collaborators and partners to facilitate actual and/or planned activities of mutual interest to operationalize and implement. It is based on critical analysis of existing realities and challenges to propose initiatives that these agencies can adopt to make things better and change the status quo via existing, extending or developing new collaborations and partnerships. This might require rectifying imbalanced power differentials for underserved constituencies via proposing communication and information-related actions in the collaborative initiatives.

The class includes doctoral and master's students as in past iterations since the instructor believes the coming together of minds across these boundaries enhances the understanding and application of the course materials getting engagement from different perspectives and vantage points and bridging traditional theory-practice divides. The additional expectation of doctoral

students is reflected in the writing and delivery of content on the course product, namely, the individual website.

For master's students, during this course they will be engaged in course activities that address the following MLIS program learning outcomes (PLO):

- PLO 3 - Students will be able to evaluate the essential character of the field and apply the philosophy, principles, and ethics of LIS to professional practice.
- PLO 4 - Students will evaluate the role of library and information services and the needs of constituencies in a diverse global society, including issues of social and cultural justice.

Required Texts/Resources/Materials:

- Required: There are required online readings that are placed on the Blackboard class space as pdf files. Also, website addresses for select required readings are on the syllabus. Other supplementary resources will be available via our class website.
- Follow American Psychological Association's Standards to cite and reference your work. https://owl.english.purdue.edu/owl/resource/560/01/.
- For a recent publication about my strategic vision regarding some of the courses (below), check out: Mehra, B. (2021). Social Justice Design and Implementation: Innovative Pedagogies to Transform LIS Education. *Journal of Education for Library and Information Science, 62*(4), 460-476. https://www.utpjournals.press/doi/abs/10.3138/jelis-62-4-2020-0094.

  See past student's web development work in similar classes at https://bmehra.people.ua.edu

  1) CIS 650 (Community-Engaged Scholarship, University of Alabama): Course website with syllabus and student community-engaged course projects for,

     Fall 2022 available at http://cis650communityengagedscholarship-fall2022.ua.edu

     Fall 2020 available at https://cis650communityengagedscholarship.ua.edu/

  2) LS 580 (Outreach to Diverse Populations): Course website with syllabus and student community-engaged course projects for,
     Spring 2024 available at: https://bmehra.people.ua.edu/ls580-Spring2024.html
     Spring 2023 available at: http://ls580outreach2diversepopulations.people.ua.edu/

  3) CIS 668 (Social Justice and Inclusion Advocacy, University of Alabama). Course website with syllabus and student community-based projects for,
     Fall 2023 available at: https://bmehra.people.ua.edu/CIS668-Fall2023.html
     Fall 2021 available at: URL https://cis668socialjusticef21.ua.edu.

  4) CIS 650 (Applying Diversity Leadership Theories and Praxis), University of Alabama). Course website with syllabus and student community-engaged course projects for,
     Summer 2023 available at: https://bmehra.people.ua.edu/CIS650Div-Summer2023.html.
     Spring 2022 available at: http://cis650diversityleadership.ua.edu
         password: burfi.
     Spring 2020 available at SLIS590DiversityLeadership.ua.edu (as a LS 590)
     Select student-authored published articles completed in INSC 590 (Diversity Leadership in Information Organizations, University of Tennessee, Spring 2018) available at URL: https://publish.lib.umd.edu/IJIDI/issue/view/35/showToc.

Mehra, B. (Guest Editor). (2018). Emerging Voices in Diversity and Inclusion Leadership: Applications of the Strategic Diversity Manifesto (Editorial). [Special Issue: From Diversity Theory to Diversity in Action]. *International Journal of Information, Diversity, and Inclusion, 2*(4). https://jps.library.utoronto.ca/index.php/ijidi/article/view/32200/24590.

5) LS 505 (Collection Development, University of Alabama): Course website with syllabus and student community-based projects for Spring 2021 available at http://ls505collectiondevelopment.ua.edu

Required Technology Equipment & Online Classroom

- Students must have access to a webcam and computer microphone.
- Access to the online classroom in real-time is available via Zoom. The online space for the class with the course materials are available on Blackboard via: https://ualearn.blackboard.com/?new_loc=%2Fultra%2Fcourse.

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: Reference, Access, and Outreach Section: https://www2.archivists.org/groups/reference-access-and-outreach-section.
- 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:

Learning Environment: Various aspects of community-engaged scholarship are strong expectation 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 these community-embedded processes, practices, policies, and ways of being. Bringing together doctoral and master's students complements the learning of experiences to further bridging theory, practice, and 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 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 Community-Engaged ePortfolio (CE-eP) lasting through the semester that will involve working with a community-based communication or information agency of choice (e.g., library or cultural heritage memory organization, educational institution, industry business or corporation, government department or affiliated agency, religious organization, non-profit agency, etc.).

NOTE: Identify a community-based communication or information agency and establish contact and communication with agency stakeholders ASAP. This agency will serve as your collaborator during the semester for analyzing their communication and/or information-related offerings and responses in self-chosen environments and proposing strategic actions for them to adopt in the future. So, the stronger ties you have developed with the agency, the better access you will have to contextual information, their customer/user stakeholders, 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 CE-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 web pages that will be compiled as a collective web resource on community-engaged scholarship 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 though I do expect students to attend and participate in real-time during class. However, contributing in breakout discussions during class is directly tied to your reporting of those activities in select assignments (see below) so make sure you are in attendance to participate.

Classrooms are spaces 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. It is disruptive for the class if your technological connection is not strong

enough and you keep logging and logging out. It is your responsibility to show up on time and your technology connection is robust since it also prevents the instructor from focusing on the students who are in attendance if he needs to keep letting you in from the class "waiting room". The instructor will only check the "waiting room" within the first ten minutes of class time and once during the midclass five-minute break (around 7.30pm CDT). Showing up for class on time are part of professional expectations and professional courtesy towards your class colleagues who are paying money to get full attention of the instructor (even when it is a virtual class). We all appreciate your commitment in this regard. 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 Blackboard discussion space 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 the synchronous class sessions.
- You can outline controversies surrounding engagement, 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 675. 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.

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.

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.

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 the CE-eP from this course might fit into the portfolio as an example to illustrate the learning of various Program Learning Outcomes (PLOs).

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 Community-Engaged ePortfolio (CE-eP) [Find details of the assignment descriptions at the end of this document] Scholarship Developing A 360 Degrees Scan of a Community
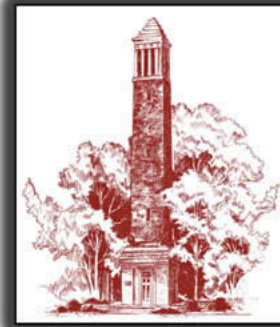
Organization: The purpose of these assignments is for you to develop and deliver a community-engaged project from initial conceptualization, planning, design, development, implementation, and operationalization in various degrees of intensities based on individual circumstances.

All the assignments should be completed by students individually. All assignments are geared towards each student developing their CE-eP. Here is a brief description of the project.

This course homepage integrates pre-determined URLs created for each student (based on their net IDs). Each student will create their homepage (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. Students will use the myportfolio.com Adobe content management system freely available to the University of Alabama students.

Each student will develop the following web pages as part of their CE-eP (maybe one main page for each dark bullet; plus, the light bullets can serve as section headings or sub-section pages) {feel free to modify using your creative skills for a combination thereof}:
- *Positionality (Individual Profile)* [landing page] (Assignment 1)
- *Community Project: Scope and Plan* (Assignment 2)
- *Promising Practices I (Readings and Resources)* (Assignment 3)
- *Community Organization's Profile* (Assignment 4)
- *Promising Practices II (Case Glimpses)* (Assignment 5)
- *Community-Responsive Evaluation* (Assignment 6)
- *Future Collaborations and Partnerships* (Assignment 7)
- *Community-Engaged Presentations* (Assignment 8)
  - *Article Insights*
  - *Demonstration Insights*

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 3, Assignment 5, Assignment 6, Assignment 7, and Assignment 8 are equal to 10% of the total grade; Assignment 2 and Assignment 4 are equal to 20% of the total grade.

Assignment 1: My Positionality and Individual Profile (10% of total grade)

Assignment 2: Community Project: Scope and Plan (20% of total grade)

Assignment 3: Best/Promising Practices I: Readings and Resources (10% of total grade)

Assignment 4: Your Community Organization's Profile (20% of total grade)

Assignment 5: Best/Promising Practices II: Case Glimpses (10% of total grade)

Assignment 6: Community-Responsive Evaluation (10% of total grade)

Assignment 7: Future Collaborations and Partnerships (10% of total grade)

Assignment 8: Student Insights (10% 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, including hyperlinks.

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 the assignments and gets the same "A". Hence, each student completes ALL the assignments described.*

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 by the weighting for the assignment (see above). For

example, if you receive a "B" on Assignment 3 (Promising Practices I: Readings and Resources), you have earned 8 points (80 X .10 = 10). Here's how it works for the total course grade: to earn an "A" you must earn at least 90 points; for a "B" you need at least 80 points; for a "C" you need at least 70 points, and for a "D" you must have at least 60 points. You will receive an "E" if you have less than 60 points.

LATE SUBMISSION POLICY: For anything oral (breakout discussion), 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.

Make Up Policies and Procedures: All work must be turned in on time and cannot be "made up"! 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.) 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 community-engaged scholarship in your communication or 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.

Structure of Class Time [Roadmap + Coverage]
Course Introduction [1]
Conceptualization + Core Constructs [1]
- Definitions, Community-Based Projects, Community-engaged Scholarship
- Community Building, Community Development, Community Action: Role of Socially Responsible Organizations

The Development of Epistemological Roots and Relational Dispositions [1]
Theories, Concepts, and Practices of Community Engagement [1]
- Community Informatics
- Communities of Practice
- How To Do? Service-learning
- Story-Telling: Telling the Story of the Organization, of the Community
- Counter-Narrative Development

Tools and Strategies of (Community) Organizational Representation [1]
- Tools of Civic Engagement
- Organizational Portfolio Design, PMP
- Strategic Planning and Evaluation

- Community Assessment Tools
- Consumer Behavior and Market Segmentation

Creating Opportunities: Disciplinary Contexts & Institutional Boundaries [1]
[Each student selects TWO readings from September 8 through November 19 to report on their CE-eP as "Memos" about their insights about the reading and discussion in breakout sessions with others on that day: see details below]
Community-Engaged Scholarship with Underserved Populations: Theory & Practice Intersections: Domains of Application [7]
- Critical Race Theory and Race/Ethnicity Engagement
- Gender Research (Feminism) in Libraries and Engagement with Women's Concerns
- Engagement with LGBTQ+ Information Offerings, Gender Fluid Diversity
- Engagement with Cultural Differences and Cross-Cultural Research
- Community Engagement + Ableism (Abilities, (Dis)abilities)
- Engagement to Counter Ageism (Services for Seniors, Youth Services Design Scholarship)
- Community Engagement and Classism

Student Research Project Presentations [1]
Wrap-Up [1]

Schedule of Topics, Readings and Assignments
WEEK 1 [Class 1: August 27]
COURSE INTRODUCTION
Course overview.
Student and instructor introductions.
Introduction to Community-engaged Scholarship.
- Ground benchmarks and protocols.
- Related concepts.
  In-class: Review requirements of Assignment 1.

WEEK 2 [Class 2: September 3]
CONCEPTUALIZATION + CORE CONSTRUCTS
Definitions: What Is Community-Engaged Scholarship? Community-Based Research/Projects.
REQUIRED
- A Framework for Community-engaged Scholarship: Created by Connecticut Campus Compact (CTCC) and the CTCC Engaged Scholarship Advisory Committee. URL: http://www.wcsu.edu/community-engagement/wp-content/uploads/sites/29/2018/05/Framework-Community-Engaged-Scholarship_Fairfield.pdf
- Martin, J. (2019). Workplace Engagement of Librarians and Library Staff. *Journal of Library Administration, 60*(1): 2020, 22-40. URL: https://www.tandfonline.com/doi/full/10.1080/01930826.2019.1671037?casa_token=3kWu7NCkhDcAAAAA%3AD4vO-mn3mhysY-AuXPihg1RM_FpNjAU44dSXnnkZKwSop-3lzGfqU3s-0mJMKI83pNtZezH1ChyyPQ.
- Mattock, L. K., and Bettine, A. M. (2023). Situating Community Archives Along the Continuum of Community-Engaged Archival Praxis: Autonomy, Independence, and the Archival Impulse. *Archival Issues: Journal of the Midwest Archives Conference 42* (1), 47-70.

SUPPLEMENTARY
- Community-Engaged Scholarship Toolkit: Building Partnerships to Improve Our Communities. Office of Community Engagement and Partnerships, University of South Florida. URL: https://www.usf.edu/engagement/faculty/community-engaged-scholarship-toolkit.aspx.
- Sclove, R. E., Scammell, M. L., and Holland, B. (1998). Community-Based Research in the United States: An Introductory Reconnaissance, Including Twelve Organizational Case Studies and Comparison with the Dutch Science Shops and the Mainstream American Research System. URL: https://d1wqtxts1xzle7.cloudfront.net/1642993/2k8qtdaurknxa3k.pdf?1425078255=&response-content-disposition=inline%3B+filename%3DCommunity_Based_Research_in_the_United_S.pdf&Expires=1723068674&Signature=EZ6ad0kMj1nONfNJGRKAOFVlRZvOGO4TpwSUHLPMgdcjjtu5BC81VfAPqw-91GnJoGRLKiZkZ1jB3Obq-jJfrF4Jlo2Elyjsn~IyOcnlW6fJYxesJbOSKfh3uOIyivjTnZLBJWHgJJSaLZA8PRV-N1rfZ71cUpYg4fgdtu0WNhXyIVuhcRDFwm7GeSODLvOpWGZ0k5SC8VZqUTGZY8R2Xnqmu7ddp40gMCVRllmAWK--OjTzAc4iL7d0jol7egO8--YJPQXepvWBQY~GB0I~LihT0F2TDHkBjV1vbScvffHOFQzfzsm70RFcLLbgmuQdYRXsFG4iCHl0wbKg8bQPuA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA.
- Riddle, J. S. (2003). Where's the Library in Service Learning?: Models for Engaged Library Instruction. *The Journal of Academic Librarianship, 29*(2): February 2003, 71-81. URL: https://www.sciencedirect.com/science/article/pii/S009913330200424X?casa_token=qtdCmehp6KUAAAAA:C4GsP4atgMYzv0yN8TpE__bAAoZNistggXM-ihUADaaTLpej2lHpG57xLQudz_ejwibGf40W9NE.

Community Building, Community Development
REQUIRED
- Roeschley, A., and Kim, J. (2019). "Something that Feels Like a Community": The Role of Personal Stories in Building Community-Based Participatory Archives. *Archival Science (2019),* 19, 27-49.
- Tóth, János. (2020). Values, strengths and futures of museums, libraries and community centres as seen by experts in the field: First round results of a Delphi study. *Museology & Cultural Heritage / Muzeologia a Kulturne Dedicstvo.* 2020, Vol. 8 Issue 2, p55-75.

Community Mobilization, Community Action
REQUIRED
- Maya Jariego, I. (2016). Ecological Settings and Theory of Community Action: "There is Nothing More Practical Than a Good Theory" in Community Psychology. Global Journal of Community Psychology Practice, 7(2), pages 1-6. URL: https://idus.us.es/bitstream/handle/11441/75528/Ecological%20Settings%20and%20Theory%20of%20Community%20Action.pdf?sequence=1&isAllowed=y

SUPPLEMENTARY
Community Health: Community Health in Action, Centers for Disease Control and Prevention. URL: https://www.cdc.gov/nccdphp/DCH/

DUE: Set-Up Website (CE-EP).
DUE: Assignment 1 [by 11.59pm CST].

DUE: On the Blackboard discussion board, identify the name of your "home agency" for community engagement and population(s) you plan to focus on [by 11.59pm CST].
DUE: On the Blackboard discussion board, each student identifies TWO readings from dates from October 8 through November 19 that they will report on in their CE-eP as "Memos" about their insights about the reading and discussion during breakout sessions with others on that day. Identify the date and last name of the authors for the selected readings].

WEEK 3 [Class 3: September 10]
WHAT IS KNOWLEDGE?
The Development of Epistemological Roots and Relational Dispositions
REQUIRED
From *Preparing Students for Community-Engaged Scholarship in Higher Education* by Aaron Samuel Zimmerman (2020), Hershey, PA: IGI Global.
- ◊ Call-Cummings, M., Hauber-Ozer, M., and Rainey, J. "Preparing Critical Educators and Community-Engaged Scholars Through Participatory Action Research." (Ch. 1, pp. 1-20).
- ◊ Zastoupil, G. J., Tryon, E., Madden, H. C., Keita, N. A., and Lipscomb, T. D. "Cultural Factors in Preparing Students for Community-Engaged Scholarship." (Ch. 2, pp. 21-42).
- ◊ Morrison, J. A., and Kim, J. "Resisting the "Tyranny of an Expert": A Journey Towards Relational Research." (Ch. 3, 43-61).

SUPPLEMENTARY
- Sandwick, T., Fine, M., Greene, A. C., Stoudt, B. G., Torre, M. E., and Patel, L. (2018). "Promise and Provocation: Humble Reflections on Critical Participatory Action Research for Social Policy." *Urban Education, 53*(4), 473-502.
- Baptiste Godrie, Maxime Boucher, Sylvia Bissonnette, Pierre Chaput, Javier Flores, Sophie Dupéré, Lucie Gélineau, Florence Piron, Aude Bandini. (2020). Epistemic Injustices and Participatory Research: A Research Agenda at the Crossroads of University and Community. *Gateways: International Journal of Community Research and Engagement, 13*(1), 1-15.

Critical Pedagogies
REQUIRED
- MacDonald, M. (2001). Critical Pedagogy: What Might It Look Like and Why Does It Matter? In A. Laker (ed.), *Sociology of Sport & Physical Education* (pp. 167-189). London, United Kingdom: Routledge.
- Critical Discourse Analysis: *https://en.wikipedia.org/wiki/Critical_discourse_analysis*.
- Lisbeth A. Pino Gavidia and Joseph Adu. (2022). Critical Narrative Inquiry: An Examination of a Methodological Approach. *International Journal of Qualitative Methods,* 21: 1-5.
- Scott, E. (2020). Redefining the Pedagogy: Service-Learning in Libraries and Archives. Pennsylvania Library Association.
- Mehra, B. (Guest Editor). (2021). Operationalizing Theories and Methods to Integrate Social Justice in LIS Scholarship (Editorial). [Special Issue: Intersecting Theories and Methods to Research Social Justice in LIS Scholarship]. *International Journal of Information, Diversity, and Inclusion 5*(2), 1-8.
https://jps.library.utoronto.ca/index.php/ijidi/article/view/36678/27895.

Role of Socially Responsible Organizations
REQUIRED
- Leong, J. H. T. (2013). Community Engagement – Building Bridges between University and Community by Academic Libraries in the 21st Century. *Libri, 63*(3), 220-231.
- Sung, H., and Hepworth, M. (2013). Modelling community engagement in public libraries, *Malaysian Journal of Library & Information Science, 18*(1), 2013: 1-13.
- Daniels, C., Fox, H., Poindexter, S., and Reilly, E. (2013). Saving All the Freaks on the Life Raft: Blending Documentation Strategy with Community Engagement to Build a Local Music Archives, *The American Archivist* (2015) 78 (1): 238–261. https://meridian.allenpress.com/american-archivist/article/78/1/238/24455/Saving-All-the-Freaks-on-the-Life-Raft-Blending.
  In-class: Review requirements of Assignment 2.

WEEK 4 [Class 4: September 17]
THEORIES, CONCEPTS, AND PRACTICES OF COMMUNITY ENGAGEMENT
Community Informatics
REQUIRED
- Williams, K., and Durrance, J. C. (2008). Social Networks and Social Capital: Rethinking Theory in Community Informatics. *The Journal of Community Informatics*, *4*(3), (2008). URL: https://openjournals.uwaterloo.ca/index.php/JoCI/article/view/2946/3808.
- Montague, R. (2015). Mix IT Up!: A Blending of Community Informatics and Youth Services Librarianship to Further Social Justice in Library and Information Science Education. Library Trends, 64(2), 444-457.
- Jones, R. (2015). Saving and Sustaining Community History One Block at a Time: A Case Study on the Marian Cheek Jackson Center and the Convergence of Public History, Community Informatics, and Digital Archives. Master's Paper, University of North Carolina-Chapel Hill.

SUPPLEMENTARY
- Community Informatics. From Wikipedia, the free encyclopedia. URL: https://en.wikipedia.org/wiki/Community_informatics#Criticisms.

Communities of Practice
REQUIRED
- Lank, E., Randall-Khan, J., Rosenbaum, S., and Tate, O. (2008). Herding Cats: Choosing a Governance Structure for Your Communities of Practice. *Journal of Change Management, 8*(2), 101-109.
- Kim, J. (2015). Integrating Communities of Practice into Library Services. *Collaborative Librarianship, 7*(2), Article 2. https://digitalcommons.du.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/scholar?hl=en&as_sdt=0%2C1&q=%22Community+of+Practice%22%22libraries%22&btnG=&httpsredir=1&article=1067&context=collaborativelibrarianship.

SUPPLEMENTARY
- Communities of Practices (CoPs), Public Health Information Network Communities of Practice, Centers for Disease Control and Prevention. URL https://www.cdc.gov/phcommunities/

Community Literacies
REQUIRED
- Richardson, E., and Ragland, A. (2018). #StayWoke: The Language and Literacies of the #BlackLivesMatter Movement. *Community Literacy Journal, 12*(2), 27-56.
SUPPLEMENTARY
- Community Design: Healthy Places, Centers for Disease Control and Prevention. URL: https://www.cdc.gov/healthyplaces/
  DUE: Assignment 2 [by 11.59pm CST].

WEEK 5 [Class 5: September 24]
TOOLS AND STRATGEIES OF (COMMUNITY) ORGANIZATIONAL REPRESENTATION
REQUIRED
Strategic Planning and Evaluation
- Lerner, A. L. (1999). A strategic planning primer for higher education. California State University.

Community and Organization Assessment Tools
- Weingand, D. E. (2001). Studying the Community and Developing a Plan (Chapter 3). In *Administration of the Small Public Library.*

Tools of Civic Engagement
- Panke, S., and Stephens, J. (2018). Beyond the Echo Chamber: Pedagogical Tools for Civic Engagement Discourse and Reflection. *Journal of Educational Technology & Society, 21*(1), (January 2018), 248-263.

Counter-Narrative Storytelling
- Cooke, N. A. (2016). Counter-Storytelling in the LIS Curriculum. *Perspectives on Libraries as Institutions of Human Rights and Social Justice* (*Advances in Librarianship, Vol. 41*), Emerald Group Publishing Limited, pp. 331-348.
- Gray, L. (2021). Case Study Inquiry & Black Feminist Resistance: Reflections on a Methodological Journey in the Furtherance of LIS Social Justice Research. [Special Issue: Intersecting Theories and Methods to Research Social Justice in LIS Scholarship]. International Journal of Information, Diversity, and Inclusion 5(2), 71-83. https://jps.library.utoronto.ca/index.php/ijidi/article/view/34913/27898
- Mehra, B., Bonnici, L., and MacCall, S. L. (2023). Collegiality as a Weapon to Maintain Status Quo in a White-Privileged and Entrenched LIS Academy. In K. Black and B. Mehra (eds.), Antiracist Library and Information Science: Racial Justice and Community (Advances in Librarianship, Vol. 51) (pp.123-138). Bingley, United Kingdom: Emerald Group Publishing.

Consumer Behavior and Market Segmentation
- Woodside, A. G., Sood, S., and Miller, K. E. (2008). When Consumers and Brands Talk: Storytelling Theory and Research in Psychology and Marketing. *Psychology & Marketing, 25*(2), 97-145.

SUPPLEMENTARY

The Community Guide: https://www.thecommunityguide.org

Semi-Autoethnographic Approaches
- Gray, L., & Mehra, B. (2021). Going Against the Current of Hegemonic "White-IST" Discourse: A Doctoral Program Journey from Critical Student + Guide Perspectives. Journal of Education for Library and Information Science, 62(2), 182-200.
- Mehra, B. (2019). The Non-White Man's Burden in LIS Education: Critical Constructive Nudges. Journal of Education for Library and Information Science (Special Issue, A Critical Dialogue: Faculty of Color in Library and Information Science. Edited by Jose Sanchez and Nicole A. Cooke), 60(3). Journal of Education for Library and Information Science (July 2019), 198-207.
- Mehra, B. (2016). Cultural Re-Interpretation of Race/Ethnicity and Sexuality: A Gay South Asian "Voice" From Between a Rock and a Hard Place. In Diane L. Barlow and Paul T. Jaeger (eds.), Celebrating the James Partridge Award: Essays Toward the Development of a More Diverse, Inclusive, Equitable Field of Library and Information Science (Advances in Librarianship) (pp. 169-193), Volume 42. Bingley, United Kingdom: Emerald Group Publishing (December 2016).

In-class: Review requirements of Assignment 3.

WEEK 6 [Class 6: October 1]
CREATING OPPORTUNITIES ACROSS DISCIPLINARY CONTEXTS AND INSTITUTIONAL BOUNDARIES
REQUIRED
- Warren, M. R., and Glass, R. D. (2019). Collaborative Research and Multi-Issue Movement Building for Educational Justice: Reflections on the Urban Research Based Action Network (URBAN). *education policy analysis archives, 27*(53): May 2019, 1-15.
- Lopez, M. E., Jacobson, L., Caspe, M., and Hanebutt, R. (2019). *Public Libraries Engage Families in STEM.* Global Family Research Project. URL: https://marylandfamiliesengage.org/wp-content/uploads/2019/01/GFRP_STEMPolicyBrief_2019.pdf.
- Senteio, Charles, Kranich, Nancy & Matteucci, Kristen. *Investigating Engagement of Public, Academic, and Medical Libraries with Community-based Health and Wellness Activities in Diverse Urban Communities: Final Report*, 2018. URL: https://rucore.libraries.rutgers.edu/rutgers-lib/57187/PDF/1/play/
- Phinney, A., Moody, E. M., and Small, J. A. (2014). The Effect of a Community-Engaged Arts Program on Older Adult's Well-Being. Canadian Journal on Aging, 33(3), 336-345.
- Hatala, Andrew R.; Erickson, Lisa; Isbister-Bear, Osemis; Calvez, Stryker; Bird-Naytowhow, Kelley; Pearl, Tamara; Wahpasiw, Omeasoo; Engler-Stringer, Rachel; and Downe, Pamela (2017) "The Interpersonal Skills of Community-Engaged Scholarship: Insights From Collaborators Working at the University of Saskatchewan's Community Engagement Office,"

Journal of Community Engagement and Scholarship: 10(1), Article 6.
URL: https://digitalcommons.northgeorgia.edu/jces/vol10/iss1/6
DUE: Assignment 3 [by 11.59pm CST].

[Each student selects TWO readings from October 8 through November 19 to report on their CE-eP as "Memos" about their insights about the reading and discussion in breakout sessions with others on that day: see details below]

WEEK 7 [Class 7: October 8]
COMMUNITY-ENGAGED SCHOLARSHIP AROUND RACE/ETHNICITY
REQUIRED
- Grobman, L. (2017). "Engaging Race": Teaching Critical Race Inquiry and Community-Engaged Projects. *College English, 80*(2), 106-131.
- Dixson, A. D. (2017). "What's Going On?": A Critical Race Theory Perspective on Black Lives Matter and Activism in Education. *Urban Education, 53*(2), 231-247. URL: https://journals.sagepub.com/doi/full/10.1177/0042085917747115?casa_token=YdHCXueROdkAAAAA%3AobhK4ulAfq-m2BeYB0AUMFvIZBZExrRhfJDL5rXhgaFIpzDGzCkQzHUJ_VYL49V8L0Y2WKQE_F9FHw
- Pagowsky, N., and Wallace, N. (2015). Black Lives Matter!: Shedding Library Neutrality Rhetoric for Social Justice. *College & Research Libraries, 76*(4): 2015. URL: https://journals.acrl.org/index.php/crlnews/article/view/9293/10374.
- Blackburn, F. (2017). Community Engagement, Cultural Competence and Two Australian Public Libraries and Indigenous Communities. *IFLA Journal, 43*(3), 288-301.
- McLeod, B. A., Gilmore, J., and Jones Jr., J. T. (2017). Solutions to Structural Racism: One Organization's Community-Engaged Approach in the Aftermath of Civil Unrest (Commentary). *Social Work, 62*(1): January 2017, 77-79.
In-class: Review requirements for Assignment 4.

WEEK 8 [Class 8: October 15]
GENDER RESEARCH (FEMINISM) AND ENGAGEMENT WITH WOMEN'S CONCERNS
REQUIRED
- Douglass, W. (2017). Looking Outward: Archival Research as Community Engagement. *Community Literacy Journal, 11*(2): Spring 2017, 30-42.
- Reile, Wiebke. (2019). Activist Organizations and Strategic Utilization of Information and Communication Technologies: An Exploration of Codepink: Women for Peace. Dissertation, University of Hawaii. URL: https://scholarspace.manoa.hawaii.edu/bitstream/10125/63168/Reile_hawii_0085A_10261.pdf.
- Jones, Shelley Kathleen. (2009). The Community Library as Site of Education and Empowerment for Women: Insights from Rural Uganda. *Libri: International Journal of Libraries and Information Studies, 59* (2).
- Habell-Pallan, Michelle, Sonnet Retman, and Angelica Macklin. (2014). Notes on Women Who Rock: Making Scenes, Building Communities: Participatory Research, Community Engagement, and Archival Practice. *New American Notes Online, Issue 5.* URL

https://nanocrit.com/issues/issue5/notes-women-who-rock-making-scenes-building-communities-participatory-research-community-engagement-and-archival-practice.

- Benson, K. (2018). Feminist Activist Archives: Towards a Living History of the Gender Education Training Network (GETNET). *Education as Change, 22*(2): 2018. URL: http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S1947-94172018000200003. DUE: Assignment 4 [by 11.59pm CST].

WEEK 9 [Class 9: October 22]
ENGAGEMENT WITH LGBTQ+ INFORMATION OFFERINGS, GENDER FLUID DIVERSITY
REQUIRED

- Naidoo, J. C. (2018). A Rainbow of Creativity: Exploring Drag Queen Storytimes and Gender Creative Programming in Public Libraries. *Children and Libraries, 16*(4): 2018. Association for Library Services to Children. URL: https://journals.ala.org/index.php/cal/article/view/6896/9282.
- Winkelstein, J. (2012). Public Libraries and Homeless LGBTQ Youth: Creating Safe Spaces Through Cultural Competence. Doctoral Dissertation, University of Tennessee. URL: https://trace.tennessee.edu/cgi/viewcontent.cgi?article=2755&context=utk_graddiss.
- Kulick, A., Wernick, L. J., Woodford, M. R., and Renn, K. (2017). Heterosexism, Depression, and Campus Engagement Among LGBTQ College Students: Intersectional Differences and Opportunities for Healing, Journal of Homosexuality, 64:8, 1125-1141.
- Alex Wagaman, M. (2016). Promoting Empowerment Among LGBTQ Youth: A Social Justice Youth Development Approach. *Child Adolesc Soc Work J* **33,** 395–405 (2016).
- Hughes, P., Harless, C., and Leach, K. (2020). Methods and Strategies for Effectively Surveying the LGBTQ+ Population. *Research in Social and Administrative Pharmacy.* https://www.sciencedirect.com/science/article/abs/pii/S1551741120306689. In-class: Review requirements for Assignment 5.

WEEK 10 [Class 10: October 29]
ENGAGEMENT WITH CULTURAL DIFFERENCES AND CROSS-CULTURAL RESEARCH
REQUIRED

- Charania, N. A., and Tsuji, L. J. S. (2012). A community-based participatory approach and engagement process creates culturally appropriate and community informed pandemic plans after the 2009 H1N1 influenza pandemic: Remote and isolated First Nations communities of sub-arctic Ontario, Canada. *BMC Public Health, 12,* Article No. 268. URL: https://link.springer.com/article/10.1186/1471-2458-12-268.
- Bainbridge, R and Fredericks, B and Clapham, K and Andersen, C and Ball, R and Longbottom, M and Bessarab, D and Collard, L and Adams, M and Roe, Y and Wilkinson, N and Daniels, C. (2016). Collaborating for community-engaged scholarship in health and wellbeing: A co-autoethnographic study of Indigenous self-determined researcher development, *International Journal of Critical Indigenous Studies, 9*(2), 1-19.
- Wang, W., Bryan-Kinns, N., and Ji, T. (2016). Using community engagement to drive co-creation in rural China. *International Journal of Design, 10*(1), 37-52. URL: http://www.ijdesign.org/index.php/IJDesign/article/viewFile/2458/722.

- Williment, K. (2019). It Takes a Community to Create a Library. *Public Library Quarterly,* DOI: 10.1080/01616846.2019.1590757.
- Guo-Brennan, Michael and Guo-Brennan, Linyuan (2018) "Civic Capacity and Engagement in Building Welcoming and Inclusive Communities for Newcomers: Praxis, Recommendations, and Policy Implications," Journal of Community Engagement and Scholarship: Vol. 11 : Iss. 2 , Article 5. https://digitalcommons.northgeorgia.edu/jces/vol11/iss2/5.
  DUE: Assignment 5 [by 11.59pm CST].

WEEK 11 [Class 11: November 5]
COMMUNITY ENGAGEMENT + ABLEISM (DIVERSE ABILITIES, (DIS)ABILITIES)
REQUIRED
- Grinker et al. (2012). "Communities" in Community Engagement: Lessons Learned From Autism Research in South Korea and South Africa. *Autism Research, 5*(3). URL: https://onlinelibrary.wiley.com/doi/10.1002/aur.1229.
- Timony, P. (2015). Accessibility and the Maker Movement: A Case Study of the Adaptive Technology Program at District of Columbia Public Library. In B. Wentz, P. T. Jaeger, and J. C. Bertot. *Accessibility for Persons with Disabilities and the Inclusive Future of Libraries* (Advances on Librarianship), Volume 40). (pp. 51-58). URL: https://books.google.com/books?hl=en&lr=&id=tcNOCwAAQBAJ&oi=fnd&pg=PP1&dq=%22community+engagement%22+%22disabilities%22+libraries&ots=iclm_2k-fl&sig=RnEFAdtcdjLD_y4VqK483T-gS-A#v=onepage&q=%22community%20engagement%22%20%22disabilities%22%20libraries&f=false
- Suarez-Balcazar, Y., et al. (2018). Community-based participatory research to promote healthy lifestyles among Latino immigrant families with youth with disabilities. *Scandinavian Journal of Occupational Therapy, 25*(5), 396-406.
- Mirza, M. P., Hasnain, R., and Duke, K. B. (2018). Fostering Community-Academic Partnerships to Promote Employment Opportunities for Refugees with Disabilities: Accomplishment, Dilemmas, and Deliberations. *Societies, 8*(3), 86: 1-15.
- Vargas, C. M. et al. (2012). A Community Engagement Process for Families with Children with Disabilities: Lessons in Leadership and Policy. *Journal for Maternal and Child Health, 16:* 21-30.
- Pearson et al. (2024). Breaking out of the box: increasing the representation of disability within archive science. Archival Science 24, 101-118.
  In-class: Review requirements of Assignment 6.

WEEK 12 [Class 12: November 12]
ENGAGEMENT TO COUNTER-AGEISM (SERVICES FOR SENIORS, YOUTH SERVICES DESIGN SCHOLARSHIP)
REQUIRED
- Davis, A. C., et al. (2019). The Gist: A Digital Pornography Literacy Resource Co-Designed with Vulnerable Young People. Submitted to Journal of Medical Internet Research.
- Waugh, A. (2018). A Nice Place on the Internet: An Exploratory Case Study of Teen Information Practices in an Online Fan Community. Doctoral Dissertation, University of Maryland. URL:

https://drum.lib.umd.edu/bitstream/handle/1903/20878/Waugh_umd_0117E_18857.pdf?sequence=1&isAllowed=y.

- Daniels, George L. (2013) "A Five-Step Model for "Unconventional Engagement"," *Journal of Community Engagement and Scholarship*: Vol. 6 : Iss. 1 , Article 7. Available at: https://digitalcommons.northgeorgia.edu/jces/vol6/iss1/7
- LaFontaine, C., and Sawchuk, K. (2018). Promising Practices in Collaborative Digital Literacy and Digital Media-Making with Older Adults. In: Zhou J., Salvendy G. (eds) Human Aspects of IT for the Aged Population. Acceptance, Communication and Participation. ITAP 2018. Lecture Notes in Computer Science, vol 10926. Springer, Cham. URL: https://link.springer.com/chapter/10.1007/978-3-319-92034-4_37#enumeration
- Rapkin, B. D. et al. (2017). Reducing Disparities in Cancer Screening and Prevention through Community-Based Participatory Research Partnerships with Local Libraries: A Comprehensive Dynamic Trial. *American Journal of Community Psychology, 2017, 60: 145-159.*
  DUE: Assignment 6 [by 11.59pm CST].

WEEK 13 [Class 13: November 19]
COMMUNITY ENGAGEMENT AND CLASSISM (INFORMATION POVERTY AND SOCIOECONOMIC STATUS)
REQUIRED
- Racelis, A. (2018). Library Services for the Poor: Theoretical Framework for Library Social Responsibility. *Pedagogical Research*, 3(2), 1-9.
- Rowel, R., Sheikhattari, P., and Evans-Holland, M. (2012). Introduction of a Guide to Enhance Risk Communication Among Low-Income and Minority Populations: A Grassroots Community Engagement Approach. *Health Promotion Practice, 13*(1), 124-132.
- Andrée, P., Chapman, D., Hawkins, L., Kneen, C., Martin, W., Muehlberger, C., Nelson, C., Pigott, K., Qaderi-Attayi, W., Scott, S., & Stroink, M. (2014). Building Effective Relationships for Community-Engaged Scholarship in Canadian Food Studies. *Canadian Food Studies / La Revue Canadienne Des études Sur L'alimentation*, *1*(1), 27-53.
- Garton, P. (2020). Universities and Urban Development: The Effects of Anchor Institution Initiatives on Gentrification. A Dissertation Submitted to Michigan State University in partial fulfillment of the requirements for the degree of Higher, Adult, and Lifelong Education—Doctor of Philosophy.
- Struck, M. A. (2017). Why Space Matters: Youth's Social Spatial Civic Literacy Enactments within a Civic Technology Project. A Dissertation Submitted to the Faculty of University of Minnesota in partial fulfillment of the requirements for the degree of Doctor of Philosophy.
  In-class: Review requirements of Assignment 7.

WEEK 14 [Class 14: December 3]
Wrap-Up.
Discussion: What Did We Cover and What Did We Miss?
Course Evaluations.
In-class: Review requirements for all assignments.

DUE: Assignment 7 [by 11.59pm CST].

WEEK 15 [Class 15: December 10: Exam Week]
In-class: Student Presentations of their CE-eP in breakout sessions.

WEEK 15 [December 12 by 11.59pm]
Completed CE-eP Upload On Your Website [including Assignment 8] [by 11.59pm CST].

Creating a Community-Engaged ePortfolio (CE-eP) [Details of the assignment descriptions]:

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 semester (December 12). Deadlines inserted in the schedule above is for evaluation of Pass/Fail as a checkmark to ensure students are making adequate progress. These Pass/Fail deadlines will be modified with a letter grade only at the end of the semester. However, their insertion during the semester on weekly check-ins is to keep students on track in making significant progress throughout the semester as compared to rushing only at the end to complete the work. A template and guidelines are provided in helping students create their webpages and lessen the workload. These are at URL: bmehra-cis675-fall24.myportfolio.com

Following the times indicated above 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 at this time during the semester). 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 semester.

It will be smart if the students utilize these scheduled deadlines for the individual assignments created by the instructor during the semester, otherwise the work will get cumbersome and difficult to manage by the end of the term. By the end of the semester students will complete changes on their website based on the feedback provided by the instructor throughout the semester and wrap-up their CE-eP. The final Assignment grade will be determined based on what is submitted and uploaded on the website by the end of the term. Please schedule individual appointments with the instructor to ensure adequate guidance, improvements to make, and creation of a high-quality product showcasing your talents to further social justice scholarship. This work is not the usual "essay-writing" style of assignments. Follow directions shared during class. Please schedule one-on-one meetings with the instructor to go over the webpages finally once all of them are completed by the end of the semester (or earlier in the semester).

In addition to the following requirements for each assignment described below, for students to receive an "A" for each assignment the following are aspects to include:

- Since the final "product" of the website will serve as a publicly available web resource as compared to a traditional paper, ON EACH PAGE please integrate and insert select multi-media (images/pictures, podcasts, YouTube videos, etc.) to showcase your skills in the best light possible.
- Provide an opening blurb at the beginning of each page (like a consistent and common introduction) before the actual assignment content indicating what the purpose of this project is (include name of the agency, its location-city, state; and the population you are keeping in focus) as well as what you are doing on this particular page (tailored to the page content) since readers might not visit each page in a linear fashion. For example: "This project was conducted as part of the CIS 675 (Community-Engaged Scholarship) class during the fall of 2024 which involved collaborating with the --- [add name of organization, location] with a focus on outreach services to BIPOC individuals and our youth [replace with your population of focus]. On this particular page, I describe the

promising practices (readings and resources) that I found related to the project for the semester.

- To make the webpage interactive, please hyperlink extensively to the websites of the significant entities (e.g., the names which are proper nouns) (e.g., Tuscaloosa, Alabama, South Dale Middle School, Dale County, and so many others).\
- Please follow APA standards to cite in the narrative the authoritative sources listed in the reference list at the end.

SJ4A students can complete these assignments in relation to the work they have been involved since they joined the program in focusing on their community-embedded efforts of bridging theory-practice divides as Black, Indigenous, and people of color (BIPOCs) in a white-entranced (archival and/or library) profession and American society. The CE-eP will also include what they have completed in this semester for this course. Non-SJ4A students can complete these assignments in relation to the work they have been involved since they joined their respective graduate programs at the University of Alabama while focusing on their community-embedded efforts of bridging theory-practice divides within a hegemonic profession and American society (as variously defined). They too would include what they have completed in this semester for this course in their CE-eP.

Alternately, all students can complete these assignments only in relation to the work they have been involved during this semester for this course. After the semester, all students will have an opportunity to submit their work in revised format as a chapter manuscript that the course instructor will be editing for *Advances in Librarianship.*

Assignment 1 (CE-eP) (My Positionality and Individual Profile): [10% of total grade]. Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. [10% of total grade]. DUE 09/03/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

Introduction statement: [NOTE: Provide a welcoming statement and introduction. Tailor this to YOU and paste on your webpage. This is just a template. Tweak as appropriate].
 "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 other) at the University of Alabama. I have created this Community-Engaged ePortfolio (CP-eP) as part of my work for the CIS 675 course (Community-Engaged Scholarship) during fall 2024. In my CP-eP I analyze existing communication and information 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 identify existing and potential collaborators and partners in local, regional, national, and international communities (in the physical setting and online) to facilitate actual and/or planned activities of mutual interest to operationalize and implement. In the process I propose (and/or actualize) a range of responsive strategies to further community needs, expectations, and representation in the specific setting and workforce environment. As part of my analysis, I critically evaluate... [summarize what you are planning to do in relation to your project] and develop a strategic diversity action plan for the communication or information organization to identify future directions of progressive growth and professional practice in consolidating future collaborations and partnerships."

Address the following two topics separately.
1.1 Individual Profile: Who Am I?
Describe who you are at intersecting personal levels (e.g., attributes related to demographic, identity, etc.) and professional levels [work title, past work experiences, place of work, etc.] and what community-engaged scholarship means to you and why it is important connecting to constructs in your discipline and/or place of work. As an information professional (e.g., archivist, librarian, communication or information scholar, etc.), why and how do you see integration of community-engaged scholarship in your career path and professional journey? You can include unique diverse aspects about yourself, why you think community-engaged scholarship are important in today's world, challenges and opportunities, your response to the contemporary cultural climate in the 21st century, etc. [100 words or more with at least two authoritative source to support your descriptions and analysis].

1.2 Professional Values and Goals
How will this community-engaged project contribute to your immediate or long-range career plans? Please discuss your professional interests and goals as they relate to community-engaged scholarship. Which communities of service do you hope to support in this class (and beyond) and in your career? How will participation in this community-engaged project assist you in achieving these objectives? [100 words or more with at least two authoritative source to support your descriptions and analysis].

Assignment 2 (CE-eP) (Community Project: Scope and Plan): [20% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 09/17/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

In this assignment, you will describe your community-engaged project(s) for the semester (or in the context of your educational journey in your respective program). Lay out it's scope and plan. This is a justification rationale to support your and your organization's focus in developing various collaborations and partnerships to meet the needs of the specific population(s). It consists of various parts with subparts (address the parts and subparts separately):

2.1 What Do I Plan To Do? (in this course) Or add (as relevant): What have you done so far in relation to the project (During your educational journey in your respective program) [50-100 words or more with at least one authoritative source to support your descriptions and analysis].

2.2 Why Is It Important?
2.2A [The Context of Need] Environment and Setting: Describe the geographic and cultural environment in which your agency is embedded with relation to the broader and/or specific aspects of focus in terms of its strengths, weaknesses, opportunities, and threats related to your population group(s) and community-engaged collaborations and partnerships to further their cause [100 words or more: use two or more authoritative sources to support your descriptions and analysis].
2.2B [Population Profile] Barriers & Obstacles/Challenges: What are the reasons that make it important to focus on this population in your discipline/subdiscipline of study or place of work? Identify major barriers and obstacles that exist in terms of providing community-engaged collaborations and partnerships to support this population. Identify major challenges that exist in terms of engagement with this population in your geographical area. What are the challenges experienced by this population in the environmental and/or regional context of your work. You should provide authoritative scholarship and illustrations of your research as evidence beyond your opinion and feelings about the matter. [100 words or more with at least two authoritative source to support your descriptions and analysis].

2.3 How Does Your Project Relate to This? How Does the Organization Perceive Your Role? (50-100 words or more: use one or more authoritative sources to support your descriptions and analysis).

2.4 How Do I Plan to Do It?
2.4A Methodological lens: This question allows you to take ownership of various methodological perspectives. What type of methods and methodologies do you plan to apply in your community-engaged project? Why? Why not others? Provide a convincing argument(s) in support of your choices. [100 words or more with at least two authoritative source to support your descriptions and analysis].
2.4B What Results & Outcomes Do I Plan to Achieve? Framing: Provide a description and analysis of your contextual vision as a researcher that will inform the nature of your community-engaged project. This includes a disciplinary and theoretical/conceptual lens.

Disciplinary lens: As a researcher position your work within (or outside) a disciplinary lend of analysis. You can bring an interdisciplinary or multidisciplinary perspective, as needed. How is your community-engaged project "inside" and/or "outside" your discipline's sphere of boundaries, content, scope, and impact? What is the significance of your work in this context? Why is it important? What paradigm(s) do you plan to integrate in this work? What results and outcomes do you hope to achieve in the disciplinary context? [100 words or more with at least two authoritative source to support your descriptions and analysis].

Theoretical/conceptual lens: What theoretical and/or conceptual lens of analysis are you using to explore and examine your interactions of work with your community organization? If you are not planning to use any theoretical and/or conceptual lens, explain and justify the reasons for not doing so. If you plan to use multiple theoretical and/or conceptual lenses provide an explanation for the approach and strategy. What results and outcomes do you hope to achieve in the theoretical/conceptual context? [100 words or more with at least two authoritative source to support your descriptions and analysis].

Assignment 3 (CE-eP) (Best/Promising Practices I: Readings and Resources) [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 10/01/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

This consists of TWO parts:

3.1 Readings

You will produce a systematic bibliography of at least TWO works ABOUT appropriate community-engagement initiatives for the population of interest in a similar disciplinary area of your work/interest with any attention to related narrower subject areas therein (as relevant). List the works in the bibliography following APA standards. The goal of this assignment is to provide you and your organization an increased understanding of the literature. Do not replicate readings from other similar classes. Your tasks should include:

    A. 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.

    B. Provide 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 (or available on the class Blackboard).

3.2 Resources

You will describe and evaluate at least THREE web resources representing issues related to your population(s) of interest in a similar disciplinary area of your work/interest. Include in your description and analysis of each resource, some of the following (with brief 50-100 words or more annotations for each web resource):

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

The objective of this assignment is to explore the varied resources available online related to your community-engaged project 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 local resource from your geographical/regional area.

Assignment 4 (CE-eP) (Your Community Organization's Profile): [20% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. <mark>DUE 10/15/24: Pass/Fail deadline: (11.59pm).</mark> Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

4.1 Your Workplace and/or "Home Agency"

If your "home agency" is your place of work, please describe your current work role/title at your archive/library/communication agency and its extended responsibilities. If it is another, discuss your relationship with the organization and how that has emerged (or is emerging) in the context of the design and development of your community-engaged project. The "home agency" could be an academic, public, school, or special library, information center, archive/museum, or communication or information agency that you have selected to serve as your chosen collaborating agency. Identify and characterize this information organization and the parent agency it belongs to (e.g., a university is the parent agency of an academic library; city governing body is the parent agency of a public library, etc.) (as relevant). The guiding strategy of identifying the organization and its parent agency is about who the organization is responsible to (e.g., who holds the purse strings). Describe your organization from a system-centric perspective (i.e., size, members, type, services, etc.) especially focusing on the broader and/or specific aspects you are focusing on. <mark>(100 words or more: use two or more authoritative sources to support your descriptions and analysis).</mark>

4.2 Organization's User Population *Who/What/How?* Discuss your organization's audiences and user stakeholders (first broadly and then specifically). In your opinion, how is this archive/library/communication agency important to the community? What does it represent to its patrons, customers, clients (variously defined)? Who is your archive/library/communication agency's typical patrons? Focusing on your population(s) of choice, how diverse are these customer/user stakeholders at your information organization (actual). Provide a description and analysis of your organization's existing community demographics and trends regarding this population. Include information of the organization's population and its segmentation and market profiles as relevant (actual). What about potential numbers of this population? What is the basis of these actual and potential users? What archive/library/communication agency's services do they use most often? How is community-engaged collaborations and partnerships important (or relevant). <mark>(100 words or more: use two or more authoritative sources to support your descriptions and analysis).</mark>

4.3 Strategic Planning Descriptions: Summarize the organization and the parent agency's mission, goals, and objectives and how does external customers/users (broadly and specifically) relate to these descriptions. How is community-engaged collaborations and partnerships important (or relevant). Present the following about your community organization (others as relevant) <mark>(100 words or more: use two or more authoritative sources to support your descriptions and analysis)</mark>:

- *Mission and Vision*
- *Values, Aims*
- *Goals and Objectives*
- *How Does the Organization Measure Success?*

4.4 Existing Community-Engaged Collaborations and Partnerships to Support the Services for Your Population: This part focuses on assessing existing community-engaged collaborations and Partnerships that are currently at place at your self-selected library/archive/other information organization to support services your population(s) of interest (these could include its collections, resources, policies, programs, services, etc.). You will create a report that identifies the current level of community-engaged collaborations and partnerships for at least FOUR offerings (services, programs and collections, etc.) for the specified diverse population(s).

This would mean that you will conduct a scan of the relevant resources and services that are available at your agency for the population under consideration. Focus on the existing collaborations and partnerships that your agency is involved in for the delivery of these resources and services. Describe and critique these offerings at your chosen library, information center, archive, museum, or communication agency for the selected population group(s), in terms of (100 words or more for each offering, provide web links as relevant):

1) Resources and tools (e.g., collections, booklists, library guides/pathfinders, etc.) and community-engaged collaborations and partnerships involved. Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.
2) Communication with diverse populations (e.g., websites, web representation, signage, handouts, displays, social media, etc.) and community-engaged collaborations and partnerships involved. Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.
3) Programming and events for diverse populations and community-engaged collaborations and partnerships involved. Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.
4) Other offerings (e.g., diverse library staff and library board; library reference services; developing policies and planning facilities; creating welcoming spaces; etc.) and community-engaged collaborations and partnerships involved. Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.

NOTE: If these headings (above) are not relevant for your community-engaged project, provide other categorizations (at least FOUR) to identify diverse community-engaged collaborations or partnerships in support of various offerings for the same population group(s) of your project at other similar organizations.

Assignment 5 (CE-eP) (Best/Promising Practices II: Environment Scan Case Glimpses) [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 10/29/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

The purpose of this assignment is to identify and provide a glimpse of promising practices at other case stud(ies) that have community-engaged collaborations and partnerships to support offerings to the SAME 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 about the community-engaged collaboration or partnership in support of the offering available at different information agencies of your choice. Describe these offerings at DIFFERENT library, information centers, archives, museums, or communication agencies [100 words or more for each offering, not counting the bibliographic information or URL], in terms of (do this separately for the following, provide web links as relevant):

1) Resources and tools (e.g., collections, booklists, library guides/pathfinders, etc.). Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.

2) Communication with diverse populations (e.g., websites, web representation, signage, handouts, displays, social media, etc.). Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.

3) Programming and events for diverse populations. Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.

4) Other offerings (e.g., diverse library staff and library board; library reference services; developing policies and planning facilities; creating welcoming spaces; etc.). Provide at least one example that is described for the population you are focusing on in this course and with specific reference to the collaborations and partnerships that are involved.
   NOTE: If these headings (above) are not relevant for your community-engaged project, provide other categorizations (at least FOUR) to identify diverse community-engaged collaborations or partnerships in support of various offerings for the same population group(s) of your project at other similar organizations.

Assignment 6 (CE-eP) Community-Responsive Evaluation [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 11/12/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

Address the following two parts separately.

6.1 *Feedback from Work Colleague/Community Member/Librarian:* Ask a member of the target population at the organization (community) to assist you by providing their assessment of community-engaged collaborations and partnerships that your "home agency" is involved in to support the services for your population(s) of focus. Each student reports on the feedback collected (i.e., critique) regarding your organization's exiting services for the population of focus, desired services for your population, and gap analysis between existing and desired services for your population. Discuss if the community-engaged collaborations and partnerships are successful in supporting the services for the population(s) of interest. If the above is not possible, instead, you could also identify and interview (formally or informally) a librarian (preferably the community engagement coordinator, archivist, or librarian responsible for developing programs for the community; any other staff member) to determine if your collaborating organization has created specialized services for your identified population(s) and the nature of its community-engaged collaborations and partnerships. This might give you an opportunity to identify information that was not evident in your initial data collection. In the librarian's opinion, has your "home agency" been successful in its community-engaged collaborations and partnerships to further its agenda. Get them to identify at least TWO potential collaborators and partners (locally or otherwise) that your organization can engage with in the future to support services for your population(s) of focus [Provide a summary of feedback collected [200 words or more; two or more authoritative sources to support your claims and analysis].

6.2 Feedback from Class Colleagues: In addition, all students are required to collaborate with another student in the course (or outside) beyond the synchronous class meeting time to gather assessment data regarding your organization's available resources and its community-engaged collaborations and partnerships. Each student can also lead their colleagues during these conversations through their own website developed so far and/or your "home agencies" web resources. Share what you notice though the process in your assignment. All students are expected to discuss with their class colleague and report on their discussion around the various issues in relation to community engagement, ethics, and social justice; information needs of diverse users; your library/agency's role in serving diverse patrons in difficult political environments; archiving diverse histories; etc. Get your class colleague to identify at least TWO potential collaborators and partners (locally or otherwise) that your organization can engage with in the future to support services for your population(s) of focus Each student reports on the feedback collected from their colleagues (i.e., critique) regarding your organization's exiting services for the population of focus, desired services for your population, gap analysis between existing and desired, and the actual/potential community-engaged collaborations and partnerships (existing and needed) to support services for your population(s) of focus [200 words or more; two or more authoritative sources to support your claims and analysis].

Assignment 7 (CE-eP) (Future *Collaborations and Partnerships in the Services for Your Population:* Your Milestones; Moving Forward): (10% of total grade). [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. DUE 12/03/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

This consists of three parts:

7.1. Impacts and Outcomes: Provide a brief discussion of your impacts and outcomes achieved (or planned) as a result of your community-based project. What difference did it make for your community organization, its stakeholders, and for you? [100 words or more with at least two authoritative source to support your descriptions and analysis].

7.2 Plan of Action

This part provides you an opportunity to identify and suggest community-engaged collaborations and partnerships toward improvements for your information agency moving forward. It should be based on your reflection of readings throughout the semester, additional outside materials (as needed), evaluation of existing/potential community-engaged collaborations and partnership provided at your information agency, etc.

Now that you have documented the existing community-engaged collaborations and partnerships to provide collections, services, any programs, etc. offered by your information organization, think about the needs and concerns of the population(s) of focus, and discern what kinds of future community-engaged collaborations and partnerships are needed. Think about what kinds of services that seem most likely to be needed (for serving your chosen population better) and discuss the types of community-engaged collaborations and partnerships that could help meet these needs in the future. Develop a plan of action for improving the services and accessibility of the information organization to your selected population(s) and identify the potential community-engaged collaborators and partners and their possible roles. Your plan can include a revised mission/vision, goals, objectives, activities, resources, timeline, etc. in relation to community-engaged collaborations and partnerships (as relevant). Write a report of the plan. If you are comfortable doing so, you can share the report with one of the library administrators or other librarians at your chosen library. [200 words or more; two or more authoritative sources to support your claims and analysis].

7.3 Your Milestones and Projection

List the key milestones you achieved during your community-engaged project (for this class and/or in relation to your broader educational journey). Share what do you project about your focused career path in relation to the community-engaged project and also a projection for your "home agency" in its future efforts to strengthen its community-engaged collaborations and partnerships [200 words or more; two or more authoritative sources to support your claims and analysis].

Assignment 8 (CE-eP) (Student Insights) (10% of total grade). [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. [10% of total grade]. DUE 12/12/24: Pass/Fail deadline: (11.59pm). Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an "A."

This consists of two parts:

8.1 Article Insights

Each student will be prepared to share insights and discuss their assessment of at all articles [from any of the readings listed in the syllabus] during breakout sessions with their student colleagues on specific days (October 8 through November 19). However, they will prepare "Memos" [see Memo Template on Blackboard] on TWO readings and upload on their website by the end of the semester. You can provide background and context to the readings from the syllabus for those dates and contextualize them as well as be ready to promote critical discussion by having probes for your breakout group colleagues. No handouts or PowerPoint presentations are needed.

8.2 CE-eP Demonstration and Insights

On December 10, 2024, each student will discuss their CE-eP with other students during the breakout session for 15 minutes (including Q + A) each. Keep yourself in check to not run over the allocated time. Students may choose to integrate any audio+video recording of their presentation, link to the powerpoint slides of their presentation, lead their breakout colleagues through their website, etc. What did you learn with regard to your focused aspect of community-engaged scholarship during your breakout session? What were the challenges and aspects meaningful to you in the course? Other aspects you want to share. [Provide 200 words or more assessment on your CE-eP by the end of the semester in terms of feedback collected from other students during this session. Also, report your own thoughts regarding the work of other students during the session].