

LS 580 (Outreach to Diverse Populations)¹: Spring 2024
College of Communication and Information Sciences
School of Library and Information Studies
University of Alabama

Course Section: 921 (17944)

[Note: The class is planned as a synchronous distance education class delivered in online format. The class counts for credit for doctoral and master's programs].

Meeting Time and Place: Tuesday [6.00-8.30pm CST]: Synchronous Cyberspace via Zoom.

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 Description: Explores diverse cultural groups and the ways that information centers, museums, non-profits, and all types of libraries can effectively serve the informational and recreational needs of these populations.

Course Description: This course examines the concept of culture and what it means to live in a culturally pluralistic society. Emphasis is particularly placed upon diverse cultural populations and the myriad services that public, school, academic, and special libraries as well as other information institutions, museums, and non-profits organizations can provide to meet their needs and wants. Students will have an opportunity to explore their own personal bias, as well as that of

¹ Legacy: I have inherited this course thanks to Dr. Naidoo and modified the syllabus to reflect my interests and vision. I taught the course last during Spring 2023.

their local library community, and discuss strategies for successfully overcoming these biases and developing outreach services that meets the expectations of culturally diverse populations.

In the process, students develop a new theory-practice-impact discourse in their research that is deliberate, systematic, impact-driven, and action-oriented. Students gain experiential learning in the “doing” of outreach research 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 outreach research that is inclusive and participatory in the designed initiatives that also further social justice and social equity in multidisciplinary scholarship.

Prerequisites: UA Course Catalog None

Course Objectives: Upon completion of the course and resulting from involvement in various activities and projects students will be able to achieve the following objectives:

- Examine issues of racism, classism, sexism, ageism, ableism, heterosexism, etc. (amongst prejudices toward other socially constructed variables and identity markers) perpetuated by societal influences;
- Explore the concept of personal culture as well as personal implicit and explicit cultural bias;
- Provide an assessment survey (both past and present) of library and information services to diverse populations within the U.S. in the context of a self-selected organization(s) of choice;
- Examine the politics influencing library services to diverse populations;
- Raise an awareness of the need for library and information services to diverse populations;
- Analyze the professional literature concerning critical perspectives on diversity, race, microaggressions in the profession, and multiculturalism;
- Improve library, museum, and non-profit organizations’ outreach services to diverse groups through programs and events;
- Investigate how diversity is addressed in various community, state, regional, and national libraries, museums, information centers, or non-profits;
- Provide models for networking with non-library service agencies that serve diverse populations.
- Build an individualized Outreach Portfolio (O-eP) on the web that assesses existing library and information services to diverse populations and suggest improvements in the organization’s outreach services.

Student Learning Outcomes

Course Objectives and Student Outcomes: During the course, students will:

1. Explore the meaning of *culture* including cultural values and bias and identify the nuances of their own personal culture.

2. Read a variety of professional readings related to culture, diversity, and services to diverse populations, and participate in discussions regarding historical, social, and political topics such as issues of race and class perpetuated by societal influences and politics influencing non-profit services to diverse populations.
3. Evaluate the diversity in their local community and examine how a selected academic, public, school, or special library (or another organization) serves the informational and recreational needs of the community's diverse citizens.
4. Share current events and news bytes related to diverse populations and library, museum, and/or information services to specific cultural groups to gain a better understanding of the current issues influencing services to diverse populations.
5. Select, analyze, and share information about a LIS, museum, or non-profit related organization specializing in services to diverse populations, in order to learn more about the professional associations available to LIS professionals interested in serving diverse populations.
6. Conduct a literature review of LIS and/or museum services to specific cultural groups to fully understand the needs of various populations within society.
7. Examine a local library's signage, programs, collections, etc. (or in another organization) to determine how the library serves a particular cultural group and make recommendations for changes.

LS 580 is designed to mobilize students to develop bridges between the theoretical and practical aspects as embedded in various library and information science settings. These include traditional and non-traditional emerging agencies (e.g., profit, non-profit, and public/private enterprises, organizations, and institutions) to respond to the needs of their diverse 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 diverse users, patrons, customers, or clients (as variously identified) embedded in context and identify possible concrete tangible solutions and improvements. Course activities are focused on action-oriented discourse and outreach practice in self-selected information organizations of choice. 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. This might require rectifying imbalanced power differentials for diverse underserved constituencies via proposing information-related actions.

MLIS Program Learning Outcomes: During this course, students 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

- Bucher, Richard. (2014). *Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities*. 4th Ed. Prentice Hall.
- Smallwood, Carol and Kim Becnel. (2013). *Library Services for Multicultural Patrons: Strategies to Encourage Library Use*. Lanham, MD: Scarecrow Press.
- Access to online readings, the discussion boards, and assignments is available via Blackboard. These required online readings 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/>.
- See past students' web development work for similar classes at: <https://bmehra.people.ua.edu/teaching.html>.

For example:

- 1) LS 580 (Outreach to Diverse Populations): Course website with syllabus and student community-engaged course projects for Spring 2023 available at URL: : <http://ls580outreach2diversepopulations.people.ua.edu/>.
- 2) CIS 668 (Social Justice and Inclusion Advocacy, University of Alabama). Course website with syllabus and student community-based projects for Fall 2023 available at: URL <https://bmehra.people.ua.edu/CIS668-Fall2023.html>.
Course website with syllabus and student community-based projects for Fall 2021 available at: URL <https://cis668socialjusticef21.ua.edu>.
- 3) 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 URL: <https://bmehra.people.ua.edu/CIS650Div-Summer2023.html>.
Course website with syllabus and student community-engaged course projects for Spring 2022 available at URL: <http://cis650diversityleadership.ua.edu> ; password: burfi.

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: <https://jps.library.utoronto.ca/index.php/ijidi/issue/archive>.

Learning Environment/Attendance Policy: Effective delivery of various aspects of outreach services to diverse populations are strong expectations in our professional lives and places of work. As a graduate course this class provides a ‘safe space’ to reflect, describe, analyze, and possibly understand these outreach processes, practices, policies, and ways of being. This course brings together different learning of experiences to further bridging theory, practice, and contextually embedded community-based realities. The course will help inform us and understand these experiences and viewpoints in individualized community-based projects that students develop for themselves.

This course is characterized by a collaborative learning atmosphere which requires you to use critical thinking skills and to have a commitment and engagement in your course assignments and during discussions in the class meetings and online. I will do everything I can to make the course a rewarding learning experience that is meaningful to you as 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 an Outreach ePortfolio (O-eP) lasting through the semester that will involve working with an 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 information agency (e.g., library, archive, non-profit, etc.) and establish contact and communication with agency stakeholders ASAP. This could be the place of your work. This agency will serve as your collaborator during the semester for analyzing their diversity outreach offerings and responses in the self-chosen environments and proposing improvements and strategies 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 Outreach ePortfolio (O-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 diversity outreach 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.

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

Of course, I will be happy to address your comments and questions via e-mail/phone/in-person. Additionally, there are a few discussion boards available to you via the Blackboard class space to contribute information related to class content, build an online professional and social community with your student colleagues, and pose questions and comments about various matters of concern. These will be available once the class module is available via Blackboard. Also, the power point slides of the lectures are available on Blackboard and the class sessions are archived and can be replayed via Zoom. Here are some ideas to help encourage online conversation asynchronously:

- You can post questions to the list based on what we have read, your project experiences, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during synchronous class sessions.
- You can outline controversies surrounding outreach 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 LS 580. 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.



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.*

Statement of Equity, Diversity, & Inclusion:

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

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

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 O-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 an Outreach ePortfolio (O-eP) [Find details of the assignment descriptions at the end of this document]:

The purpose of these assignments is for you to develop and deliver an outreach project from initial conceptualization, planning, design, development, and partial implementation or 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 O-eP. Here is a brief description of the project.

The class website is available at URL: <https://bmehra.people.ua.edu/LS580-Spring2024.html>

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 O-eP (one main page for each dark bullet; the light bullets can serve as section headings):

- *Welcome* [landing page] + *Multicultural Profile* [your positionality] [Assignment 1]
- *Population: Why Study?* [context of need] [Assignment 2]
 - *Barriers & Obstacles*
 - *Challenges (Environmental Context)*
- *Promising Practices I* [Assignment 3]
 - *Readings*
 - *Resources*
- *Promising Practices II* [Assignment 4]
 - *Environment Scan Case Glimpses*
- *Population Representation in Organization* [Assignment 5]
 - *Organizational Profile*
 - *Organization’s User Population(s): Actual/Potential*
 - *Services for your population: Existing*
- *Culturally Responsive Evaluation* [Assignment 6]
 - *Critique of exiting services*
 - *Services for your population: Desired*
 - *Gap analysis between existing and desired*
- *Outreach Moving Forward* [Assignment 7]
 - *Strategic Actions (Plan)*
 - *Future predictions/forecasts*
- *Insights + Reflections* [Assignment 8]

Grading [Find details of the assignment descriptions at the end of this document]:

All parts of this assignment will be graded using the guidelines noted in the syllabus. Each part will be graded separately. Assignment 1, Assignment 2, Assignment 3, Assignment 4, and Assignment 7 are equal to 10% of the total grade. Assignment 6 and Assignment 8 are equal to 15% of the total grade. Assignment 5 is equal to 20% of the total grade.

Assignment 1: *Welcome + Multicultural Profile* (10% of total grade)

Assignment 2: *Population: Why Study?* (10% of total grade)

Assignment 3: *Promising Practices I* (10% of total grade)

Assignment 4: *Promising Practices II* (10% of total grade)

Assignment 5: *Population Representation in Organization* (20% of total grade)

Assignment 6: *Culturally Responsive Evaluation* (15% of total grade)

Assignment 7: *Outreach Moving Forward* (10% of total grade)

Assignment 8: *Insights + Reflections* (15% of total grade)

All your assignments must be completed by an individual. Each assignment should have its own webpage and web users should be able to navigate directly to each page from every other page that is part of the O-eP.

Your assignments will be evaluated based on the following criteria:

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

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

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

A (90-100). Excellent work. Student performance demonstrates full command of the course 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 produce high quality work acceptable of graduate students.

E (<60). Unacceptable work.

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

HOW TO COMPUTE YOUR GRADE

All assignments will receive a number and 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 (as above) for a particular grade by the weighting for the assignment. For example, if you receive a "B" on Assignment 2 (Social Justice Context of Need), you have earned 10 points ($80 \times .10 = 8$ points). Here's how it works for the 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 written that is due, it can still be turned in for up to half-credit up to one week after the due date.

Notification of Changes: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes. For anything oral (lead discussion, insights) there will be no late assessment and a zero will be assigned for that part of your grade. **DISCLAIMER** Any of the above may change. Changes will be announced in class and/or via email.

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, death related 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 diversity and inclusion and outreach in your information agency and community owing to political, cultural, and historical

limitations. The class environment in a “safe space” to bring these matters up as and when you might encounter them in the community-embedded workplace.

Structure of Class Time [Roadmap + Coverage]

Course Introduction [1]

Conceptualization [Concepts + Themes][2]

- What is Cultural Diversity? Casual Racism
- Identifying Personal Stereotypes
- Insider/Outsider Debates;
- Why Inclusion in Libraries?
- Creating More Inclusive Library Environments.

Definitional Scope + Boundaries [3]

- Resources for Libraries Serving Diverse Populations
- Library Services to Specific Cultural Groups
- Library Services to Immigrant Populations

Outreach Responses + Strategies [4]

- Communicating with Diverse Populations
- Developing Community Collaborations + “Outreach” Partnerships
- Tools for Developing Culturally Diverse and Culturally Sensitive Collections
- Diversity Programming & Cultural Events and Outreach Initiatives
- A Holistic Approach to Library Services to Diverse Groups

Student Sharing Insights and Reflections [3]

- Insights from readings related to specific diverse populations
- Culturally Responsive Pedagogy/Evaluation
- Archiving Japanese American Histories
- Student Research Discussion

Wrap-Up [1]

Tentative Schedule of Topics, Readings and Assignments

Assignments are due on the dates listed in the course syllabus.

WEEK 1 [Class 1: January 16]

Course Introduction

Read for Today's Class: Course syllabus. Blackboard reading "Interrupting Bias."

Topics Covered: Course overview. Student and instructor introductions.

- Ground benchmarks and protocols.
- Related concepts.
- Narrative Building. Evidence-Based Storytelling.

Discussion of reading.

What is your culture? Your Positionality: Creating Your Multicultural Profile (Positionality).

Review requirements of Assignment 1.

I. CONCEPTUALIZATION [CONCEPTS + THEMES]

WEEK 2 [Class 2: January 23]

What is Cultural Diversity? Casual Racism

Read for Today's Class:

[Blackboard articles]

Nieto: "Culture and Learning."

Balderrama: "This Trend Called Diversity."

Gulati: "Diversity in Librarianship: The U.S. Perspective."

Cooke: "Services to Diverse Populations."

Bucher textbook: Chapter 1.

Topics Covered: Discussion of readings. Students share reflections of their Multicultural Profiles (Positionality).

Review prior to class:

- Watch YouTube Video Ijeoma Oluo Talking About Race with Your Mom:
https://www.youtube.com/watch?v=WL5Vip_G4Zc .
- Read/Discuss Chung article "What Goes Through Your Mind: On Nice Parties and Casual Racism" available: <http://the-toast.net/2016/01/05/what-goes-through-your-mind-casual-racism/>.

DUE: Set-Up Website (O-eP)

DUE: Assignment 1 *Welcome + Positionality page* (O-eP) [by 11.59pm CST].

DUE: On the Blackboard discussion board, identify the name of your outreach agency and diverse population you plan to focus on [by 11.59pm CST].

DUE: On the Blackboard discussion board, identify two readings to be discussed on February 13 [by 11.59pm CST].

WEEK 3 [Class 3: January 30]

**Identifying Personal Stereotypes; Insider/Outsider Debates;
Why Inclusion in Libraries?**

Creating More Inclusive Library Environments.

Read for Today's Class:

[Blackboard articles]

Lipsitz "Libraries and Memories: Beyond White Privilege."

Engseth "Cultural Competency: A Framework for Equity, Diversity, and Inclusion..."

McIntosh "White Privilege: Unpacking the Invisible Knapsack (updated 2010)."

Bucher textbook: Chapters 2 and 3.

- Skim **Gohr** "Ethnic and Racial Diversity in Libraries: How White Allies . . ."

Topics Covered: Discussion of readings.

View prior to class Ted Talk "What Does My Scarf Mean to

You," available: <https://www.youtube.com/watch?v=18zvlz5CxPE>.

Review requirements of Assignment 2.

II. DEFINITIONAL SCOPE + BOUNDARIES

WEEK 4 [Class 4: February 6]

Resources for Libraries Serving Diverse Populations

Read for Today's Class:

Smallwood & Becnel textbook: Part 1: Chapters 1-6.

Topics Covered: Discussion of readings. Students share reflections of their Population: Why Study? work. **DUE: Assignment 2 Population: Why Study? page (O-eP) [by 11.59pm CST].**

WEEK 5 [Class 5: February 13]

Library Services to Specific Cultural Groups

Read for Today's Class:

- **Smallwood & Becnel** textbook Part 2 (select any 4 chapters to read).

Topics Covered: Discussion of readings. For today, each student be prepared for sharing insights on at least two readings that you identified on the Blackboard discussion board by January 23.

1) Patrons with Physical and Cognitive Disabilities;

2) Homeless/Unhoused Populations, Incarcerated Adults and Teens;

3) LGBTQIA+ Community;

4) Senior Adults;

5) Latinxs, African Americans, Asian Americans, and American Indians

(See information under specific group folders in "Supplemental Reading" folder). Students share reflections of their Setting assignment.

- Review requirements of Assignment 3.

WEEK 6 [Class 6: February 20]

Library Services to Immigrant Populations

Local/Regional Library Services to Immigrants

Politics of Serving and Developing Collections for Immigrant Populations

Read for Today's Class:

[Blackboard articles]

Stephens: "English Spoken Here."

Quesada: "Spanish Spoken Here."

Multiple Authors: Responses to English Only.

Bucher textbook Chapter 4.

Smallwood & Becnel textbook: Part 4: Chapters 19-23.

Topics Covered: Discussion of readings. Students share reflections of their Promising Practices I work. **DUE: Assignment 3 *Promising Practices I* (O-eP) [by 11.59pm CST].**

III. OUTREACH RESPONSES + STRATEGIES

WEEK 7 [Class 7: February 27]

Communicating with Diverse Populations

Serving Diverse Populations in Turbulent Political Times

Neutrality & Libraries

Read for Today's Class:

[Blackboard articles]

Gibson et al "Libraries on the Frontlines: Neutrality and Social Justice."

American Libraries "Are Libraries Neutral?"

Bucher textbook Chapter 5

Topics Covered:

Discussion of readings. Students share reflections of their Promising Practices I work. Review requirements of Assignment 4.

WEEK 8 [Class 8: March 5]

Developing Community Collaborations + "Outreach" Partnerships

Read for Today's Class:

Smallwood & Becnel textbook Part 3: Chapters 14-18.

Topics Covered: Discussion of readings. Students share reflections of their Promising Practices II work.

Review requirements of Assignment 5. Students share reflections of their Promising Practices II work. **DUE: Assignment 4 *Promising Practices II* page (O-eP) [by 11.59pm CST].**

WEEK 9 [March 12: SPRING BREAK]: Holiday

WEEK 10 [Class 9: March 19]

Culturally Sensitive Pedagogy/Evaluation

Read for Today's Class:

1. Culturally Responsive Library Walk (developed by Dr. Sandra Hughes-Hassell and Amanda Hitson, available:

http://librariesliteracyandaamaleyouth.weebly.com/uploads/7/9/2/7/7927688/culturally_responsive_library_walk_with_examples.pdf) [Note: This reading is also posted in Blackboard under "Supplemental Readings"].

2. Customer Modeling - Meaning and its Different Aspects:

<https://www.managementstudyguide.com/customer-modeling.htm>

Topics Covered:

Breakout Activity: See Assignment 6. . Students share reflections of their Population Representation in Organization work. **Required In-Class Participation.**

DUE: Assignment 5 *Population Representation in Organization* page (O-eP) [by 11.59pm CST].

WEEK 11 [Class 10: March 26]

Tools for Developing Culturally Diverse and Culturally Sensitive Collections

Read for Today's Class:

Smallwood & Becnel textbook Part 5: Chapters 24-28.

Topics Covered: Discussion of readings. Review requirements of Assignment 6.

WEEK 12 [Class 11: April 2]

Diversity Programming & Cultural Events and Outreach Initiatives

Politics of Programming

Read for Today's Class:

Smallwood & Becnel textbook Part 6: Chapters 29-33.

Topics Covered: Discussion of readings. Students share reflections of their Culturally Responsive Evaluation work. . Students share reflections of their Culturally Responsive Pedagogy/Evaluation work. **DUE: Assignment 6 Culturally Responsive Pedagogy/Evaluation page (O-eP) [by 11.59pm CST].**

WEEK 13 [Class 12: April 9]

A Holistic Approach to Library Services to Diverse Groups

Read for Today's Class:

[Blackboard articles]

McCook: Poverty, Democracy, and the Public Library.

Smallwood & Becnel textbook Part 7: Chapters 34-37.

Bucher textbook Chapters 6 & 8.

Topics Covered: Discussion of readings. Review requirements of Assignment 7.

WEEK 14 [Class 13: April 16]

Insights + Reflections

Archiving Japanese American Histories

Read for Today's Class: **[Required participation]**

- Listen to a C-SPAN interview recording of with Joanne F. Oppenheim, author of *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference* (published by Scholistic Nonfiction) available at URL: <https://www.c-span.org/video/?191728-1/dear-miss-breed-true-stories-japanese-american-incarceration>.
- Find other recordings on YouTube via a search using keywords from the book title.
- Explore Related Digital Archives:
 - Densho: The Japanese American Legacy Project <https://densho.org/>.
 - Japanese American Relocation Digital Archive: <https://calisphere.org/exhibitions/t11/jarda/>.
 - Clara Breed Collection Japanese American National Museum: <https://janm.emuseum.com/groups/clara-breedcollection/results/images?page=1>.
 - Rebellious Miss Breed Exhibition: <https://www.sandiego.gov/missbreed#film>.

Topics Covered:

Class discussion of recording of author of *Dear Miss Breed*.

Students share reflections of Outreach Moving Forward work.

Breakout discussion around progress made in their outreach projects and O-eP.
DUE: Assignment 7 *Outreach Moving Forward* page (O-eP) [by 11.59pm CST].

WEEK 15 [Class 14: April 23]

Putting It All Together

Topics Covered:

- Wrap-Up.
- Review what is left to complete.
- Discussion: What Did We Cover and What Did We Miss?
- Course Evaluations.

WEEK 16 [April 30 2023]

DUE: O-eP Completed + Uploaded by 11.59pm.

Creating an Outreach ePortfolio (O-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 (12/15/2023). Deadlines inserted in the schedule below 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-ls580-spring2024.myportfolio.com.

Following the times indicated below on the “Schedule” each student should make their best efforts to meet these self-imposed deadlines (the website work is ongoing and will not be evaluated for final grade 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 SJ-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.

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 LS 580 (Outreach to Diverse Populations) class during the fall of 2023 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 best 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.

Assignment 1 (O-eP) (*Welcome + Multicultural Profile* (your positionality) [10% of total grade]. Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 01/23/24: Pass/Fail deadline: (11.59pm).** Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an “A.”

Welcome!

[Provide a welcoming statement and introduction. Tweak as appropriate].

I am a master’s student in the School of Library and Information Studies (or doctoral student in the College of Communication and Information Sciences, or other) at the University of Alabama. I have created this Outreach ePortfolio (O-eP) as part of my work for the LS580 course (Outreach to Diverse Populations) during Spring 2024.

In my O-eP, I analyze existing outreach 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].

Multicultural Profile

This reflective multicultural profile presents you as a complete person with intersecting demographic and/or other attributes as well as insights of how these are (or might) inform your personal/professional aspects of work for this class and beyond.

Describe who you are at intersecting multicultural personal levels (e.g., attributes related to demographic, identity, etc.) and professional levels [work title, past work experiences, place of work, etc.]. You can include unique aspects of yourself. Identify what aspect of outreach you are focusing on for this course and why it is important to you. You can include why you think that aspect outreach is important in today’s world, some challenges and opportunities, your response to the contemporary cultural climate in the 21st century, etc.

As an information professional (e.g., librarian, archivist, etc.), what does “outreach” mean to you as an individual and in your workplace? Why and how do you see integration of “outreach” to diverse populations in your career path and professional journey?

[150 words or more with at least one authoritative source to support your descriptions, analysis, and reflections.].

Assignment 2 (O-eP) Population of Focus: Why Study? [context of need]. [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 02/06/24: 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 is a justification rationale to support your and your organization’s focus on the specific population. It consists of two parts (address the parts separately):

Barriers & Obstacles

What are the reasons that make it important to focus on this population in your discipline/subdiscipline of study? Identify major barriers and obstacles that exist in terms of outreach to this population. You should provide authoritative scholarship and illustrations of your research as evidence beyond your opinion and feelings about the matter. **[200 words or more with at least two authoritative source to support your descriptions, analysis, and reflections.].**

Challenges (Environmental Context)

Any LIS professional seeking to effectively provide outreach to specific populations must be aware of the specific cultural populations present in their local community. What are the challenges experienced by this population in the environmental and/or regional context of your work. Identify major challenges that exist in terms of outreach to this population in your geographical area. Use should provide authoritative scholarship and illustrations of your research as evidence beyond your opinion and feelings about the matter.

In addition, summarize the geographical context in terms of its strengths, weaknesses, opportunities, and threats towards your outreach population.

[200 words or more with at least two authoritative source to support your descriptions, analysis, and reflections.].

Assignment 3 (O-eP) *Promising Practices I* [10% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 02/20/24: 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:

Readings

You will produce a systematic bibliography of at least TWO works ABOUT appropriate outreach services for the population of 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:

1. Conduct a literature search utilizing the major periodical indexes of library and information studies (LIS) or relevant discipline. Focus mainly on the academic journal literature in LIS or relevant discipline; sources from across the social sciences may be included if appropriate.
2. Provide 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).

Resources

You will describe and evaluate at least THREE web resources representing issues related to your outreach project. 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):

- Identify the informational content of the website and its components (text, images, sound) related to your focused aspect in the social justice project. Analyze those in relation to the function of the website and the primary user community that the web site attempts to target.
- Describe how your focused aspect in the social justice project is represented/treated on that website.
- 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 outreach 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 (O-eP) (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 03/05/24: 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 provide “outreach” 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 “outreach” offering available at different information agencies of your choice. Describe these offerings at **DIFFERENT library, information centers, archives, or museums** [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 your outreach population you are focusing on in this course.
- 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 your outreach population you are focusing on in this course.
- 3) Community collaborations and “outreach” partnerships. Provide at least one example that is described for your outreach population you are focusing on in this course.
- 4) Programming and events for diverse populations. Provide at least one example that is described for your outreach population you are focusing on in this course.
- 5) 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 that is described for your outreach population you are focusing on in this course.

In addition to the above descriptions, summarize and provide an assessment of these organizations’ outreach offerings to your diverse population in the conclusion. Do you notice patterns across offerings available for this specific cultural group or population? What offerings are included and what are excluded? Who is privileged and who is “left out” within the category? Which organization is exceptional? Which are not so? You are collecting primary evidence in this assignment to support your analysis and using authoritative sources to substantiate your claims. (100 words or more: use one or more authoritative sources to support your descriptions and analysis in this conclusion section).

Assignment 5 (O-eP) (Population Representation in Organization) [20% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 03/19/24: 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 has FOUR parts.

Organization’s Profile: Identify an academic, public, school, or special library, information center, archive, or museum that you have selected to serve as your chosen collaborating agency. Identify and characterize this information organization and its 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 in this regard is identifying what agency it 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.). (100 words or more: use two or more authoritative sources to support your descriptions and analysis).

Organization’s User Population: Discuss your organization’s audiences and user stakeholders (first broadly and then specifically). 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? (100 words or more: use two or more authoritative sources to support your descriptions and analysis).

Services for Your Population: Existing: This part focuses on assessing existing outreach offerings at your self-selected library/archive/other information organization (including its collections, resources, policies, programs, and services) for the population that you are focusing on throughout the semester. You will create a report that identifies the current level of outreach (services, programs and collections, etc.) for the specified diverse population.

Conduct a scan of the relevant resources and services that are available at your agency for the population under consideration. Describe and critique these offerings at your chosen library, information center, archive, or museum for the selected population group, 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.). Provide at least one example that is described for the population you are focusing on in this course.
- 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.
- 3) Community collaborations and “outreach” partnerships. Provide at least one example that is described for the particular population you are focusing on in this course.
- 4) Programming and events for diverse populations. Provide at least one example that is described for the population you are focusing on in this course.
- 5) 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.

Conclusion: In addition to the above descriptions, summarize and provide an assessment of your organization's outreach offerings to your diverse population. Do you notice patterns across offerings available for this specific cultural group or population? What offerings are included and what are excluded? Who is privileged and who is "left out" within the category? Use class readings and outside readings to discuss how the agency meets the basic requirements for making its physical and electronic facility accessible and welcoming to the chosen population you have selected. This includes signage and ambience and the physical facility as well as its electronic resources. You are collecting primary evidence in this assignment to support your analysis and using authoritative sources to substantiate your claims (You are collecting primary evidence in this assignment to support your analysis and using authoritative sources to substantiate your claims. (100 words or more: use one or more authoritative sources to support your descriptions and analysis in this conclusion).

Assignment 6 (O-eP) (*Culturally Responsive Evaluation*) [15% of total grade]. [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 04/02/24: Pass/Fail deadline: (11.59pm).** Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an “A.”

For the following work, please read and adapt the Culturally Responsive Library Walk (developed by Dr. Sandra Hughes-Hassell and Amanda Hitson, available: http://librariesliteracyandaamaleyouth.weebly.com/uploads/7/9/2/7/927688/culturally_responsive_library_walk_with_examples.pdf) to assist you with your *Culturally Responsive Evaluation*. [Note: This reading is also posted in Blackboard under “Supplemental Readings” and as part of the assignment description under the “Assignment” tab].

Feedback from Class Colleagues: On March 19, 2024, all students are required to participate in a breakout activity where they will lead two others through a *Culturally Responsive Virtual Organization Walk* through their organization’s available resources. Each student can also lead their colleagues during these sessions through their own website developed so far in terms of a “Culturally Responsive Virtual Walk.” All students are expected to participate in the breakout and class discussion around the various issues the relation to diversity, ethics, and social justice; information needs of diverse users; the libraries role in serving diverse patrons in difficult political environments; archiving diverse histories; etc. and also share what you notice though the walk. 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, and gap analysis between existing and desired [Provide a summary of feedback collected [200 words or more; two or more authoritative sources to support your claims and analysis].

Feedback from Work Colleague/Community Member/Librarian: IN ADDITION, ask a member of the target population at the organization (community) to assist you with a “walk-through,” “wheelthrough” or “read-through.” 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, and gap analysis between existing and desired. Instead, you could also identify and interview (formally or informally) a librarian (preferably the outreach librarian 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. This might give you an opportunity to identify information that was not evident in your initial data collection. In the librarian’s opinion, has the library been successful in outreach to the identified population? Why/why not? [Provide a summary of feedback collected [200 words or more; two or more authoritative sources to support your claims and analysis].

Evaluation Criteria for this Assignment: (1) Your organization’s website and electronic resources were selected (i.e. students chose a library, archive, or relevant information organization); (2) The evaluative report shows that the student is familiar with issues of accessibility and outreach as they relate to the population chosen; (3) The evaluation demonstrates an understanding of the issues from the point of view of the user and of the organization; (4) the report shows that a careful and thoughtful evaluation was conducted to consider patron needs; and (5) the report is

professionally presented: free of grammatical errors and articulate, noting both strengths and weaknesses. Students may find readings available under supplemental readings on Blackboard useful in completing this assignment.

Assignment 7 (O-eP) (Outreach Moving Forward) (10% of total grade). [[Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE 04/16/24: 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 assignment provides you an opportunity to identify and suggest outreach improvements and strategies to your information agency moving forward. It should be based on your reflection of readings throughout the semester, additional outside materials (as needed), and evaluation of existing outreach offerings provided at your information agency.

Now that you have documented the collections, services, any programs, etc. offered by the information organization, think about the needs and concerns of the population, and discern what kinds of policy adjustments might be needed in the library (circulation, hours of operation, information provision, community outreach, etc.). Think about what kinds of services seem most likely to be needed (for serving your chosen population better)? (You may include programming and public relation activities). Develop a plan for improving services and accessibility of the library to your selected population. 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.

This includes two parts (address them separately).

Strategic Action Plan

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

Projections [Future predictions/forecasts]

What do you project with regard to your focused aspect of outreach and diverse population at your information organization? What recommendations do you have for the organization based on your experiences throughout the semester? [150 words or more with at least two authoritative sources to support your descriptions, analysis, and reflections.].

Assignment 8 (Insights + Reflections: participation in class required) (15% of total grade). [Points: A+ = 10; A = 9; B = 8; C = 7; D = 6; E = 5 or less]. **DUE: See below. Pass/Fail deadline: (11.59pm).** Uploading content on the webpage meeting the requirements by the end of the semester deadline will entail an “A.”

Activity I

On February 13, 2023, each student will be prepared for sharing insights on at least two readings that you identify on the Blackboard discussion board by January 23. Do not select a reading that is selected by another student. Each student will be prepared to share summary of one selected article from TWO different folders related to:

- 1) Patrons with Physical and Cognitive Disabilities;
- 2) Homeless/Unhoused Populations, Incarcerated Adults and Teens;
- 3) LGBTQIA+ Community;
- 4) Senior Adults;
- 5) Latinxs, African Americans, Asian Americans, and American Indians

(See information under specific group folders in “Supplemental Reading” folder). Also, the “MemoTemplate_ArticleCritique” in the folder will be helpful to you. Identify ONE key takeaway in terms of OUTREACH to DIVERSE POPULATIONS for each reading.

All students are expected to participate in the class discussion around the various issues your selected readings highlight in relation to outreach, diversity, ethics, and social justice; information needs of diverse users; the libraries role in serving diverse patrons in difficult political environments; etc. **Submit your completed memo for the two readings and upload on your website by the end of the semester.**

Activity II

On April 16, 2023, all students are required to participate in a discussion after listening to an interview recording with Joanne F. Oppenheim, author of *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference*. All students are expected to participate in the class discussion around the various issues the book raises in relation to diversity, ethics, and social justice; information needs of diverse users; the libraries role in serving diverse patrons in difficult political environments; archiving diverse histories; etc. **Submit a summary of your insights and reflections on your webpage by the end of the semester [100 words or more].**

Activity III

On April 16, 2023, each student will share progress made in their diversity outreach projects and their O-eP during class time in breakout sessions. What did you learn with regard to your focused aspect of diversity outreach during the semester? What were the challenges and aspects meaningful to you in the course? Other aspects you want to share. Attendance and participation is required. **Submit your reflections of your diversity outreach project on your webpage by the end of the semester [100 words or more].**