INSC 590 (Diversity Leadership in Information Organizations): Spring 2018
School of Information Sciences, University of Tennessee-Knoxville

Course Section: 001 (CRN 30749) and 002 (CRN 30750)
Meeting Time and Place: Friday, 6.30-9.10pm Eastern Standard Time: Cyberspace!
Course Credit Hours: 3 Graduate Course Credit Hours

Faculty Information

Instructor: Dr. Bharat Mehra

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

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

Enroll in INSC 590 (Diversity Leadership in Information Organizations) for the spring to help find answers and shape emerging best practices!

Diversity and inclusion is recognized as an integral reality of the 21st century life experience. This course is designed to prepare future information professionals to develop inclusive services to underrepresented populations based on race, ethnicity, color, national origins, gender, sex, gender identity, sexual orientation, physical or mental ability, veteran status, education, income, age, geography, religion, amongst other variables. For the first part of the semester, students create a Diversity & Inclusion ePortfolio (D&I-eP) analyzing existing responses to diversity in an organization and propose a range of responsive strategies that further cultural competence, inclusion, and effective leadership in the diverse workforce environment. Students critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, inclusiveness, access, and information use of diverse stakeholders in a community-centered organizational setting of choice. Students also develop a strategic diversity action plan for the information organization to identify future directions of progressive growth and professional practice. During the second half of the semester, students develop and submit for review an article expanding on their work in the D&I-eP to be published in one or two special sections in the *International Journal of Information, Diversity, and Inclusion (IJID&I)* tentatively entitled Emerging Voices: Application of the Strategic Diversity Management. [Note: Study the journal guidelines for authors and be prepared to share comments, questions, etc. on the first day of class.

URL: [http://publish.lib.umd.edu/IJIDI](http://publish.lib.umd.edu/IJIDI). The instructor will lead the students through the journal’s review process serving as editor of the special sections to help develop the product of the journal article by the end of the semester.

**Prerequisites:** None.
Course Objectives:
In the context of your selected information agency and community setting, when you complete this course, you should be able to:

- Discuss philosophical and practical aspects of diversity in information-related organizational and institutional settings.
- Develop cultural competencies in the workforce and professional information work environment.
- Address existing response challenges to diversity in local and regional context and provide concrete strategies integrating relevant and appropriate solutions.
- Build an individual Diversity & Inclusion ePortfolio on the web that evaluates existing information strategies and proposes workable equitable information responses.
- Identify a community responsive Strategic Diversity Action Plan that extends existing strategic planning directions and initiatives.
- Become familiar with the review process and publish a scholarly work based on practical diversity-related evaluation and assessment of an information organization.

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

The significance of diversity and inclusion is also key to all non-traditional information environments including cultural heritage memory institutions (museums, archives, historical societies, special collections), organizations in the public and private sectors, industry organizations and corporations, research centers and educational institutions, non-profit community agencies, and others. Information agencies are integrating diversity and inclusion in adopting culturally relevant strategies in their information 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. This topic is important, regardless of which aspect of the professions (librarian science or information studies) students concentrate on or what type of agencies students work in.

INSC 590 is designed to mobilize students to nurture bridges between the practical and theoretical aspects of serving diverse populations through all aspects of information-related work. This course will complement information conveyed in other courses, and it will describe problems and challenges unique to serving diverse populations in a community context and identify concrete tangible possible solutions. It is focused on action-oriented discourse and practice based on critical analysis of existing realities and challenges to propose initiatives and directions that
information agencies can adopt to make things better and change the status quo in rectifying imbalanced power differentials associated with the information creation-organization-management-dissemination processes for diverse underserved constituencies.

**Learning Environment:**
Various aspects of diversity and inclusion influence and shape our lives in significant and unique ways. As a graduate course this class provides a ‘safe space’ to reflect, describe, analyze, and possibly understand diverse viewpoints and the nature and reality of our own life experiences and those of others. These help inform us of varied viewpoints and experiences that extend our own as different as they might be within specific socio-cultural, political, and economic contexts.

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 Canvas. You will also be completing a Diversity & Inclusion ePortfolio 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 and establish contact and communication with agency stakeholders ASAP. This agency will serve as your collaborator during the semester for analyzing their information-related diversity responses and environment 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, strategic plans and policies, authoritative sources, people, realities, and diverse perspectives/experiences at the agency. These aspects will be used to articulate your descriptions and decision-making in your Diversity & Inclusion ePortfolio, 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 and inclusion showcasing your work for the class.

**University Civility Statement:**
“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus.” [URL: http://civility.utk.edu/].
College of Communication and Information Diversity Statement: The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (For CCI’s full Diversity Statement, see URL: http://www.cci.utk.edu/diversity-statement).

Disability Services: “Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

Academic Integrity and Ethics: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Cheating and Plagiarism: When you write for this class or when you are making a presentation, remember that any sources you use should be credited and that materials on the web should be cited too. If you use someone's words or ideas without attribution - that's plagiarism. Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! If you cheat or plagiarize, you will fail the course (E grade); and could face further actions. Further information is available in Hill Topics, the UTK student handbook.

Course Communications: I am here to help – so always feel free to ask questions or share ideas! You are encouraged to drop-in, phone, or e-mail, as convenient to you. We can also 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've set my mail to sort incoming messages; so to assure a quicker response from me always start your message subject line with INSC 590. I'll usually answer within 48 hours, but I'll often get back to you even faster! For technical issues, contact OIT (http://help.utk.edu/footprints/contact).
Texts/Resources/Materials:
- Required: Cooke, N. A. (2017). *Information Services to Diverse Populations: Developing Culturally Library Professionals* (Library and Information Science Text Series). Santa Barbara, CA: Libraries Unlimited. [Note: This syllabus has integrated much from the required text and developed further in the context of action, leadership, and management responses in information organizations].

- Online readings: There are some required readings that are placed on the Canvas class space as pdf files. Web site addresses for 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/.

Course Requirements, Assessments, and Evaluations:
All the assignments should be completed by students individually. The course expectations are divided into two parts: 1) Creating a Diversity & Inclusion ePortfolio (D&I-eP); 2) Developing an Article for the IJD&I (IJID&I-Article).

Creating a Diversity & Inclusion ePortfolio (D&I-eP)
The purpose of these assignment is for you to gain experience in building reflective, critical, and constructive web sources on diversity and inclusion while identifying and developing relevant diversity and inclusion strategies appropriate to the progressive expectations of the 21st century. Here is a brief description of the project.

A wordpress.com multi-user course website has been created with assigned online space provided for all the students. [URL: http://insc-diversity.cci.utk.edu/]. Each student will develop the following web pages as part of their D&I-eP:

- Welcome
- Reflection
  - I am...
  - Diversity Focus
- The Context
  - Environment and Setting
  - Agency Profile
  - Community and User Profile
- Best Practices
  - Readings and Resources
  - Case Study
- Agency's Diversity Responses
- Moving Forward
  - The Community Analysis
  - Strategic Action Plan
  - Projections
We will use some real-time via Zoom during the class to start the work in the above listed webpages (see Schedule for in-class time). The following is a description of the assignments that will be completed to create the webpages.

**Assignment 1 (D&I-eP)** (Welcome and Reflection): DUE January 19 (11.59pm). [5% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].

**Welcome:** I am a master’s student in the School of Information Sciences at the University of Tennessee. I have created this Diversity & Inclusion ePortfolio as part of my work for the INSC 590 (Diversity Leadership in Information Organizations) course during spring 2018. In my Diversity & Inclusion ePortfolio I analyze existing diversity and inclusion responses to ___ (or for) [Add: name of population, topic, subject, etc.) in the ___ [Add name of organization] located in [Add name of city/town, state]. I also propose a range of responsive strategies to further cultural competence and effective leadership in the diverse workforce environment. As part of my analysis I will critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, access, and information use of diverse stakeholders in my community-centered organizational setting. I will also develop a strategic diversity action plan for the information organization to identify future directions of progressive growth and professional practice.

**Reflection** [The Multicultural You: Reflections and Insights]
This consists of two parts:

1. **I am...**
Describe who you are at personal and/or professional levels and what diversity and inclusion mean to you and why it is important connecting to constructs in information science. As an information professional, why and how do you see integration of diversity and inclusion in your career path and professional journey? You can include unique diverse aspects about yourself, why you think diversity and inclusion are important in today’s world, challenges and opportunities, your response to the contemporary cultural climate in the 21st century, etc. Identify at least one person (at a personal, non-personal, and/or professional levels) who serves as an inspiration and/or how they impacted you related to diversity and inclusion. [250 words or more with at least two authoritative sources to support your descriptions, analysis, and reflections.]

2. **Diversity Focus** [Identify what aspect of diversity/you are working on and why]
Describe what aspect of diversity and inclusion are focusing on for this course and why it is important to you at personal and/or professional levels. You can include why you think that aspect of diversity and inclusion is important in today’s world, some challenges and opportunities, etc. [250 words or more with at least two authoritative sources to support your descriptions, analysis, and reflections.]
Assignment 2 (D&I-eP) (The Context): DUE January 26 (11.59pm). [10% of total grade].
[Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].
This consists of three parts:

2.1. 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 diversity in terms of its strengths, weaknesses, opportunities, and threats (300 words or more: use three or more authoritative sources to support your descriptions and analysis).

In addition, list at least THREE local resources (with brief annotations) related to the broader and/or specific aspects of diversity that you are focusing on.

2.2. Agency Profile
Identify and characterize your agency and the parent organization it belongs to (e.g., a university is the parent organization of an academic library). Describe them from a “system-centric” perspective (i.e., size, members, services, etc.) especially focusing on the broader and/or specific aspects of diversity you are focusing on. Summarize the agency and the parent organization’s mission, goals, and objectives and how does diversity (broadly and specifically) relate to them. (300 words or more: use three or more authoritative sources to support your descriptions and analysis).

2.3 Community and User Profile
How diverse in your community? Provide a description and analysis of your community’s demographics and trends. How diverse is the agency’s user stakeholder communities (actual and potential)? (300 words or more: use three or more authoritative sources to support your descriptions and analysis).

Assignment 3 (D&I-eP) (Agency’s Diversity Responses): DUE February 9 (11.59pm). [15% of total grade]. [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].
Apply the Strategic Diversity Management Framework (February 2: Mehra & Davis, 2015) to critically evaluate a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, inclusiveness, access, and information use of your focused diverse stakeholders in your community-centered organizational setting of choice. Create a table/matrix using the Strategic Diversity Management Framework and relate it to your information agency.

Address the relevant headings from Cooke (Ch. 5) in relation to your agency. How does diversity relate to the agency and parent organization’s measurement of success? How successful is it?
Please be specific. Give your critical assessment based on evidence of how your agency and its organization are responding to your focused aspect of diversity.

[1500 words or more: use eight or more authoritative sources to support your descriptions and analysis]. Your headings could include the following (or a modification thereof):

1. Information sources: Collections, Resources, etc.
2. Information policy and planning: Diversity committee, Diversity representation, etc.
3. Connections (Internal and External): Centers and organizations, Community engagement, News and upcoming events.
4. Responses to diverse populations (References services, Instruction services, Collection development and cataloging, Strategic actions, Marketing and outreach, Evaluation and assessment, etc.).

Assignment 4 (D&I-eP) (Best Practices I): DUE February 23 (11.59pm). [15% of total grade].

[Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].

This consists of three parts:

4.1 Readings
You will produce a systematic bibliography of at least FIVE works based upon the work of Dr. Marcia J. Bates. The goal of this assignment is to provide your agency and community an increased understanding of the literature in the area of diversity you are focusing on and appropriate information services with attention to the narrower subject area therein. Read the article “Rigorous Systematic Bibliography” (Bates 1976) to learn the fundamentals of an excellent scholarly bibliography.

Your tasks are to:

1. Conduct a literature search utilizing the major periodical indexes of library and information studies (LIS). Focus mainly on the academic journal literature in LIS; sources from across the social sciences may be included if appropriate.
2. Follow Bates's guidelines of domain, selection principles, bibliographic units, information fields, and organization.
3. Your bibliography should contain a 400-500 word introduction that explicitly addresses Bates's approach as applied to your work and 5-10 (minimum) Annotated References. Be certain to focus on contemporary publications (within the past five years). Your annotations should be comprised of scholarly articles (book chapters are acceptable). Chapter 5 in Readers' Advisory Service in the Public Library (Saricks, 2005) discusses annotation writing and provides an example. Do not include the readings provided from the syllabus.
4. The grade for the assignment will be based upon the accurate implementation of the rigorous systematic bibliography format; the identification of relevant sources from within LIS and other social sciences, if appropriate, and the quality and accuracy of the annotations.

4.2 Resources
You will describe and evaluate at least FIVE web resources representing issues of diversity you are focusing on. Include in your description and analysis of each resource, some of the following (100 words or more for each web resource):
- Identify the informational content of the web site and its components (text, images, sound) related to your focused aspect of diversity. Analyze those in relation to the function of the web site and the primary user community that the web site attempts to target.
- Describe how your focused aspect of diversity is represented/treated on that web site.
- Analyze how the treatment and information related to your focused aspect of diversity on that web site relates to the overall purpose and impact of the web site.

The objective of this assignment is to explore the varied resources available online related to your focused aspect of diversity and the representation and usefulness of information (i.e., accuracy, authority, utility, currency, etc.). How unique is the information found?

4.3 Discussion Leadership
Each student will lead a discussion that addresses a content area related to their focused aspect of diversity. You can discuss the readings and resources identified in 4.1 and 4.2. You can also 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 the class.

Before Your Presentation: Link the readings and resources you find on your D&I-eP at least one day prior to your day of discussion (if possible) so that the class can to read the materials in advance.

For Your Presentation: In power point format, prepare an “executive summary” of your presentation points about the different readings and resources.

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

Be creative about your delivery of the content so your presentation is interesting and stimulating. Remember. ‘presentation’ ≠ ‘lecture’ or at least not a straightforward, talking-head style lecture. You might also include an experiential component either as active participants or as engaged
spectators and discussants. The nature and purpose of your experiential component is up to you, as is its positioning in the structure of your presentation, but it might do any of the following:

1. Engage your colleagues’ attention and demonstrate the relevance of your research.
2. Encourage your classmates to put themselves in the shoes of the user group you have studied.
3. Enable them to understand some of the constraints members of your user group face in their personal and/or professional lives.
4. Allow them to apply your insights in an imaginary setting.

Feel free to exercise your creativity and take risks in designing your presentation. You are encouraged to incorporate media and other sources of information: but the most important thing for you is to help your classmates understand, assimilate, and critique the assigned readings.

Each discussion leadership session will be prepared to lead the class for 40 minutes plus additional time for Q&A.

**Assignment 5 (D&I-eP) (Best Practices II: Case Study): DUE March 9 (11.59pm).** (10% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].

The purpose of this assignment is to identify best practices at other case study(ies) in applying the Strategic Diversity Management Framework (February 2: Mehra & Davis, 2015) related to a variety of existing information responses (e.g., collections, services, programs, resources, policies, and best practices) to ensure equality/equity of representation, inclusiveness, access, and information use of your focused aspect of diversity and underserved stakeholders. Create a table/matrix using the Strategic Diversity Management Framework. Address the relevant headings from Cooke (Ch. 5) in relation to this agency (or agencies). [1000 words or more with at least five authoritative sources to support your descriptions, analysis, and reflections.].

**Assignment 6 (D&I-eP) (The Community Analysis): DUE March 23 (11.59pm).** (10% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].

This assignment provides you an opportunity to collect people-centered feedback regarding the information agency’s responses related to the specific aspects of diversity you are focusing on for this course. It includes feedback from: 1) system-centric people (e.g., agency staff, administrators, managers, volunteers, etc.); 2) user-centric people (e.g., actual and/or potential patrons); 3) participant-researcher/observer. Systematically develop and apply data collection and data analysis strategies to collect appropriate information (e.g., participant demographics; qualitative and/or quantitative feedback). Share your data collection instrument (e.g., survey, interview guide, etc.). [1000 words or more with at least five authoritative sources to support your descriptions, analysis, and reflections.].
Assignment 7 (D&I-eP) (Moving Forward): DUE April 6 (11.59pm). (10% of total grade).

[Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100;
C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20;
E- = 0-10].

This consists of two parts:

7.1. Strategic Action Plan
Develop a strategic diversity action plan for the information organization to identify future
directions of progressive growth and professional practice. The plan should include a revised
mission/vision, goals, objectives, activities, resources, timeline, etc. (as relevant) in relation to
your focused aspect of diversity and underserved stakeholders. How might an appropriate actions
into the future help the parent organization be more successful? [500 words or more with at least
two authoritative sources to support your descriptions, analysis, and reflections.].

7.2. Projections
What do you project with regard to your focused aspect of diversity and underserved stakeholders
at your information organization? [250 words or more with at least two authoritative sources to
support your descriptions, analysis, and reflections.].

Assignment 8 (IJID&I-Article) (25% of total grade). [Points: A+ = 140; A = 130-140; A- = 120-
130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60;
D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10].

This consists of two parts:

8.1 Draft Article for Review: DUE April 13 (11.59pm).
Students develop and submit for review an article expanding on their work in the D&I-eP to be
published in one or two special sections in the International Journal of Information, Diversity,
and Inclusion (IJID&I) tentatively entitled Emerging Voices: Application of the Strategic
Diversity Management. Study the journal guidelines for authors at URL:
http://publish.lib.umd.edu/IJIDI.

8.2 Final Article for Publication: DUE May 7 (11.59pm).
Students revise their draft manuscript of the article based on the reviewer and instructor’s
feedback.

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

Each part will be graded separately. Assignment 1 is equal to 5% of the total grade; Assignment
2, Assignment 5, Assignment 6, and Assignment 7 are each equal to 10% of the total grade;
Assignment 3 and Assignment 4 are each equal to 15% of the total grade; and Assignment 8 is
equal to 25% of the total grade.
Assignment 1: Welcome and Reflection (5% of total grade)
Assignment 2: The Context (10% of total grade)
Assignment 3: Agency’s Diversity Responses (15% of total grade)
Assignment 4: Best Practices I (15% of total grade)
Assignment 5: Best Practices II: Case Study (10% of total grade)
Assignment 6: The Community Analysis (10% of total grade)
Assignment 7: Moving Forward (10% of total grade)
Assignment 8: IJD&I-Articles (25% of total grade)

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

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<td>A+</td>
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For example, if you receive a "B" on Assignment 2, you have earned 10 points (100 X .10 = 10).
Here’s how it works for the course grade: to earn an "A" you must earn at least 130 points; for a
"B" you need at least 100 points; for a "C" you need at least 70 points, and for a "D" you must
have at least 40 points. You will receive an "E" if you have less than 10 points.

Attendance and Participation
Attendance is compulsory because class discussions are an important part of mastering the
material. There will be no grade assigned for in-class participation though I do expect students to
participate during class time. 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 Canvas 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 Canvas. Here are some ideas to help encourage online conversation:
  • You can post questions to the list based on what we have read, or on related topics that
    you observe at work or in your community.
• You can continue conversation that we have had during class sessions.
• You can outline controversies surrounding theories or media clips and encourage others to assess the different perspectives.

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 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 work place.

Schedule of Topics, Readings and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topics and Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Week 1 | Class 1     | Course overview. Student and instructor introductions. Introduction to Diversity, Inclusion, and Information Services.  
• Ground benchmarks.  
• Related concepts.  
• Cooke, chapter 1.  
• In-class: Welcome/Reflection page (D&I-eP). |                      |
| Week 2 | Class 2     | Developing Cultural Competence and Effective Diversity Leadership. [LIS and Inclusion. Becoming Culturally Competent].  
• Cooke, chapter 2.  
| Week 3 | Class 3 | January 26 | A Sampling of Diverse Populations.  
- Cooke, chapter 3.  
- Services to Diverse Populations; Contexts of Inclusive Services.  
- Cooke, chapter 4.  
|--------|---------|------------|-------------------------------------------------------------------------------------------------|----------------|
| Week 4 | Class 4 | February 2 | Responses and Implementations: Managing Diversity & Inclusion. Diversity Leadership.  
- Cooke, chapter 5.  
- In-class: Agency’s Diversity Responses page (D&I-eP). | |
| Week 5 | Class 5 | February 9 | Community Analysis. Counter-Storytelling in LIS.  
- Cooke, chapter 6.  
- Hughes-Hassell, S. “Multicultural Young Adult Literature as a Form of Counter-Storytelling.” *The Library Quarterly* 83. no. 3 (2013): 212-228. | DUE Assignment 3. |
The readings/topics for the following classes might get modified based on student selection of particular dates/topics for *Discussion Leadership* sessions.

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Class 6</th>
<th>February 16</th>
<th>Race, Ethnicity, and National Origins. Diversity and Technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class: Readings and Resources page (D&amp;I-eP).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Class 7</th>
<th>February 23</th>
<th>Collection Development of Diverse Materials.</th>
</tr>
</thead>
</table>

|        |         |             | DUE Assignment 4. |
| Week 8 | Class 8  | March 2 | Services for Seniors, the Elderly, and Older Populations.  
|--------|---------|---------|----------------------------------------------------------------------------------------------------------------------------------|
|        |         |         | - In-class: Case Study page (D&I-eP).  
| Week 9 | Class 9  | March 9 | Sexual Orientation and Gender Diversity.  
|        |         |         | - In-class: The Community Analysis page (D&I-eP).  
| Week 10|         | March 16| Spring Break: Holiday  
|        |         |         | DUE Assignment 5. |
### Week 11
**Class 10**
**March 23**  
**Information Poverty and Socioeconomic Status.**  
**Services to the Hungry, Homeless, and Impoverished.**  
- In-class: Moving Forward pages (D&I-eP).

### DUE Assignment 6.

### Week 12
**March 30**  
**Spring Recess: Holiday**

### Week 13
**Class 11**
**April 6**  
**Disability and Diversity.**  

### DUE Assignment 7.
**Final Revised D&I-eP (if applicable).**
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Class 12</th>
<th>Archives and Diversity</th>
<th>DUE Assignment 8.1 (Draft Article for Review).</th>
</tr>
</thead>
</table>
• Guerra, S. F. “Using Urban Fiction to Engage At-Risk and incarcerated Youths in Literacy Instruction.” *Journal of Adolescent and Adult Literacy* 55. no. 5 (2012): 385-394.  
Comics, Graphic Novels, Zines, and Urban/Rural Fiction.  
| Week 15 | Class 13  | Migration and Immigration.  
Incarceration: Services to Prison or Detention Facilities.  
<table>
<thead>
<tr>
<th>Week 16</th>
<th>Class 14</th>
<th>Wrap-Up. Discussion: What Did We Cover and What Did We Miss? Course Evaluations.</th>
<th>DUE Assignment 8.2 (Final Article for Publication): May 7 (11.59pm).</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 27</td>
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