

## **Integrating Community-Based Learning with LIS Education**

### **Abstract**

Drexel University's College of Computing and Informatics (CCI), in collaboration with the Free Library of Philadelphia, the Drexel Lindy Center for Civic Engagement, and the Dornsife Center for Neighborhood Partnerships, will develop and implement a project on the enhancement of Library and Information Science (LIS) programs focusing on community engagement. The goals of the project include: 1) developing a community-based learning model for LIS education and share the model with other LIS programs nationwide; 2) developing and implementing a post-baccalaureate Community Catalysts Certificate that can be stand-alone or integrated into an ALA-accredited LIS degree program; and 3) educating twelve IMLS Community Catalysts Fellows who will have skills and knowledge in design, development, and management of community-based service projects for libraries.

The rapid growth of the digital society has ushered in fundamental changes to libraries and librarianship. Libraries of all kinds have been moving toward becoming more fully realized community centers, with growing emphases on promoting community engagement, learning, and collaboration. This project will address both the need to focus on community-based librarianship and the need to provide community-based learning in LIS education. Community-based learning (CBL) is a form of experiential learning that utilizes an intentional pedagogical approach to integrate academic learning with community engagement. All CBL experiences share three common elements: engagement with the community; utilization of critical reflection to enhance students' learning of course content and understanding of the community; and an explicit connection of community engagement to course learning outcomes.

In this project, three CBL graduate courses will be designed and developed for LIS education:

- Design Thinking for Digital Community Service
- Data Analytics for Community-based Data and Service
- Community Service Capstone Project

Students who complete these three courses will earn a post-Baccalaureate Certificate on community engagement to be developed in this project. The credits earned in this certificate are fully transferable to a LIS degree, thus providing library paraprofessionals a new pathway to advance their careers through the certificate or a full LIS degree. The new courses and certificate will enrich our LIS curriculum and expand our capability for educating the next generation of library and archival leaders. The community-based learning model developed in the project will be transferable to other LIS programs. The courses, teaching materials, and tools created for community-based learning will be shared with the LIS community openly to create sustainable impact.

## **Integrating Community-Based Learning with LIS Education**

### **1. STATEMENT OF BROAD NEED**

The rapid growth of the digital society has sparked fundamental changes to libraries and librarianship. Public libraries in particular have been moving toward becoming more fully realized community centers, with growing emphases on promoting community engagement, learning, and collaboration. This ongoing shift reflects “an increasing focus on what the library *does* over what the library *has*.”<sup>1</sup> Academic libraries are following suit, with the goal of bringing various campus constituencies together into shared community spaces.<sup>2</sup> The need for grassroots, community-based librarianship is evident—indeed, urgent—for all types of libraries, especially public and academic libraries. It was reported in one study<sup>3</sup> that 25% of Norwegian public library users went to the library to learn about political or cultural organizations or leisure activities taking place in the local community, and more than 20% went to the library with friends or colleagues to work together on a common assignment or a leisure activity. Similarly, community programming and outreach play a central role in U.S. public libraries, according to a recent IMLS public libraries survey.<sup>4</sup> This continuing movement toward public libraries as centers for community engagement is coupled with “a growing emphasis on information and information services in digital forms and formats.”<sup>5</sup> In U.S. academic libraries, moreover, there are increasing calls to connect with a broader community through programing, technology, and data services.<sup>6</sup> This proposal brings together these two trends—libraries as centers for community support and engagement, and advanced digital and data services in libraries—to create a new model for more impactful library and information science (LIS) education.

These trends point to a clear need for developing community-based librarianship and, specifically, for increasing the focus of LIS education on community needs assessment and community-based librarianship. Indeed, IMLS recently identified “re-branding for community-based librarianship” and “community competencies” as top priorities for the future of the profession.<sup>7</sup> Community competencies are a new set of concepts and skills vital for future professionals. These concepts and skills, such as understanding community engagement in the context of library service, developing user-centric skills in leadership and management, developing critical thinking and problem-solving skills in rapidly evolving communities, and fostering communication and collaboration skills in culturally diverse and sensitive environments, need to be learned not in the traditional classroom setting, but through experiential learning in the communities. Furthermore, learners need to be entrenched in a community to understand their constituents and the community’s needs and issues. Learners should not be considered “experts” who provide solutions to the community but community members who live and breathe with the community and co-develop programs and solutions for the community. This is the spirit of community-based learning.

In this project, we will address the need to focus on community-based librarianship and provide community-based learning in LIS education. We will innovate, design and develop courses on community-based learning and librarianship and implement a post-Baccalaureate certificate focusing on developing students’ abilities in design, development, and management of community-based service projects. The credits earned in this certificate are fully transferable to an LIS master’s degree, thus providing library paraprofessionals a new pathway to hone their skills and advance their careers through the certificate or the full LIS degree. The new courses and certificate will enrich our LIS curriculum and expand our capability for educating the next

generation of library and archival leaders with a strong focus on digital skills. Most importantly, we will formalize a model of community-based learning and define core community competencies that merit inclusion in the LIS curriculum and share the vetted model with other LIS programs nationally to ensure sustainable impact.

## **2. PROJECT DESIGN**

This project brings together university, nonprofit, and public library groups from across the city of Philadelphia. Project partners include Drexel University's College of Computing and Informatics (CCI), the Lindy Center for Civic Engagement, the Dornsife Center for Neighborhood Partnerships, and the Free Library of Philadelphia. These organizations will develop a multi-faceted, nuanced, and deep understanding of the needs of Philadelphia communities. This partnership will ultimately enhance CCI's capacity for working with a range of community organizations to educate the next generation of LIS students to become leaders in community engagement and digital information services, both in Philadelphia and across the country.

### **2.1 The Environment and Infrastructure for Community-based Learning**

"A university with a purpose," Drexel University is actively building a robust, technologically-rich infrastructure to support community-based learning.<sup>8</sup> Founded in 1891 explicitly as a community outreach initiative, Drexel distinguished itself by embracing racial, religious, gender, and class inclusivity quite early in the history of U.S. higher education. CCI's library education program was founded in 1892 as part of the University founder's original vision of community-based learning. Today CCI's Information Science Department continues that mission, educating students for leadership roles in a wide range of information professions. To this end, Drexel's strategic plan centers on a comprehensive and long-term commitment to becoming the most civically-engaged university in the United States. To do this, Drexel commits to solving real community problems; investing in local neighborhoods; encouraging academic, student, and employee voluntarism; supporting diversity and inclusion in all university planning; advancing local and global knowledge and society through an experiential and technology-rich education; and promoting shared values such as quality, integrity, diversity, access, stewardship, and innovation and entrepreneurship.<sup>9</sup>

As a key component of this university-wide pledge, the Lindy Center for Civic Engagement fosters a culture of civic responsibility by providing programs and resources that empower Drexel students and the broader university community to expand their civic identities through engagement in mutually-beneficial partnerships that lead to a more just society. To facilitate this mission, the Lindy Center engages students, faculty, and staff in four core interconnected concepts: community-based learning, civic leadership development, public service, and community partnerships. With the center's support, our CBL LIS education project team will have direct access to rich resources on experiential learning and community engagement and will receive input and advice from a group of experts on community-based learning.

Similarly, the Dornsife Center for Neighborhood Partnerships combines Drexel's knowledge resources with the expertise of community-based partners to address the needs and interests of the university's surrounding neighborhoods "in a way that strengthens, empowers, and educates, while maintaining a strong commitment to economic and social justice."<sup>10</sup> Through educational and recreational services, and with the participation of Drexel students, faculty, and staff, the

Center supports the health, wellness, and stability of the community. The Center maintains a robust physical presence in the neighborhood and invites community partners to the Center regularly to meet and collaborate with Drexel personnel in service of local community development and problem-solving. Members of the project team have developed fruitful relationships with the Dornsife Center; the [‘Play with Data’ camp](#) for neighborhood female high school students is a notable example.<sup>11</sup>

Finally, Drexel CCI has a long tradition of collaborating with the Free Library of Philadelphia (FLP) on LIS research and education projects. Last year, a group of Drexel LIS faculty discussed Drexel’s MSLIS curriculum with FLP librarians and paraprofessional staff to learn how the curriculum would meet their needs. The discussion quickly became centering on their needs for community engagement and paraprofessional training. The discussion in part has motivated us to propose this project. The Free Library of Philadelphia has been in the front line of developing community-centered librarianship. Currently, they are leading an IMLS funded project on developing “skills for community-centered librarianship” through professional development. This proposed project will complement that project, introducing community-based learning to LIS education and developing a certificate for community engagement.

## **2.2 Community-based learning**

Community-based learning (CBL) is a form of experiential learning that utilizes an intentional pedagogical approach to integrate academic learning with community engagement. Founded on reciprocal partnerships among faculty, students, and community organizations, all CBL experiences share three common elements: 1) engagement with the community; 2) enhancement of students’ learning of course content and understanding of the community through critical reflection; and 3) an explicit connection of community engagement to course learning outcomes. CBL provides dynamic learning experiences for students that aim to address real world problems leading to positive social change. Drexel intentionally uses the term “community-based learning” (as opposed to “service-learning”) because it is a broader and more inclusive term that highlights our commitment to working *with* the community and not in service *to* the community.

To support the development of CBL courses at Drexel University, the Lindy Center for Civic Engagement works directly to train and support faculty interested in CBL. The Center provides a 3-Day Community-Based Learning Training to faculty and staff who learn to:

- Examine and reflect upon why they are interested in developing a CBL course
- Explore the movement of civic engagement in higher education and at Drexel in particular
- Experience and reflect upon discomfort within a non-traditional academic setting
- Understand how reflective analysis can enhance a CBL course
- Design a CBL course utilizing engagement and significant learning pedagogies
- Examine and discuss the experience of multiple stakeholders in a CBL course, with a focus on the cultural competency skills necessary to navigate diverse relationships.
- Recognize the unique conversations that occur with community partners

After faculty and staff complete the training, they can access ongoing course development, partnership management, and logistical support from the Lindy Center for Civic Engagement.

### **2.3 Expected Outcomes**

Outcomes of the project include: 1) a community-based learning model for LIS education to be shared with other LIS programs nationwide; 2) a post-baccalaureate Community Catalysts Certificate that can be both stand-alone and integrated into the ALA-accredited LIS degree program; and 3) twelve IMLS Community Catalysts Fellows who are inspired to lead library professionals in community engagement.

#### ***Outcome 1: The CBL Model for LIS Education***

The Lindy Center at Drexel has developed a series of community-based learning (CBL) models for civic engagement. It is our goal to tailor this model specifically for LIS education. Presupposing that knowledge is socially constructed, the community-based learning model integrates academic learning and personal achievement with community engagement and community-building to address real-world problems. Dynamic and action-oriented, experiential and participatory, critical and reflective, CBL depends upon collaborative co-learning based on mutually-defined expectations and objectives. It advances diversity and stresses positive social justice and social equity outcomes.<sup>12</sup> CBL aligns with librarians' inveterate commitment to serving their communities.

The Lindy Center has worked with diverse stakeholders to develop a framework of CBL pedagogy at Drexel. Three examples include: Side-by-Side, Community-hybrid, and Service-learning. First, *side-by-side courses* are unique to Drexel and equalize Drexel students with students who are members of marginalized community groups. In the side-by-side course, university students and local community members (in this project: local branch public library paraprofessionals) learn together in the classroom, sharing their experiences and perspectives. Mutually respectful dialogue, collaboration, and experiential learning enables the co-creation of strategies to address social problems involving issues of access to education, equality, equity, diversity, intersectionality, and social justice.<sup>13</sup> In these learning environments, everyone learns from one another and benefits from their unique knowledge, experiences, and perspectives. Previous community partners include local anti-poverty organizations, urban farms, minority entrepreneur and small business support services, and senior living facilities. Second, *community hybrid courses* span the on-campus classroom and the community, requiring a structured investment of time outside of the classroom that serves in place of course-credit hours. Third, *service-learning courses* require community service hours outside of the classroom whose purposes align with the course topic.

For this project, LIS faculty will work with the Lindy Center to develop, implement, and test the CBL pedagogy on LIS education, developing each of these three types of community-based learning courses into a fully-realized model for LIS community-based learning. We will improve the model throughout the project, seeking input and feedback from two independent project advisors (a Family & Community Engagement Center representative, and Ms. Angela Lindo, Senior Librarian, New York Public Library) (see Evaluation Plan in Section 2.5). We will share our model, outcomes, and deliverables with LIS schools nationwide through conventional and non-conventional dissemination channels (see Dissemination Plan in Section 2.6).

#### ***Outcome 2: The Certificate on Community Engagement***

The second outcome of the project is enhanced community engagement in the LIS curriculum. Evolving practice demands curriculum changes that balance theory and practice, instill

interpersonal skills, develop practical expertise, and promote collaborating across departments and institutions to enrich students' learning experiences. To this end, our recently updated LIS curriculum includes four new core courses, including Organization of Data and Information and Data and Digital Stewardship, both of which target the development of knowledge, and skills for working with digital data. The proposed project will allow for students to apply such knowledge and skills to community service through the form of community-based learning. In this project, we will enhance our curriculum in this area through the development of two new courses based on the community-based learning model:

- Course 1: Design Thinking for Digital Community Service – A *side-by-side* CBL course to foster understanding of the community needs and develop services that will meet these needs.
- Course 2: Data Analytics for Community-Based Data and Service – From action research to impact assessment, this *community hybrid* CBL course will help students pursue scholarship on engagement and practice community-based learning skills.

These two courses will be added to our curriculum as electives for students in the LIS program. Students who complete these two courses and a capstone course (a supervised community-based internship) will earn a Certificate to be developed in this project. The certificate will be designed as a post-Baccalaureate Certificate in Community Engagement. The certificate will serve multiple purposes. First, it will attract and help those interested in developing positive and impactful community engagement skills. Second, it will serve as a point of entry to the LIS program; students may earn this certificate first and gradually matriculate into the full LIS program, as certificate credits earned in this certificate will be fully transferable to the LIS program. Third, it will serve a vital need of paraprofessionals who lack the resources to complete a full LIS master's degree. According to our planning dialogues with Siobhan Reardon, President and Director of the Free Library of Philadelphia, there is a huge and ever-growing need for such career advancement opportunities for paraprofessionals within the Free Library of Philadelphia system, and in many other public libraries and public library systems throughout the nation.

Table 1 provides a detailed description of the certificate and the three new courses. The syllabi for the three courses are provided in the supplemental materials.

### ***Outcome 3: The IMLS Fellows***

To test and co-develop the model and the curriculum on community engagement, we will recruit as IMLS Community Catalyst Fellows (here after referred to as IMLS Fellows or Fellows) 12 paraprofessionals and prospective LIS students who demonstrate superior service attitudes and who are interested in community engagement and community-based learning. The Fellows will be admitted to the Certificate or the LIS degree program, depending on their particular needs and interests. As Drexel LIS students, they will engage in community-based learning through the coursework described in this proposal. Each fellow will also complete a specialized capstone course (for 20 weeks) comprising a supervised community project to advance their proficiency in design and in developing community-based digital services. The selection of Fellows is detailed in the next section.

Table 1: The Certificate in Community Engagement for Library Professionals

Drexel University's post-Baccalaureate Certificate in Community Engagement is designed for those interested in developing positive and impactful community engagement skills. It also serves as a point of entry to a Master of Science in Information (MSI) Library and Information Science (LIS) major. Credits earned in this certificate are fully transferable to the MSI-LIS degree program.

	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
<b>Course title</b>	Design Thinking for Digital Community Service	Data Analytics for Community-based Data and Service	Community Service Capstone Project
<b>Length</b>	10 weeks	10 weeks	10 or 20 weeks
<b>Deliver</b>	On-campus and online	In-class and onsite	Onsite and online
<b>Course Rationale</b>	Students and professionals work together to identify a community-based digital information need and design a collaborative program to address that need.	Students develop civic engagement skills for community needs assessment, community project development, data-driven decision making, and community-based communication.	Students integrate community-based learning with domain knowledge, communication, organization, research synthesis, and other professional skills.
<b>CBL Model</b>	Side-by-Side/Hybrid	Community Hybrid	Service-Learning
<b>Course Design</b>	Pairing one LIS student and one local library paraprofessional to learn together throughout the course	Pairing two LIS students with one local community member to work together on a community project.	Students developing or participating in a community service project.
<b>Course Outcomes:</b>  Upon successful completion of this course, students will be able to:	<ul style="list-style-type: none"> <li>• Explain the major concepts and processes of community information needs analysis.</li> <li>• Describe the major elements of design thinking, with particular focus on digital information service design.</li> <li>• Identify a significant information service need within the target community.</li> <li>• Work collaboratively to design a problem-based information service to address the identified need.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the key steps and associated challenges of data analytics for selected domain problems.</li> <li>• Use oral and written communication skills to interact with a range of audiences through democratic, participatory engagement.</li> <li>• Choose analytics tools for loading, aggregating, analyzing, and visualizing data for community projects.</li> <li>• Develop partnerships with local community organizations to address data-invoked problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a significant problem in library-based community service.</li> <li>• Demonstrate knowledge of basic qualitative and quantitative research methods related to the field.</li> <li>• Apply knowledge and research from design thinking and community-based learning to advance professional practice.</li> <li>• Demonstrate effective written and oral communication of professional practice experiences and academic research.</li> </ul>
<b>Course Lead Instructor</b>	Denise Agosto	Erjia Yan	Alex Poole

## 2.4 Implementation Plan

This will be a three-year project conducted by a team of LIS faculty: Professors Xia Lin (Department Head), Jane Greenberg (Associate Department Head), Denise Agosto (LIS Program Director), Erjia Yan (Assistant Professor) and Alex Poole (Assistant Professor). In the first year, the full description of the Certificate, including program justification, market analysis, course descriptions, and program learning outcomes, etc., will be prepared and submitted to the Drexel University Senate for approval of the certificate program. In the meantime, all members of the team will participate in the Lindy Center for Civic Engagement's three-day "Faculty community-based learning workshop." The team members will learn about foundations and framework for community-based learning and receive training on developing and conducting meaningful CBL courses. Throughout the year and the whole project's three-year duration, the Lindy Center will provide support, guidance, and resources to the project team members while they work on the design, development, and delivery of the new CBL-based courses.

Another task for the first year is to recruit students to become IMLS Fellows for the Certificate. We will promote this project and target three population groups for the recruitment: (1) paraprofessionals who have worked in the Free Library of Philadelphia for some time and who are seeking advancement of their information service careers; (2) paraprofessionals in local academic libraries (Drexel University, Temple University, and University of Pennsylvania) and in area library consortia (such as the tri-college consortium that includes Swarthmore, Bryn Mawr, and Haverford College libraries); (3) Current and perspective students in the Drexel LIS program who are interested in developing community engagement skills through community-based learning. Drexel University is committed to diversity and inclusion, and the LIS program exemplifies this commitment and will reflect this goal in our recruitment, aiming to build a diverse and inclusive cohort, with representation from minority and underrepresented groups. Six IMLS Fellows each will be selected for the second and third year of the project. These Fellows will receive full tuition scholarships for the three courses of the Certificate. This will ensure that they can complete the Certificate regardless of their socioeconomic status.

In the second year, the project team members will focus on delivering the three CBL courses while developing a CBL model for LIS education. The faculty and the Fellows will work together to develop community-based service projects in their coursework and capstone projects. The project team will collaborate with the Dornsife Center for Neighborhood Partnerships to invite members of the local community to participate equally in the projects for community-based learning.

In the third year, the project team will continue delivering and refining the CBL courses while refining the CBL-based model for LIS education. We will conduct rigorous internal evaluations (e.g., teaching evaluations, peer evaluations) and external evaluations (e.g., through project advisors). The detailed evaluation plan is provided in the next section. During the third year, we will also disseminate the CBL model for LIS education (see Section 2.6 Dissemination Plan). A schedule of completion that shows major project activities and their durations graphically can be found in the supplementary materials.

## 2.5 Evaluation Plan

Three outcomes will be separately evaluated through two methods: internal and external evaluations (Table 2).



Table 2. Evaluation plan

	Internal evaluations	External evaluations
Outcome 1: a CBL model for LIS education	<ul style="list-style-type: none"> <li>• Evaluated through the Lindy Center (e.g., workshop survey)</li> <li>• Evaluated through the Dornsife Center (e.g., community awareness assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Project advisor evaluations (a Family &amp; Community Engagement Center representative, and a New York Public Library Senior Librarian)</li> </ul>
Outcome 2: a post-baccalaureate Community Catalysts Certificate	<ul style="list-style-type: none"> <li>• Quantitative and qualitative course evaluations</li> <li>• Instructor peer evaluations (sit-in and video recordings)</li> </ul>	<ul style="list-style-type: none"> <li>• Panel feedback when presenting the certificate at conferences</li> <li>• Feedback from CBL workshop at the end of the third year</li> </ul>
Outcome 3: 12 IMLS Community Catalysts Fellows	<ul style="list-style-type: none"> <li>• Students' feedback at the end of the second year and the end of the third year</li> </ul>	<ul style="list-style-type: none"> <li>• Community partners' feedback to students' performance (for those involved in the three courses)</li> </ul>

## 2.6 Dissemination Plan

The curriculum, course materials, and lessons learned in this project will be disseminated to the LIS community nationally through conference presentations, journal publications, and a series of free webinars. Near the end of the third year, we will organize a CBL workshop for LIS faculty from other universities, either at the Association for Library and Information Science Education (ALISE) or American Library Association (ALA) annual meetings. This will help raise awareness of and promote community-based learning while receiving valuable input and feedback and discussing the broader impact of community-based service in our profession. Further ensuring transparency, we will design a project website that publishes course materials and other key project documentation (e.g., pre-prints of journal and conference publications) free to the public.

## 2.7 The Advisory Committee

The project will have an advisory committee that will actively engage with the project team to provide input and advice for the implementation the project. The committee will include following members (see supplemental materials for letters of support):

- Siobhan A. Reardon, President and Director, Free Library of Philadelphia
- Angela Lindo, Librarian, New York Public Library
- Shannon M. Oltmann, Associate Professor, School of Information Science, University of Kentucky
- Katy Travaline, Associate Director, Programs and Special Project, Dornsifer Center for Neighborhood Partnerships, Drexel University
- Jennifer J. Kebea, Executive Director, Lindy Center for Civic Engagement, Drexel University.
- T.B.D., A Family & Community Engagement Center representative
- T.B.D., A neighborhood community center representative

### **3. Diversity Plan**

We will make special efforts to identify and recruit Fellows from groups traditionally underrepresented in LIS programs, in line with the goals of Drexel University. Limited racial diversity remains a tremendous problem in LIS.<sup>14</sup> LIS programs need to be more deliberate, proactive, and intentional in recruiting minorities, including outreach to paraprofessionals.<sup>15</sup> Today's users "want to see and hear themselves reflected in library staff and service"; improved understanding of cultural issues will increase library use.<sup>16</sup> The profession must therefore broaden its ethnic makeup, increase the number of languages its members speak, augment its skill sets, and embed librarians in community organizations.<sup>17</sup> Our project will help develop the needed critical mass in the recruitment and retention of minorities for which IMLS calls.<sup>18</sup> We will draw from the highly-diverse Philadelphia population with the goal of recruiting and supporting students from traditionally underserved populations. During the Fellows selection process, priority will be given to students who self-identify as underrepresented minorities.

Further, we will work closely with the Dornsife Center to develop service in the Philadelphia's Promise Zone, named in January of 2014 by President Obama as one of the named a two-square-mile section of West Philadelphia one of the nation's five inaugural "Promise Zones." The West Philadelphia Promise Zone includes parts of 10 neighborhoods and more than 35,000 residents. It is an area in which the poverty rate approaches 51% and unemployment approaches 14%. Capitalizing on the area's assets (well-organized civic groups, long-standing community service providers, public transportation, a commercial corridor, and proximity to large employers), the initiative seeks to reduce poverty and bring greater opportunities to those living and working in West Philadelphia by focusing on education, jobs, housing, and health services.<sup>19</sup> The Dornsife Center constitutes a vital community anchor of the Promise Zone.<sup>20</sup>

### **4. Broad Impact.**

The success and experience we gain through this project will have significant national impact. The project will be developed based on community-based learning and civic engagement principles. The community-based learning model developed in the project will be transferable to other LIS programs. The courses and special training materials and tools created for community-based learning will be shared openly with the LIS community. This project will be sustainable: our degree program will be enhanced and its focus on community-based learning will enrich our curriculum as well as other LIS curriculums given the paradigm shift in LIS education from content-centric to service-centric. Prior community engagement-based projects in LIS education have largely focused on rural or specialized (e.g., ethnic studies, digital stewardship) communities. Our project will focus on community-based learning in an underserved urban community. More than 55 million Americans live in cities larger than Cincinnati (300k). There is an untapped opportunity for LIS education to be more engaged with and integrated into urban civic institutions. Your library will still be the most important place in town,<sup>21</sup> if and only if, the next generation of library professionals fully engage with the communities.

#### *Sustainability*

This project will create a Certificate in Community Engagement for Library Professionals. Drexel University's Department of Information Science will continue to offer the Certificate after the project ends, as it enriches Drexel LIS's long history of commitment to civic engagement. It will expand Drexel's capability to train and recruit LIS students and it will

augment the College's engagement with the local community. We are confident that the training of community catalysts will continue and is sustainable at Drexel for many years to come.

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<sup>1</sup> Denise E. Agosto, "What's Next in U.S. Public Library Services for Teens? A Peek into a Promising Future," *Public Library Quarterly* 35, no. 4 (2016): 344.

<sup>2</sup> Schopfel, Joachim, Julien Roche, and Gilles Hubert. "Co-working and innovation: new concepts for academic libraries and learning centres." *New Library World* 116, no. 1/2 (2015): 67-78.

<sup>3</sup> "Use of Public Libraries for Community Involvement", American Library Association, July 5, 2011. <http://www.ala.org/tools/research/librariesmatter/use-public-libraries-community-involvement>.

<sup>4</sup> Institute of Museum and Library Services, "Public Libraries Survey (PLS) Data and Reports," n.d., <https://www.imls.gov/research-evaluation/data-collection/public-libraries-survey/explore-pls-data/pls-data>.

<sup>5</sup> Agosto, 2016, 345.

<sup>6</sup> Steven D. Shapiro, "Engaging a Wider Community: The Academic Library as a Center for Creativity, Discovery, and Collaboration," *New Review of Academic Librarianship* 22, no. 1 (January 2, 2016): 24–42, <https://doi.org/10.1080/13614533.2015.1087412>.

<sup>7</sup> A.E. Sands et al., "Positioning Library and Information Science Graduate Education for 21st Century Practice" (Washington, D.C.: Institute of Museum and Library Services, 2018), <https://www.imls.gov/sites/default/files/publications/documents/imlspositioningreport.pdf>.

<sup>8</sup> Constantine Papadakis, *A University with a Difference: The Unique Vision of Anthony J. Drexel* (New York: Newcomen Society of the United States, 2001).

<sup>9</sup> "Drexel University Strategic Plan 2012-2019," n.d., <https://drexel.edu/strategicPlan/>; John Fry, *Drexel Convocation*, October 5, 2010, October 5, 2010, <https://drexel.edu/president/messages/speeches/2010/October/convocation-2010/>.

<sup>10</sup> "Dornsife Center for Neighborhood Partnerships," Drexel University Office of Community Partnerships, n.d., <https://drexel.edu/civicingagement/centers-initiatives/dornsife-center/>.

<sup>11</sup> Alderfer, K. B., Donaldson, L., Ammar, A. A., Hammrich, P. L., Greenberg, J., Lin, X., Liu, H., Kelly, K. (2018). Play with Data. Pennsylvania Educational Leadership. 38(1), 4 -14.

<sup>12</sup> Andrew J. Lau, Anne J. Gilliland, and Kimberly Anderson, "Naturalizing Community Engagement in Information Studies: Pedagogical Approaches and Persisting Partnerships," *Information, Communication & Society* 15, no. 7 (September 2012): 991–1015, <https://doi.org/10.1080/1369118X.2011.630404>.

<sup>13</sup> "Community-Based Learning," Drexel University Lindy Center for Civic Engagement, n.d., <https://drexel.edu/lindycenter/faculty/community-based-learning/>.

<sup>14</sup> Kafi D. Kumasi and Nichole L. Manlove, "Finding 'Diversity Levers' in the Core Library and Information Science Curriculum: A Social Justice Imperative," *Library Trends* 64, no. 2 (2015): 415–43, <https://doi.org/10.1353/lib.2015.0047>.

<sup>15</sup> Sands et al., "Positioning Library and Information Science Graduate Education for 21st Century Practice."

<sup>16</sup> Patricia Montiel Overall, "Cultural Competence: A Conceptual Framework for Library and Information Science Professionals," *The Library Quarterly* 79, no. 2 (April 2009): 175–204, <https://doi.org/10.1086/597080>; Chrystie Hill, Merrilee Proffitt, and Sharon Streams, "IMLS Focus: Learning in Libraries" (Washington, D.C.: Institute of Museum and Library Services, 2015),

<https://www.imls.gov/sites/default/files/publications/documents/imlsfocuslearninginlibrariesfinalreport.pdf>.

<sup>17</sup> Hill, Proffitt, and Streams, "IMLS Focus: Learning in Libraries."

<sup>18</sup> Sands et al., "Positioning Library and Information Science Graduate Education for 21st Century Practice."

<sup>19</sup> "Promise Zone," Shared Prosperity Philadelphia, n.d., <http://www.sharedprosperityphila.org/our-initiatives/promise-zone/>.

<sup>20</sup> "Dornsife Center for Neighborhood Partnerships," Drexel University Office of Community Partnerships, n.d., <https://drexel.edu/civicingagement/centers-initiatives/dornsife-center/>.

<sup>21</sup> Julie B. Edwards, et al. "Community Centered: 23 reasons why your library is the most important place in town." Public Libraries Online, <http://publiclibrariesonline.org/2013/04/community-centered-23-reasons-why-your-library-is-the-most-important-place-in-town/>

## Integrating Community-based Learning with LIS Education

		2019-2020 Schedule											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Participating faculty CBL workshop by the Lindy Center												
2	Course development												
3	Preparing course materials for College Curriculum Committee approval												
4	Preparing course materials for Drexel Senate approval												
5	Preparing Teaching materials for the courses												
6	Uploading course materials to project website for free dissemination												
7	Working with FLP to identify prospective students for the Certificate												
8	Recruit six IMLS Fellows												
9	Working with the Lindy Center to evaluate course materials												
10	Working with the Dornsife Center to identify potential community partners												
11	Working with project advisors to evaluate course materials												
12	Wrting project annual report												



**Integrating Community-based Learning with LIS Education**

**2021-2022 Schedule**

		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	IMLS Fellow orientation			■									
2	Offering Course No. 1			■	■	■	■	■					
3	Offering Course No. 2							■	■	■			
4	Offering Course No. 3							■	■	■	■	■	■
5	Working with the Dornsife Center to confirm community partners	■	■										
6	Student course evaluations						■			■			■
7	Instructor peer evaluations			■	■	■	■	■	■	■	■	■	■
8	Students' feedback to the CBL Certificate program												■
9	Community partners' feedback to students' performance									■			■
10	Team members travel to conferences to disseminate project outcomes								■				■
11	Organizing a CBL workshop for LIS faculty to disseminate project outcomes											■	
12	Maintaining and updating course materials at Blackboard	■	■	■	■	■	■	■	■	■	■	■	■
13	Maintaining and updating course materials at project website	■	■	■	■	■	■	■	■	■	■	■	■
14	Working with project advisors to evaluate project progress											■	■
15	Writing project final report										■	■	■



## DIGITAL PRODUCT FORM

### Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### Instructions

All applications must include a Digital Product Form.

- Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

### Part I: Intellectual Property Rights and Permissions

**A.1** What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

**A.2** What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

**A. 3** If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

## **Part II: Projects Creating or Collecting Digital Content, Resources, or Assets**

### **A. Creating or Collecting New Digital Content, Resources, or Assets**

**A.1** Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

**A.2** List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

**A.3** List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).



## **B. Workflow and Asset Maintenance/Preservation**

**B.1** Describe your quality control plan. How will you monitor and evaluate your workflow and products?

**B.2** Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

## **C. Metadata**

**C.1** Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

**C.2** Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

**C.3** Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

#### **D. Access and Use**

**D.1** Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

**D.2** Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

### **Part III. Projects Developing Software**

#### **A. General Information**

**A.1** Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

**A.2** List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

## **B. Technical Information**

**B.1** List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

**B.2** Describe how the software you intend to create will extend or interoperate with relevant existing software.

**B.3** Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

**B.4** Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

**B.5** Provide the name(s) and URL(s) for examples of any previous software your organization has created.

### **C. Access and Use**

**C.1** We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

**C.2** Describe how you will make the software and source code available to the public and/or its intended users.

**C.3** Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

## **Part IV: Projects Creating Datasets**

**A.1** Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

**A.2** Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

**A.3** Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

**A.4** If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

**A.5** What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

**A.6** What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

**A.7** What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

**A.8** Identify where you will deposit the dataset(s):

Name of repository:

URL:

**A.9** When and how frequently will you review this data management plan? How will the implementation be monitored?