**DALHOUSIE UNIVERSITY**

**Course Type:** Online
**Instructor**: Alison Brown (she/her)
**E-mail**: alisonbrown@dal.ca
**Virtual office hours**: By appointment, via Microsoft Teams
**Course website**: Brightspace
**Optional live, recorded discussion**: usually Thursdays, 11:35am AT (with 3 exceptions), via Microsoft Teams (see schedule below and links provided in Brightspace)

*The School of Information Management at Dalhousie University sits on traditional, ancestral, and unceded territory of the Mi'kmaq. We are all treaty people.*

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## COURSE DESCRIPTION

"To be a librarian is not to be neutral, or passive, or waiting for a question. It is to be a radical positive change agent within your community". — R. David Lankes

This course will cultivate a theoretical and practical understanding of community-led principles, approaches, methods, and tools. Together, we will interpret, demonstrate, and evaluate the value of community-led practice for building more inclusive, equitable, and vibrant communities (both online and offline). Particular attention will be given to working in the community with socially excluded, equity-seeking groups and individuals. Students will learn how to identify the interests, strengths, and needs of community members and will discover how to integrate these when developing strategic plans, service models, policies, programs, and assessments.

## COURSE PRE-REQUISITES

INFO 5530

## LEARNING OUTCOMES

Upon completion of this course students will be able to:
1. Explain and give examples of real and perceived systemic barriers to information access.
2. Discuss and analyze Community-Led principles and approaches in a library context.
3. Analyze the differences between Community-Led Library principles and traditional library principles.
4. Evaluate and critically assess the value of Community-Led principles when developing library strategic plans, spaces service models, policies, programming, and assessment tools.
5. Develop a community profile to identify service providers and community assets.
6. Create an effective infographic that communicates findings from a community group profile.
7. Identify the role of the librarian or information manager in the community, as distinct from the role of volunteer, social worker, teacher, or other community worker or professional.
8. Discuss the role of Community-Led library work in connecting libraries to their communities.
9. Recognize and illustrate how Community-Led principles and approaches build inclusive communities
10. Critically engage with theories of social exclusion and understand how those theories affect library practices.

## INSTRUCTIONAL METHODS

My intention is to infuse this course with the same community-led principles that are its focus and to create with students an engaged community of inquiry. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the

class by students, as well as by those with whom we engage in readings, guest lectures, and community. To ensure the learning environment aligns with these principles, I will need your active, thoughtful participation.

This class will be conducted online, using the Brightspace Learning Management System. In this virtual, largely asynchronous environment, teaching and learning will take place via recommended readings, webinars, and podcasts, pre-recorded lecture videos, discussion boards, and synchronous discussion. The lectures may not summarize readings; students are expected to engage with the readings and incorporate citations from course materials into their assignments. As this class involves developing professional skills, active and experiential learning techniques are incorporated.

## LEARNING MATERIALS
This course has no required textbook. Readings and additional learning resources are listed in this syllabus and links are provided on Brightspace. The webinars are generally about one-hour in length and most are optional; if you do not have time to engage with them now, save them as good resources for later. *Community-Led Libraries Toolkit* will be used extensively throughout the course

## METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy.

| COMPONENT | DETAILS | DUE DATE | VALUE |
|---|---|---|---|
| 1. Outside in or inside out | Report (user experience exercise OR cultural autobiography) | January 25, 2021 | 10% |
| 2. Profile of community group | Infographic | Feb 22, 2021 | 25% |
| 3. Community profile | Report | March 12, 2021 | 20% |
| 4. Social inclusion audit | Report | April 2, 2021 | 25% |
| 5. Participation | Participation in discussion board (reflections on readings) AND select one week to moderate discussion board OR interview invited guest expert | Ongoing | 20% |

## INTEGRATION OF MI Competencies

| PROGRAM COMPETENCY | COURSE LEARNING OUTCOME | COURSE ASSESSMENT |
|---|---|---|
| Information Management Leadership | 1-4, 7-10 | 4,5 |
| User-centred Information Services | 1-3, 5, 6, 9, 10 | 1-4 |
| Management of Information Technology | 1, 4, 6 | 2,5 |

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|---|---|---|
| Research and Evaluation | 3-6, 9, 10 | 2-5 |
| Risk Management | 1, 2, 4, 7-10 | 1, 2, 4 |
| Change Management | 1, 2, 4, 7-10 | 1, 2, 4 |
| Workplace Skills & Attributes: | | |
| Collaborate & communicate | 6 | 2, 5 |
| Organize, Plan & Manage | 3-6, 8-10 | 3, 4 |
| Develop Personally & Professionally | 1-10 | 1-5 |

**CLASS POLICIES**

**Attendance**
Class attendance is required in all MI courses and is included in the participation mark.  Attendance records will be kept by the instructor.

**Citation Style**
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment.  For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

**Late penalties for assignments**
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

**Missed or Late Academic Requirements due to Student Absence:**
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

**SIM GRADING POLICY**

| A+ | 90-100 | Demonstrates original work of distinction. |
|---|---|---|
| A | 85-89 | Demonstrates high-level command of the subject matter and an ability for critical analysis. |
| A- | 80-84 | Demonstrates above-average command of the subject matter. |
| B+ | 77-79 | Demonstrates average command of the subject matter. |
| B | 73-76 | Demonstrates acceptable command of the subject matter. |
| B- | 70-72 | Demonstrates minimally acceptable command of the subject matter. |
| F | <70 | Unacceptable for credit towards a Master's degree. |

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.


## ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course

instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

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**Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

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**UNIVERSITY STATEMENTS**
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

**ACCESSIBILITY**
The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

**STUDENT CODE OF CONDUCT**
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**DIVERSITY AND INCLUSION**
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

**RECOGNITION OF MI'KMAQ TERRITORY**
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about

alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

## FAIR DEALING POLICY
The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.


## COURSE SCHEDULE

| Dates and Topics | Course Materials | Notes, Reminders, and Assignment Deadlines |
|---|---|---|
| Week 1 (Jan 4-10, 2021)<br><br>Introduction to each other, to the course<br><br>It takes a community | Williment, K. (2020). It takes a community to create a library. *Public Library Quarterly*, *39*(5), 410-420. | Sign up for discussion moderation **OR** guest interview<br><br>[Optional] [Audio interview] The Current, CBC. 2019, April 29. Meals, medical aid and more: The evolving role of public libraries and what they stand to lose. |
| Week 2 (Jan 11-17, 2021)<br><br>Social inclusion and social exclusion<br><br>The role of the library or information organization in community building | Working Together Project. *Community-Led Libraries Toolkit,* pages 10-11.<br><br>Richter, S., Bell, J., Jackson, M. K., Lee, L. D., Dashora, P., & Surette, S. (2019). Public library users: Perspectives of socially vulnerable populations. *Journal of Library Administration*, *59*(4), 431-441.<br><br>Ferguson, S. (2012). Are public libraries developers of social capital? A review of their contribution and attempts to demonstrate it. *The Australian Library Journal*, *61*(1), 22-33.<br><br>Lo, P., & Stark, A. (2020). Examining the relationship between social inclusion and mobile libraries in the age of Internet connectivity: A qualitative study of mobile librarians around the globe. | [Optional] [Webinar] Gutsche, B., & Peterson, J. (2019). The library as social connector: Forging community connection.<br><br>You will need to register for a free WebJunction account to access the webinar. |

| | [Skim] Edmonton Public Library. (2013). [Community-led service philosophy toolkit](). | |
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| Week 3 (Jan 18-24, 2021)<br><br>Barriers to inclusive service<br><br>Understanding community member's experiences in physical and virtual spaces | Working Together Project. *Community-Led Libraries Toolkit*, pages 17-33.<br><br>Edmonton Public Library. [Top Five Barriers to Library Access.]()<br><br>Marquez, J., & Downey, A. (2015). Service design: An introduction to a holistic assessment methodology of library services. *Weave: Journal of Library User Experience*, *1*(2).<br><br>Jaeger, P. T. (2018). Designing for diversity and designing for disability: New opportunities for libraries to expand their support and advocacy for people with disabilities. *The International Journal of Information, Diversity, & Inclusion (IJIDI)*, *2*(1/2).<br><br>Rosen, S. (2018). What does a library accessibility specialist do? How a new role advances accessibility through education and advocacy. *College & Research Libraries News*, *79*(1), 23. | Invited guest:<br>Scott W. H. Young, User Experience and Assessment Librarian, Montana State University: Participatory Design (Jan 21, 7pm AST)<br><br>**Jan 21 deadline** to send me an email indicating your preferences for community group profile topic<br><br>[Optional] [Ted Talk] Wacek, D. (2018). [A librarian's case against overdue book fines.]() |
| Week 4 (Jan 25-31, 2021)<br><br>Decolonial and anti-racist practices | Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, *1*(1).<br><br>Dali, K., & Caidi, N. (2017). Diversity by design. *The Library Quarterly*, *87*(2), 88-98.<br><br>Selman, B., & Curnow, J. (2019). Winnipeg's Millennium Library Needs Solidarity, Not Security. *Partnership: The Canadian Journal of Library and Information Practice and Research*, *14*(2).<br><br>Fisher, K. E., Yefimova, K., & Yafi, E. (2016, June). Future's butterflies: Co-designing ICT wayfaring technology with refugee Syrian youth. In *Proceedings of the The 15th International Conference on Interaction Design and Children* (pp. 25-36).<br><br>[Webinar] Programming Librarian. (2017). [Reconciling communities:]() | Invited guests: Ariel Caldwell, Teen Services Librarian, Vancouver Public Library and Vera Jones, Resolution Health Support Worker, Indian Residential School Survivors Society: Connection to Kith and Kin: A Community-Led Program that Supports Indigenous People Seeking Their Roots (Thursday, Jan 28, 11:35 am AST)<br><br>**Outside In or Inside Out Assignment due Monday, January 25, 12 pm AST** |

| | [Planting seeds of change through cultural education and truth telling](#). | |
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| Week 5 (Feb 1-7, 2021)<br><br>Connecting with community, in community<br><br>Community asset mapping | Working Together Project. *Community-Led Libraries Toolkit*, pages 35-60.<br><br>Weaver, L. (2018). [Building collaborative readiness: Mapping community resources.](#)<br><br>Brown, E. (2009). [Mapped! A youth community mapping toolkit for Vancouver.](#)<br><br>[Webinar] Mackenzie, H., Fullerton, A., & Williment, K. (2018). [Laying out the welcome mat: Asset mapping to better serve the immigrant community](#). | Invited guest: Brandy Smith, Community Engagement Coordinator, Brockville Public Library: The Spark, Community-Led Initiatives (Thursday, Feb 4, 11:35 am AST).<br><br>[Optional] [Webinar] Programming Librarian. (2018). [Community conversations across neighborhoods: Dialogue-driven programming.](#) |
| Week 6 (Feb 8-14, 2021)<br><br>Relationship building<br><br>Partnership development | Working Together Project. *Community-Led Libraries Toolkit*, pages 61-84.<br><br>Pateman, J. & Williment, K. (2013). Chapter 5: Outreach, community development, and partnerships. *Developing community-led public libraries: Evidence from the UK and Canada.*<br><br>Pugh, C., & Doyle, B. (2019). Equity, Diversity, Inclusion: Seattle's "Loud at the Library" Collaboration. *Children and Libraries*, *17*(3), 27-29.<br><br>[Webinar] Barbakoff, A. (2018). [Taking community partnerships to the next level.](#)<br><br>[Browse through] Urban Libraries Council. (2005). *The Engaged Library: Chicago Stories of Community Building*. | Invited guest: Fred Ginyard, Community Organizer, Free Library of Philadelphia: Building and Sustaining Relationships (Tuesday, Feb 9, 10am AST)<br><br><br>[Optional] [Webinar] Gutsche, B. (2019). [Getting to the heart of community through discovery](#). |
| Winter Study Break (Feb 15-21, 2021) | | |
| Week 7 (Feb 22-28, 2021)<br><br>Community-led service: A practical model for daily work | Working Together Project. *Community-Led Libraries Toolkit*, pages 111-122, 130-137.<br><br>Overall, P. M. (2009). 'Cultural competence': A conceptual framework for library and information science professionals. Library Quarterly, 79(2): 175-204.<br><br>Kushner, Els (2013). "Go Out There and Fail": A personal account of | Invited guest: Emily Thompson, Milton Public Library: Community-Led From Theory to Practice (Thursday, Feb 25, 11:35 am AST)<br><br>**Profile of Community Group Infographic Assignment due Monday, Feb 22, 12 pm AST** |

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| | community-led work with the early years. *Feliciter* 59(4), 8-10.<br><br>Singh, S. (2010). Librarians as information providers and facilitators: The Irving K. Barber Learning Centre as a model for expansion of the role of academic libraries in university-community engagement.<br><br>Birdi, B., Wilson, K., & Tso, H. M. (2009). The nature and role of empathy in public librarianship. *Journal of Librarianship and Information Science*, *41*(2), 81-89. | [Optional] [Podcast] The Next Idea. (2018). Laundry, libraries, and literacy: Why one group is putting books in laundromats. |
| Week 8 (Mar 1-7, 2021)<br><br>Community-led principles in organizational structure, strategic planning, and policies | Working Together Project. *Community-Led Libraries Toolkit*, pages 124-129.<br><br>Pateman, J. & Williment, K. (2013). *Developing community-led public libraries: evidence from the UK and Canada*. Farnham: Ashgate [Chapter 9 Mainstreaming and resourcing for social exclusion, pp. 163-179].<br><br>Williment, K., Jones-Grant, T., and Somers, D. (2013). From project to branch integration and sustainability: Community-led work at Halifax Public Libraries. *Public Libraries, 50*(2).<br><br>Bird, A. & Martinez, P. (2013). Ensuring that public library strategic planning (and thinking) is community-led. *Feliciter, 59*(6), 19-20.<br><br>Cecchetto, A., & Rucchetto, L. (2015). Let the community lead: MPL's community-led strategic planning process. | Invited guest: Pilar Martinez, CEO, Edmonton Public Library: Community-led principles in organizational structure, strategic planning, and policies (Thursday, Mar 4, 11:35 am AST)<br><br>[Optional] [Webinar] Bird, A. & St-Onge, M. (2013). Community led library service: Implementing across your system. |
| Week 9 (Mar 8-14, 2021)<br><br>Community-led principles in programming<br><br>Conducting a social inclusion audit | Working Together Project. *Community-Led Libraries Toolkit*, pages 85-94.<br><br>Wonder, V. (2018). Civic engagement through community-led programming.<br><br>Young, L. (2015). Connecting communities: Edmonton Public Libraries' EPL2GO mobile service.<br><br>Haberstock, L. (2020). Participatory description: decolonizing descriptive methodologies in archives. *Archival Science*, *20*(2), 125-138. | Invited guest: Craig Arthur, Head, Community Engagement Liaison, Virginia Tech University Libraries: Virginia Tech Digging in the Crates: Community-Led Hip-Hop Program (Thursday, Mar 11, 7 pm AT)<br><br>**Community Profile Assignment Due Friday, March 12, 12:00 pm AST.**<br><br>To support your final assignment: Canadian |

| | Hicks, A., & Lloyd, A. (2016). It takes a community to build a framework: Information literacy within intercultural settings. Journal of Information Science, 42(3): 334-343. | Urban Libraries Council (2010). *Social Inclusion Audit: A Toolkit*. |
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| Week 10 (Mar 15-21, 2021)<br><br>Exemplars of community-led principles in action | Reid, H., & Howard, V. (2016). Connecting with community: The importance of community engagement in rural public library systems. *Public Library Quarterly*, *35*(3), 188-202.<br><br>Bain, A. L., & Podmore, J. A. (2019). Scavenging for LGBTQ2S Public Library Visibility on Vancouver's Periphery. *Tijdschrift voor economische en sociale geografie*.<br><br>Somerville, M. M., & EchoHawk, D. (2011). Recuerdos hablados/memories spoken: Toward the co-creation of digital knowledge with community significance. *Library Trends*, *59*(4), 650-662.<br><br>Smith, B. (2018). The spark: Community-led initiatives at Brockville Public Library. Retrieved from http://open-shelf.ca/180907-the-spark-community-led-initiatives-at-brockville-public-library-sept-2018/<br><br>Zvyagintseva, L. (2017). Community-Led Digital Exhibits Service at the Edmonton Public Library: Research and Consultation. *Partnership: The Canadian Journal of Library and Information Practice and Research*, *12*(2). | Invited guest: Danielle Allard, University of Alberta: Sex Work Activist Histories Project; participatory, community archives (Thursday, Mar 18, 11:35 am AST)<br><br>[Optional] [Webinar] McClellan, S. (2018). Small but mighty library management and innovation.<br><br>[Optional] Gustina, M. (2018). Critical optimism: Reimagining rural communities through libraries. |
| Week 11 (Mar 22-28, 2021)<br><br>Assessment and evaluation | Working Together Project. *Community-Led Libraries Toolkit*, pages 138-142.<br><br>Magnus, E., Belanger, J., & Faber, M. (2018). Towards a critical assessment practice.<br><br>Institute of Museum and Library Services. Outcome based evaluation basics.<br><br>[Webinar] McHale, M. & Garvin, L. (2013). Evaluation in community-led libraries. | Invited guest: Kim Silk, Senior Planner, Hamilton Public Library: Measuring Impact (Thursday, Mar 25, 11:35 am AST) |

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| Week 12 (Mar 29-Apr 4, 2021)<br><br>Why is it so hard?<br><br>Emerging trends<br><br>Course wrap-up | Pateman, J. & Williment, K. (2013). Chapter 12: A road map towards the community-led library service. *Developing community-led public libraries: Evidence from the UK and Canada* [eBook]. Farnham: Ashgate.<br><br>Raphael, M. Chapter 11 in Janes, J. (Ed.) (2013). *Library 2020: Today's leading visionaries describe tomorrow's library.* Lanham, MD: Scarecrow Press, pages 77-82. | **Social Inclusion Audit Assignment Due Friday, April 2, 12:00 pm AST** |