

# TILTING Towards Inclusiveness: Enhancing Retention and Success for Minoritized Graduate Students

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Welcome

TONY MOLARD

SAINT CATHERINE  
UNIVERSITY

@INFOACTIVIST

## NEWS

Home | Israel-Gaza war | War in Ukraine | Climate | Video | World | US & Canada | UK | Business | Tech

Entertainment & Arts

# Young viewers prefer TV subtitles, research suggests

15 November 2021



Age	Use subtitles some or all of the time watching TV on any device	Deaf, deafened or hard of hearing
18-24	80%	10%
26-35	64%	15%
36-45	55%	15%
46-55	37%	14%
56-75	23%	18%

Source: Stagetext/Sapio Research

Stagetext provides captions for live and online events like theatre performances and talks.

The charity's research suggested an average of 31% of people would go to more live events and shows if more had captions on a screen in the venue. Among 18-25s, that figure was 45%, compared with 16% among over-56s.



50%

use subtitles most of the time

How many members of each generation use subtitles most of the time?

1

Gen Z  
70%

2

Millennial  
53%

3

Gen X  
38%

4

Baby Boomer  
35%

The most common reasons to use subtitles

Audio is muddled

72%

Accent is hard to understand

61%

Watching quietly at home

29%

To stay focused on screen

27%

To learn a new language

18%

# Agenda

- State of retention and student outcomes
  - Institutional context
  - Disciplinary context
- Inclusive teaching
  - Results from lead indicators
  - Policies
  - Structure
  - Transparency
- Orientation/Onboarding/Transitions



# Retention: Institutional Context

Fall to Fall Retention						
	2018	2019	2020	2021	2022	3-Year Rolling Avg.
Education	63.60%	70.60%	84.60%	66.70%	100.00%	83.77%
Health Informatic	90.00%	90.00%	33.30%	76.90%	80.00%	63.40%
Holistic Health	91.70%	85.70%	85.70%	71.40%	71.40%	76.17%
LIS	91.30%	78.10%	94.70%	78.30%	87.50%	86.83%
MBA	76.90%	87.00%	100.00%	56.00%	66.70%	74.23%
Nursing	85.70%	91.40%	83.30%	89.50%	82.90%	85.23%
MAOL	77.80%	88.90%	75.00%	100.00%	84.60%	86.53%
PT	100.00%	91.70%	100.00%	93.10%	100.00%	97.70%
Physician Assist	96.80%	100.00%	100.00%	100.00%	100.00%	100.00%
Public Health	92.60%	87.50%	100.00%	100.00%	91.70%	97.23%
Social Work	-	83.80%	87.20%	86.50%	96.80%	90.17%
<b>Average</b>	90.70%	87.60%	88%	84.10%	84.10%	85%



Aggregated Counts & % Graduating (2017-2020)					Aggregated Counts & Rates (2017-2021)				
All Students					All Students				
	Cohort Size	Number Graduating	% Graduating	Average % Graduating (2017-2020)**		Cohort Size	Returning for Second Year	Retention Rate*	Average Retention Rate (2017-2021)**
Fall Starts Only	107	77	71.96%	72.70%	Fall Starts Only	130	112	86.15%	86.78%
All Starts	200	145	72.50%	71.36%	All Starts	237	196	82.70%	82.75%
BIPOC Students					BIPOC Students				
	Cohort Size	Number Graduating	% Graduating	Average % Graduating (2017-2020)**		Cohort Size	Returning for Second Year	Retention Rate*	Average Retention Rate (2017-2021)**
Fall Starts Only	12	9	75.00%	75.00%	Fall Starts Only	16	16	100.00%	100.00%
All Starts	25	19	76.00%	74.26%	All Starts	30	26	86.67%	87.79%
Non-BIPOC Students					Non-BIPOC Students				
	Cohort Size	Number Graduating	% Graduating	Average % Graduating (2017-2020)**		Cohort Size	Returning for Second Year	Retention Rate*	Average Retention Rate (2017-2021)**
Fall Starts Only	95	68	71.58%	71.90%	Fall Starts Only	114	96	84.21%	84.70%
All Starts	175	126	72.00%	70.76%	All Starts	207	170	82.13%	82.02%
Female Students					Female Students				
	Cohort Size	Number Graduating	% Graduating	Average % Graduating (2017-2020)**		Cohort Size	Returning for Second Year	Retention Rate*	Average Retention Rate (2017-2021)**
Fall Starts Only	99	75	75.76%	76.68%	Fall Starts Only	118	105	88.98%	89.54%
All Starts	174	129	74.14%	73.28%	All Starts	207	173	83.57%	83.63%
Male Students					Male Students				
	Cohort Size	Number Graduating	% Graduating	Average % Graduating (2017-2020)**		Cohort Size	Returning for Second Year	Retention Rate*	Average Retention Rate (2017-2021)**
Fall Starts Only	8	2	25.00%	25.00%	Fall Starts Only	12	7	58.33%	60.00%
All Starts	26	16	61.54%	59.11%	All Starts	30	23	76.67%	75.12%

# Retention: Disciplinary Context

<b>Seven Year Average Retention</b>	
All LIS Programs	87%
Saint Catherine University	82%

<b>Retention Rate Frequency of United States MLIS Programs</b>	
>95%	7
90-94.99%	10
85-89.99%	15
80-84.99%	9
75-79.99%	6
<75%	2
Not Reported	6

<b>3 Year Avg Retention</b>	
Asian	80%
Black	86%
Hispanic	73%
2 or More Races	89%
White	90%

# Completion: Disciplinary Context

Student Headcount vs. Degree Awarded				
	2023	2022	2021	Average
Asian Student Headcount	4.65%	4.58%	4.30%	4.51%
Asian Degree Awarded	4.46%	3.83%	4.18%	4.16%
<b>Difference</b>	<b>-4%</b>	<b>-16%</b>	<b>-3%</b>	<b>-8%</b>
Black Student Headcount	6.05%	5.93%	5.73%	5.90%
Black Degree Awarded	6.34%	5.72%	5.50%	5.85%
<b>Difference</b>	<b>5%</b>	<b>-4%</b>	<b>-4%</b>	<b>-1%</b>
Hispanic Student Headcount	12.56%	11.79%	11.85%	12.06%
Hispanic Degrees Awarded	10.68%	10.26%	9.44%	10.13%
<b>Difference</b>	<b>-15%</b>	<b>-13%</b>	<b>-20%</b>	<b>-16%</b>
2 or More Races Headcount	3.14%	3.17%	3.01%	3.11%
2 or More Races Awarded	3.17%	2.93%	3.46%	3.19%
<b>Difference</b>	<b>1%</b>	<b>-8%</b>	<b>15%</b>	<b>3%</b>
White Student Headcount	72.79%	73.82%	74.36%	73.66%
White Degree Awarded	74.77%	76.69%	76.70%	76.05%
<b>Difference</b>	<b>3%</b>	<b>4%</b>	<b>3%</b>	<b>3.2%</b>



How does your  
program(s)  
compare internally?  
Externally?

# Agenda

- ~~State of retention and student outcomes~~
  - ~~Institutional context~~
  - ~~Disciplinary context~~
- Inclusive teaching
  - Results from lead indicators
  - Communication & Language
  - Policies
  - Structure
  - Transparency
- Orientation/Onboarding/Transitions

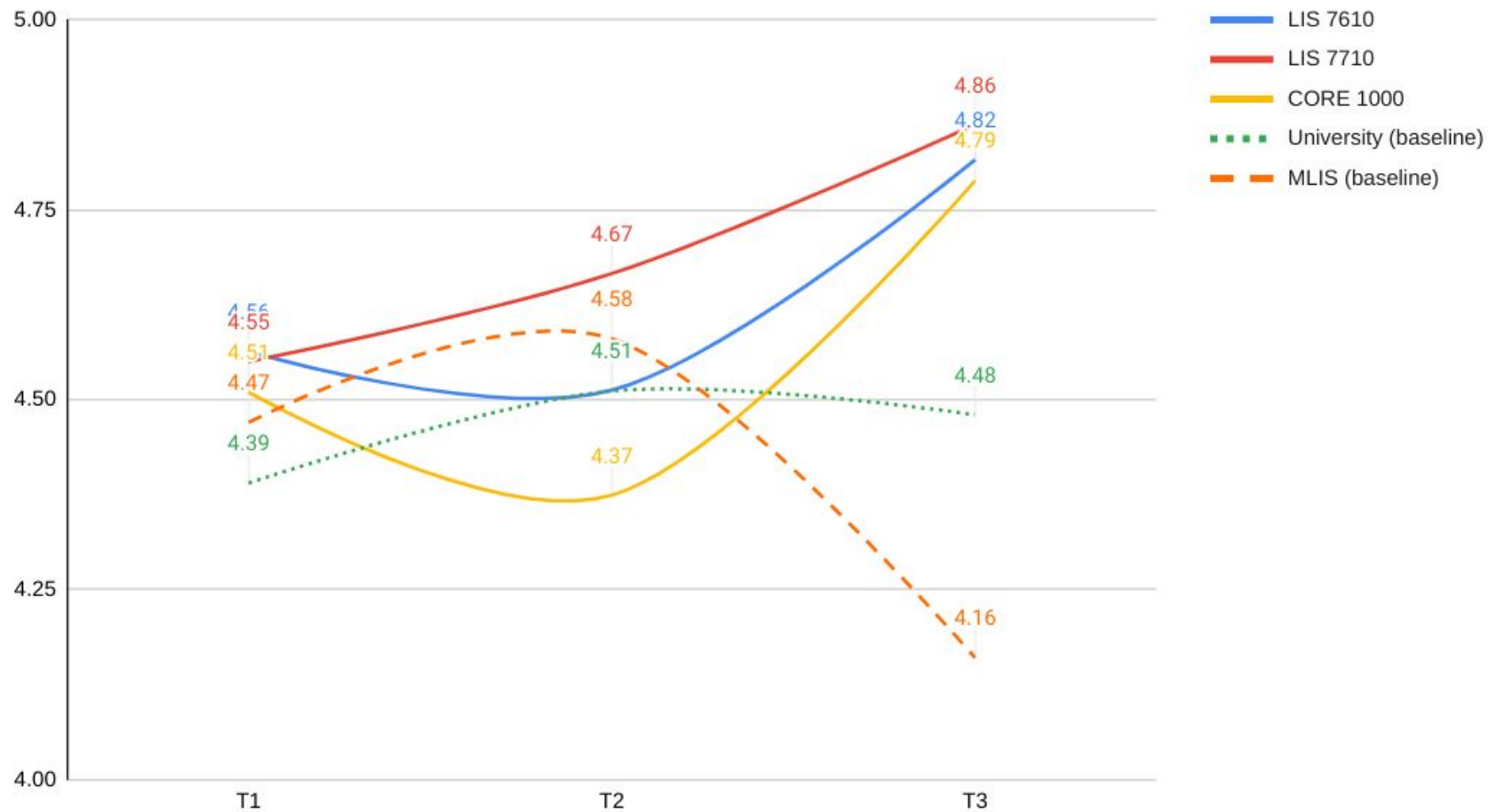


# Inclusive Teaching

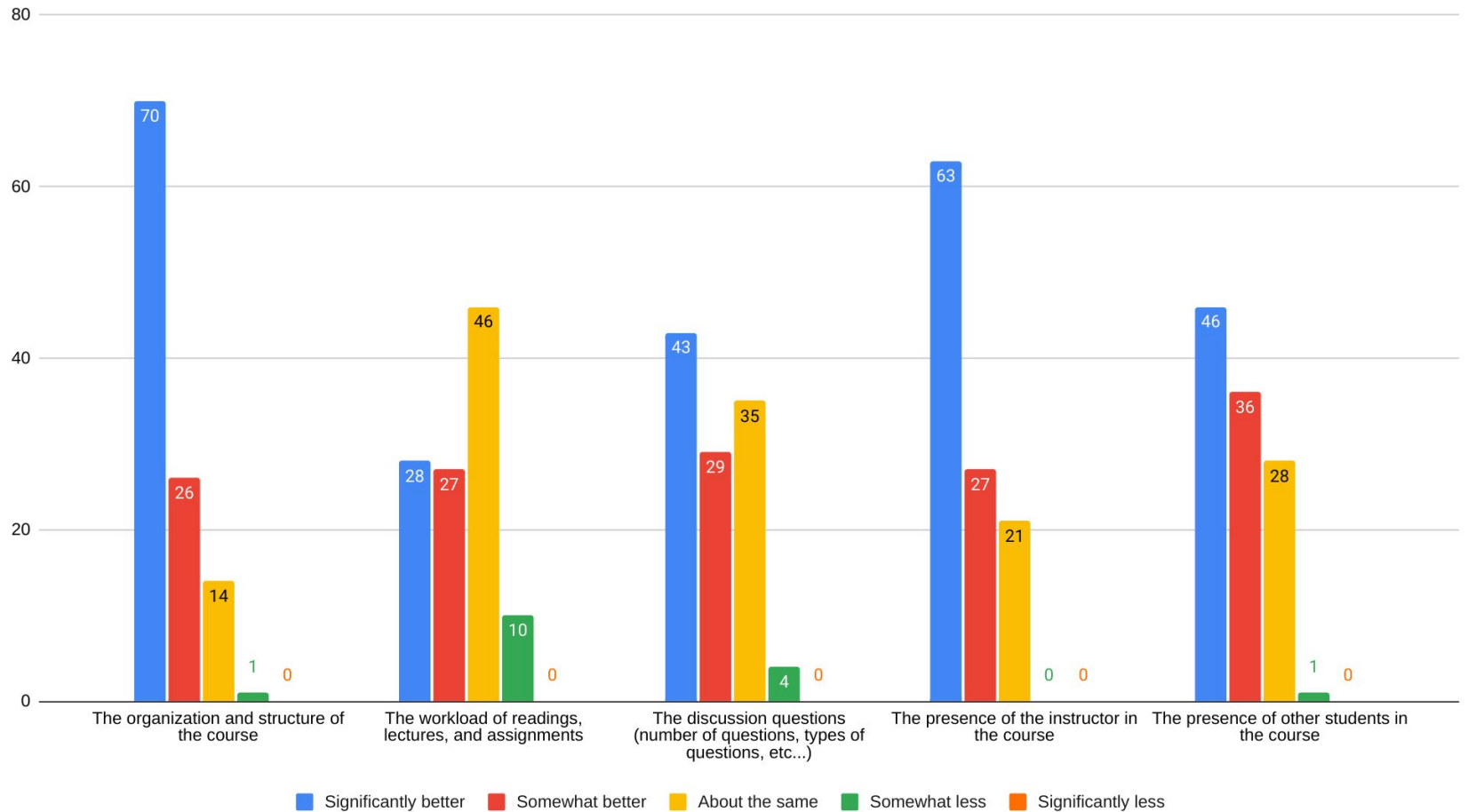
Practices for Success



## Inclusive Teaching and Course Evals

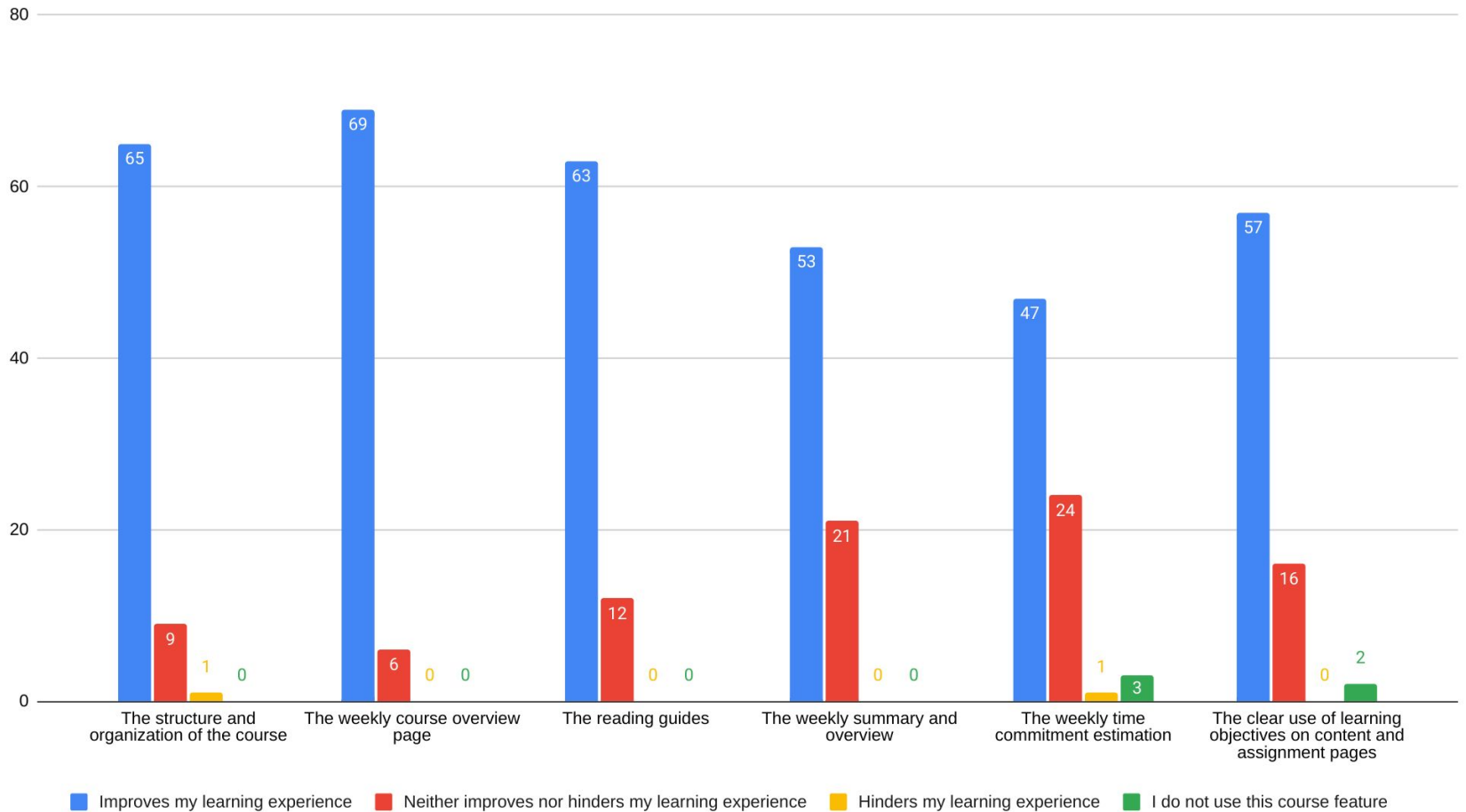


## Compared to other courses...





## Inclusive Teaching Elements





**WORDS** ARE, IN MY  
NOT SO HUMBLE **OPINION**,  
OUR MOST INEXHAUSTIBLE  
**SOURCE OF MAGIC. CAPABLE**  
OF BOTH INFLECTING **INJURY**,  
AND **REMEDYING** IT.

ALBUS DUMBLEDORE



# Communication

And Syllabus Language

## Inclusiveness Statement

Saint Catherine University has a deep commitment to inclusive excellence. "Inspired by our founders, the Sisters of St. Joseph of Carondelet, St. Catherine University is committed to academic excellence and educating women (and men) to lead and influence in a community characterized by respect for human dignity, equity, and solidarity. The mission of the Sisters of St. Joseph of Carondelet, "love of God and the dear neighbor without distinction," impels us to respond to the most urgent needs of society" (St. Catherine University Inclusive Excellence Master Plan, 2021, p. 2).

To that end, I have undergone several professional development opportunities to try to provide you with the most inclusive and accessible learning experience possible. This includes:

- Mental Health First Aid Certified Instructor.
- Disability Rights vs. Disability Justice for Educators.
- Social Belonging.
- Equity-Minded Teaching.
- Inclusive Teaching Strategies.
- Cultural-Responsive Teaching Strategies.
- Me & White Supremacy.
- How to Be an Antiracist.
- Teaching for Justice.

I was a first-generation college student. Coming from a lower socioeconomic family meant that I had to work full-time throughout my entire college experience. Stephanie Land's *Class: A Memoir of Motherhood, Hunger, and Higher Education* resonates with me. She suggests that "Every single aspect of higher education felt like a particularly cruel game, or like I was really getting an advanced degree in irony." She elaborates, "There seemed to be a skill set required to navigate all of this that I not only lacked, but couldn't have identified or acquired if I had tried." I strive to make my course accessible to all students. I also spend time uncovering and explicitly talking about the hidden curriculum of higher education.

I intend to provide a fantastic learning experience to students from diverse backgrounds and perspectives and that your learning needs are addressed both in our virtual classroom and out of class. I strive to present materials and activities that respect diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I welcome suggestions to improve the value of diversity in this course. Please let me know how I can make this course more meaningful for YOU. (adapted from the University of Iowa College of Education)

## Education

## Resource costs

I recognize that textbooks and other college course materials are expensive. I have carefully curated the content for this course. Most of the core textbooks for this course are available from the library.

## Trigger Warnings

I've done my best to identify texts, videos, or other learning materials with potential triggering content. I've included tags for: violence, sexual harassment, self-harm, eating disorders, and mental health. Because of the nature of this course, racism will be discussed regularly, so I don't tag that potential trigger warning.

## Reporting Process

I am a cis-gendered white man in a heterosexual relationship. Through socialization, I have internalized many racist ideas. I strive to be an antiracist but fail from time to time. Furthermore, I recognize that I hold a position of power and authority. Should you find that I have mistreated you, you have many methods to seek a remedy:

- You are encouraged to contact me directly.
- You may post to Yellowdig anonymously.
- You are encouraged to contact the Program Director, Dr. Joyce Yukawa, via email or phone [jyukawa@stkate.edu](mailto:jyukawa@stkate.edu) | 651.690.8661.
- You are encouraged to contact Dr. Bindhu Alappat, the Dean of the School of Humanities, Arts, and Sciences, via email or phone [bjalappat945@stkate.edu](mailto:bjalappat945@stkate.edu) | 651.690.6148.
- You are encouraged to use the University's reporting protocol. You can fill out a [form](#) at any time.

# Key Consideration

Communicative strategies alone secure inclusion without equity. Equity, however, involves teaching and learning activities that promote fair treatment and access at a structural level in order to offer students a concrete path to classroom success. (Acevedo et al., 2023).

# Academic Policies

Practices for Success





# University Policies: Incomplete & Compassionate Withdrawal

## INCOMPLETE GRADES

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**Approved by:** University Curriculum and Policies Committee

**History:** N/A

**Related Policies:**

**Related Forms, Procedures and References:** Petition for Incomplete Grade form (located on the Office of the Registrar Forms page)

**For Questions Contact:** Office of the Registrar | 651.690.6531

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### Incomplete Grades

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within the student's control, such as illness. Students who wish to receive an incomplete grade must complete a Petition for Incomplete Grade form (available on the [Office of the Registrar website](#)) no later than the last day of classes (as noted in the Academic Calendars) for the term in which course requirements are due. The student must be making satisfactory progress in the course and **must have completed 75% of the course requirements at the time the petition is filed**. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if the student requests it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if the student does not complete the requirements for the course by the deadline. If the course requirements are completed in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by the student and instructor must be approved by the academic dean.

## INCOMPLETE GRADES

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**Approved by:** University Curriculum and Policies Committee

**History:** Revised August, 2023

**Related Policies:** N/A

**For Questions Contact:** Office of the Registrar | 651.690.6531

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### Incomplete Grades

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within the student's control, such as illness. Incompletes are awarded at the faculty's discretion.

Students who wish to receive an incomplete grade must request the grade from the course instructor no later than the last day of classes (as noted in the [Academic Calendars](#)) for the term in which course requirements are due. **The student must be making satisfactory progress in the course and recommended to have completed 75% of the course requirements at the time the request is made.**

If granted, the recommended deadline for completion of the work is 4-6 weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the recommended deadline if the student requests it and special circumstances warrant it.

The instructor will submit an alternate grade that will automatically be recorded if the student does not complete the requirements for the course by the deadline. If the course requirements are completed in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by the student and instructor must be approved by the academic dean.

## Course Late Work and Deadline Policy



Due dates are like targets. While we strive to hit a bullseye every time we attempt to do something, sometimes we miss the mark. **That's normal, expected, and does not have shame attached to it.** Here's a secret: all faculty fail to hit deadlines. If you miss a deadline in this class, **don't be too hard on yourself.** Does that mean that we don't have deadlines in this class? Of course, we still have deadlines. Why? Research suggests that flexibility with deadlines is essential, but too much flexibility can hurt learning (Ortelle, 2023).

Ok, so what is the policy? In this class, most assignments are welcome early. Early submissions result in bonus credit. Moreover, most assignments or class activities are also welcome to be submitted late as they are subject to a grace period. However, some work is not eligible for a grace period. These activities generally impact other people's learning in class (discussions and group projects, for example) or are scaffolded into other assignments. Lastly, while I want to support you with the difficulties that life throws at us, there is a limit to the number of late assignments allowed.

I have created some guardrails to help us stay caught up. I regularly use nudges (short emails) to let you know if you are in a grace period. These are simply reminders that something is due. Late work patterns may require the completion of a module on procrastination and time management. The scaffolded assignments entail a conditional release. What does that mean? If an assignment sets the stage for the next assignment, then Canvas will not open the subsequent module until you've submitted the work.

## Maintaining an Inclusive and Accessible Class

Your success in this class is important to me. I am committed to inclusive and universal learning that values the differences that students bring to the class. This means that our classroom, virtual spaces, practices, and interactions must be as civil and inclusive as possible. Mutual respect, civility, and the ability to listen and observe others thoughtfully are crucial to learning together.

This course is intended for all students, including those with mental or physical disabilities, illnesses, injuries, impairments, or any other condition that negatively affects one's equal access to education. If, at any point in the term, you find yourself unable to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me. It is never too late to request accommodations – our bodies and circumstances are continuously changing. I also encourage you to contact the [Student Accessibility and Accommodations Office](#). By making a plan through this office, you can ensure accommodation without disclosing your condition to course instructors.

I also recognize that going through the obstacles of an office, like Student Accessibility and Accommodations, can be overwhelming, frustrating, and just another barrier to your success. Moreover, you may need an accommodation for reasons other than a disability (moving, supporting family/friends, escaping a traumatic environment, etc...) So if you need an accommodation but don't want to engage the Student Accessibility and Accommodations Office, please feel free to ask me. I trust you. I believe you know what your needs are. **I will not ask you to disclose or prove anything to me.** If, at any point in the term, you find yourself unable to fully access this course's space, content, and experience, you are welcome (but not required) to contact me. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

I also respect your observance of religious holidays and will work with you on a plan to make up any missed coursework according to the [Religious Holiday Accommodation Policy](#).

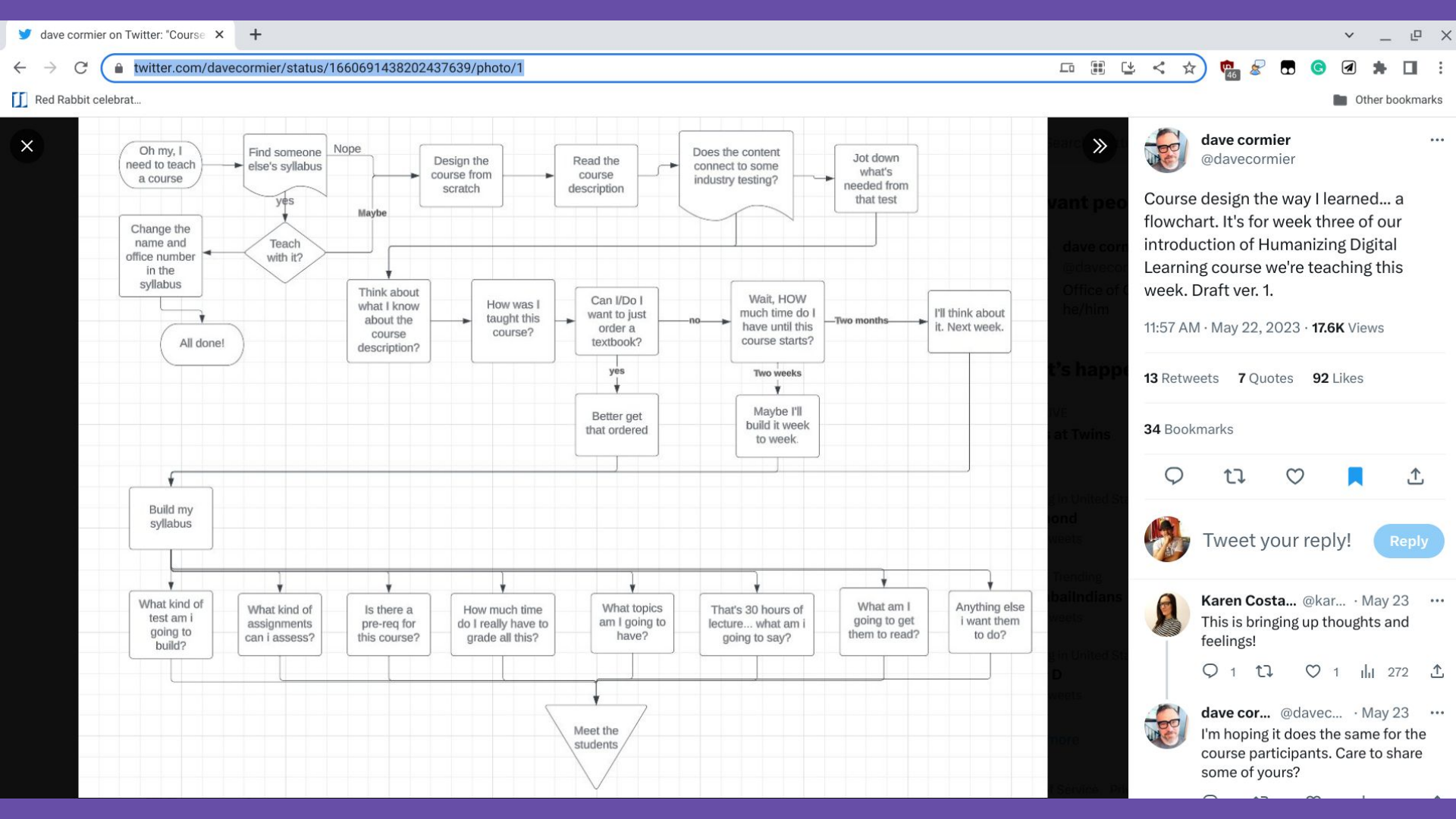
If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet your needs and the course requirements, working with other campus offices to create a more accessible and inclusive learning environment as appropriate.



# Inclusive Teaching

Structure





**dave cormier**  
@davecormier

Course design the way I learned... a flowchart. It's for week three of our introduction of Humanizing Digital Learning course we're teaching this week. Draft ver. 1.

11:57 AM · May 22, 2023 · 17.6K Views

13 Retweets 7 Quotes 92 Likes

34 Bookmarks



**Tweet your reply!** Reply



**Karen Costa... @kar...** · May 23  
This is bringing up thoughts and feelings!

1 1 272



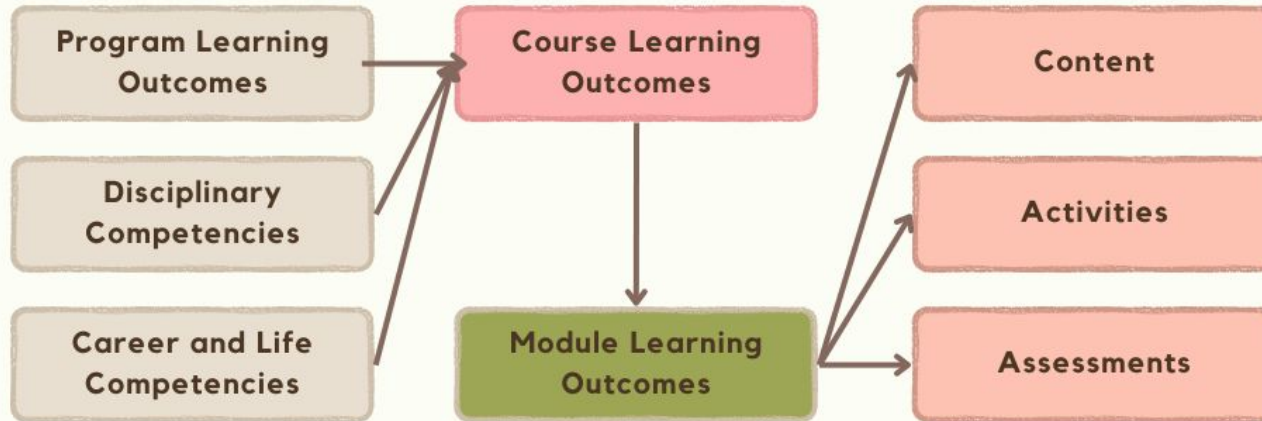
**dave cor... @davec...** · May 23  
I'm hoping it does the same for the course participants. Care to share some of yours?

# Inclusive Teaching

1. Clear Learning Outcomes
2. Course Activities
  - a. “Who might be left out of the conversation or learning opportunities when I do X in my class?”
  - b. Practice question
  - c. Organizing course materials
  - d. Discovery activities
3. Research suggests the learning benefit of their learn-by-doing activities to be six times the benefit of watching videos or reading alone (Koedinger et al. 2016).



# COURSE STRUCTURE



# Structure

LIS 7700 Course Map Sp 2024

File Edit View Insert Format Data Tools Extensions Help

100% 123 Arvo

	A	B	C
1	<b>CLO</b>	<b>MLO</b>	<b>MLIS</b>
38		MLO 2.1.2	Name the five characteristics of self-managing teams
39		MLO 2.2	Analyze psychological safety in teams
40		MLO 2.2.1	Apply best practices to increase psychological safety in teams
41		MLO 2.2.2	List components of psychological safety in teams
42		MLO 2.2.3	Define psychological safety
43		MLO 2.3	Evaluate a GLAM's sexual harassment policy
44		MLO 2.3.1	Contrast a legal approach to sexual harassment from a staff-centered approach
45		MLO 2.3.2	Define who is responsible for implementing a sexual harassment protocol
46		MLO 2.4	Plan on strategies to close the pay equity gap
47		MLO 2.4.1	Choose practices to make pay more transparent
48		MLO 2.5	Recommend inclusive hiring practices
49		MLO 2.5.1	Analyze job ads for biased language
50		MLO 2.5.2	Revise job descriptions to prioritize job functions and eliminate biased language
51		MLO 2.5.3	Explain the exclusion created by hiring for cultural fit
52		MLO 2.5.4	Explain the role of salary transparency in inclusive hiring practices
53		MLO 2.5.5	Classify workplace barriers for librarians with disabilities
54		MLO 2.6	Define common productivity techniques
55	<b>CLO 3</b> Learners can select and evaluate inclusive leadership strategies to support a diverse workforce.	MLO 3.1	Develop a personal inclusive leadership philosophy
56		MLO 3.1.1	Define key terms in inclusive leadership
57		MLO 3.1.2	Reflect on your personal biases and privileges
58		MLO 3.1.3	Differentiate the medical model and social model of disability
59		MLO 3.2	Apply the Inclusive Leadership Continuum framework
60		MLO 3.2.1	Define the Inclusive Leader Continuum
61		MLO 3.2.2	Describe identity
62		MLO 3.3	Apply the ADAPT Framework
63		MLO 3.3.1	Define the ADAPT Framework
64		MLO 3.3.2	Generalize elements of the ADAPT Framework to GLAMs

Sinky 2024

- Home
- Modules
- Announcements
- Syllabus
- Grades
- People
- Yellowjir
- SCORM
- Rubrics
- Collaborations
- Quizzes
- Files
- Outcomes
- Papers
- Assignments
- Discussions
- BigBlueButton
- Settings

## Weekly Road Map

LIS 7700

### Overview

Welcome to Week 9. It was terrific to spend time with you all last week. This week, we will focus on organizational effectiveness (productivity), judgment, and disabilities. Much of our inclusive excellence has centered on race and ethnicity, however, disabilities is also an important area of DEI. Finally, We will also look at the University of Hong Kong Libraries' process to innovate.

I will provide an estimated workload for each week. These are just estimates. Some people read faster, and others read slower.

Estimated Workload	
Lecture	0.5 hour
Readings (76 pages)	2.5 hours
Quiz	0.25 hours
Discussions	1 hour
Case Study	3 hour
<b>Total Estimated Workload</b>	<b>7.28 hours</b>

### Learning Objectives

After completing this module, you will be able to:

- MLO 1.6.5 Describe the components of good judgment
- MLO 2.5.5 Classify workplace barriers for librarians with disabilities
- MLO 2.6 Define common productivity techniques
- MLO 3.1.1 Define key terms in inclusive leadership
- MLO 3.1.3 Differentiate the medical model and social model of disability
- MLO 3.4.3 Apply the RACE frameworks

### Videos

- Week 9 Overview
- Watch: Productivity (30:07)

### Readings

- Read: The elements of good judgment (7 pages)
- Read: How to begin talking about race in the workplace (7 pages)
- Read: Systematic workplace barriers for academic librarians with disabilities (25 pages)
- Read: Navigating the academic hiring process with disabilities (37 pages)

### Quiz

- Quiz Week 9

### Discussions

- Yellowjir: Discussions Week 9

### Activities

# Workload

Module	Total Weekly Class Time	Reading # of pages	Calc.	Time	Video	Calc.	Time	Discussions	Time	Activities	Time	Sync session	Activity	Case Study	Quiz	Inclusion Reflection	Final Project
1	5.07	95	3.17	190.0	24	24	24.00	1	60	0.5	30		0.25		0.25		
2	6.67	65	2.17	130.0		0	0.00	1	60	3.5	210	2		1	0.5		
3	5.55	86	2.87	172.0	56	56	56.00	1	60	0.75	45			0.5	0.25		
4	7.92	97	3.23	194.0	26	26	26.00	1	60	3.25	195			3	0.25		
5	6.15	116	3.87	232.0	17	17	17.00	1	60	1	60		1				
6	6.83	68	2.27	136.0	19	19	19.00	1	60	3.25	195			3	0.25		
7	0.00	0	0.00	0.00		0	0.00		0	0	0						
8	7.75	45	1.50	90.00		0	0.00	1	60	5.25	315	2		3	0.25		
9	7.42	80	2.67	160.0	30	30	30.00	1	60	3.25	195			3	0.25		
10	6.23	113	3.77	226.0	43	43	43.00	1	60	0.75	45			0.5	0.25		
11	6.88	69	2.30	138.0	50	50	50.00	1	60	2.75	165		1	0.5	0.25		1
12	6.52	63	2.10	126.0	40	40	40.00	1	60	2.75	165			0.5	0.25		2
13	7.78	76	2.53	152.0		0	0.00	1	60	4.25	255			3	0.25		1
14	5.00	0.00	0.00	0.00		0	0.00		0	5	300	2				1	2
15	5.53	76	2.53	152.0		0	0.00	1	60	2	120					2	
Average	6.08	74.75		149.5	33.89		25.42		0	2.25	135.0				0.25		
Count												3	3	10	11	2	4
Benchmark Multiplier			30.00			1		60		60							



# Reading

LIS 7700



## Overview

While focused on Canada, this article provides critical perspectives about barriers for librarians with disabilities. It introduces us to two models of disability and other vital concepts. The article then describes barriers and positive experiences of ten research participants. The Betz article (our next reading) will explain best practices for navigating the hiring process.





This article provides foundation knowledge of MLO 3.1.1 Define key terms in inclusive leadership and MLO 3.1.3 Differentiate the medical model and social model of disability.

## Directions

Read the [article](#) ↓.

## Reading Guide

As you are reading this article, consider the following:

- Why do you think an ALA round table for disabilities (focused on patrons or staff) does not exist?
- How well does our profession address disabilities?
- I take issue with the 3.7 percent estimation of librarians with disabilities. This [Diversity Counts](#)  study uses "work disability status" as the measure, but we will learn that many people do not feel comfortable disclosing. The [CDC](#)  says that 27% of adults have some type of disability.
- What have you learned from the literature review?
- The University of Minnesota hosts events through their [Critical Disabilities Studies Collective](#) .
- What is ableism?
- What is the social model of disabilities?
- What is the medical model of disabilities?
- While the Betz article will also explain the social model of disabilities, it is essential to understand what it means. Disabilities are not illnesses or deficits that need to be fixed. Moreover, a disability doesn't create a barrier; society's choices and expectations create the barrier.
  - [Universal Design for Learning \(UDL\)](#)  is a great framework. One of the goals is to design everything with the goal of eliminating the need to request an accommodation.
- How aware are you of disability-related issues?
- Do you know how your workplace defines disability?
- What is the accommodations process at your place of work? School?
- In what ways have you assumed that everyone is able-bodied?



# Transparent Assignment Design





# Assignment

LIS 7700



## Purpose

### Purpose:

As we've already discussed, the case study method is one of the most effective and highly regarded practices to learn about management and leadership. You will hone both your problem solving and your ability to think and reason rigorously.

Perhaps the most important benefit of using cases is that they help managers learn how to determine what the real problem is and to ask the right questions. An able business leader once commented: "Ninety percent of the task of a top manager is to ask useful questions. Answers are relatively easy to find, but asking good questions is the most critical skill."

The *Making RFID Work* case describes the University of Hong Kong Libraries' implementation of RFID tags. This case can be viewed through several frames and theories. Innovation adoption models, project management, performance management, theories of change, or GRPI leap out. In terms of performance management, a major question is whether to expand RFID to the branch libraries.

You cannot acquire judgment and skill by only reading course materials or listening to lectures any more than you can become a great swimmer by reading books and watching YouTube/TikTok. While knowledge gained through books and videos is valuable, swimming requires you to jump into the water and practice. Completing this assignment will provide you with the knowledge, skills, and practice to successfully complete this course. In particular, you will demonstrate mastery of CLO 1. The knowledge and skills you gain will also demonstrate your ability to complete the MLIS Program Learning Outcomes. Moreover, you will meet the ALA [Core Competency](#) 4e and the LIS [in-demand skills](#) for both general and soft skills. Finally, as we've discussed, management and leadership skills improve your personal life. Whether in your family, neighborhood, or society, you will...

### Knowledge:

After completing this assignment, you will understand:

- Problem-Definition process
- Performance assessment techniques
- Innovation process
- Project management

### Skills:

After completing this assignment, you will be able to:

- Identify an organizational problem
- Analyze the problem using management and leadership theories
- Analyze a solution
- Recommend a future course of action



## Directions

1. Skim through the case. Identify organizational problems. Select an organizational problem that you wish to analyze.
2. Engage the week's learning content. Pay particular attention to theories, strategies, and frameworks that focus on the organizational problem you wish to focus on.
3. Reread the case study.
4. Engage in discussions on Yellowdig about the case study. Be sure to select two topics for the post (the week and Case Study).

Which inclusive  
teaching practice  
do you want to  
explore more?



# Orientation

Revision

# PECS

Purpose, Expectations,  
Connection, and Support

- Goal setting
- Graduate student experience gap
- Sense of belonging
- SEL
- Mental health
- Academic support



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