Course Syllabus for LIS 7703

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Book:	Course Syllabus for LIS 7703		

Description

This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

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Instructor & Course Information

LIS 7703 Advanced Seminar in Archival Studies (3 credit hours)

Instructor: Ana Roeschley

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Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: Advanced investigation of contemporary archival topics from a theoretical and applied perspective.

Pre/co-requisites: None

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Discuss contemporary archival theoretical frameworks.
2. Investigate emerging issues associated with contemporary archives.
3. Analyze the social role of archives.
4. Apply emerging archival theoretical concepts and terminology.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Introduction to the Archival Multiverse

1. Describe the archival multiverse through a visualization (CO1)
2. Analyze the concept of archival plurality (CO1, CO2, CO3)
3. Discuss the impact of change to the archival profession (CO2)

Module 2: Archives and Memory
1. Discuss the connections between archives and memory (CO1)
2. Analyze the role of archivists within memory studies (CO2)
3. Describe a topic of importance for the field of contemporary archives (CO1, CO2, CO3)

Module 3: Archives, Activism, and Social Justice
1. Discuss the role of archivists in society (CO1, CO3)
2. Examine the connections between institutional policies and equitable access to archives (CO2, CO3)
3. Apply understanding of emerging archival concepts to a case study (CO2, CO4)

Module 4: Records, Truth and Reconciliation
1. Discuss the connections between records and truth and reconciliation efforts (CO1, CO3)
2. Apply theories and best practices regarding truth and reconciliation to a case study (CO2, CO3, CO4)
3. Analyze international truth and reconciliation frameworks (CO1)

Module 5: Participatory Archives
1. Define participatory archives (CO1, CO4)
2. Investigate the challenges and successes faced by participatory archives (CO2, CO4)
3. Contribute to a participatory archive project (CO4)

Module 6: Community Archives
1. Analyze an important issue in contemporary archival science (CO1, CO2, CO3, CO4)
2. Investigate two community archives (CO2)

Module 7: Personal Archives and the Future of Archivy
1. Present an in-depth analysis of emerging archival issues (CO1, CO4)
2. Apply archival principles to your personal archives (CO2, CO4)

Course Materials and Resources

Required Materials

The following materials are required for this course:

Gilliland, A. J., McKemmish, S., & Lau, A. J. (2016). _Research in the Archival Multiverse._ **Monash University Publishing.**

ISBN: 9781925377699, 9781876924676

This is an open source eTextbook. This means that it is free for you to use. You can access the textbook directly from the **OAPEN Library**.
Depending on your preferences, you can download the textbook to your device or you can access it by using the linked PDF viewer.

All other required materials are available online or through LSU Libraries

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article **LSU Online Technical Requirements** to make sure you have the right equipment and software.

If you have any technical problems or questions, email the ITS Help Desk at **servicedesk@lsu.edu** or call (225) 578-3375. Be sure to mention your name, course number, and section.

Grading and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters, you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in Central Standard Time (CST).

Each module requires a minimum of approximately twelve to thirteen hours of in-class work (viewing and completing activities in Moodle) and approximately six to seven hours of out-of-class work (readings, research, study time). This means you will complete approximately 27 hours of total work per week during the 5 week summer term.

Special note:

Federal Financial Aid regulations require the confirmation of course participation in order for students to receive financial aid. In this course, this is achieved by documenting student completion of an academic activity by the last day to add courses for credit or change sections, which is usually the fifth day of class. This activity is designated "AEA" in Module 1. Failure to complete this activity within this time period may result in a delay in the disbursement of financial aid funds.

There is also a required academic activity due on the last day of class to ensure student engagement throughout the full term.

Grade Breakdown and Grading Scale

Grade Breakdown and Grading Scale

There are 4 components to your course grade.

- Discussion Forums
- Exercises
- Case Studies
- Final Paper

The grade breaks down as follows:

Grade Breakdown

Assignment Category	Grade Percentage
Discussion Forums	35%
Exercises	10%
Case Study	20%
Final Paper	35%
Total	100%

GRADING SCALE

The following grading scale applies:

- 99%–100% = A+
- 94%–98% = A
- 90%–93% = A-
- 87%–89% = B+
- 84%–86% = B
- 80%–83% = B-
- 77%–79% = C+
- 74%–76% = C
- 70%–73% = C-
- 67%–69% = D+
- 64%–66% = D
- 60%–63% = D-
- 0%–59% = F

Discussion Forums

Discussion Forums

Description

In most modules, you will participate in a discussion forum where you will be required to start a discussion and then respond to at least 2 of your classmates' original posts. Click on the forum title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts presented in the module. Each discussion forum activity (original post plus responses) is worth a maximum of 10 points.

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully. Your original post should be at 400-750 words long and is worth 3-5 points. Responses to other student's posts are worth 1-3 points. The maximum for the forum is 10 points.

Maximum points can be achieved with a few excellent posts (5+3+3=10 pts), several acceptable posts (4+2+2+2=10), or many mediocre posts (3+1+1+1+1+1+1+1=10).

A simple "I agree" or "Yes" or "LOL" will not count. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to netiquette rules. Use good English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of the post.

Due Dates

Your original post is due on the second day of the module by 11:59 pm CST. Your responses to other students' original posts are usually due on the last day of the module by 11:59 pm CST [except for Module 7]. The following is a list of due dates in Central Standard Time:

- Module 1: Original post--July 6; July 9
- Module 2: Original post--July 11; July 14
- Module 4: Original post--July 21; July 24
- Module 6: Original post--July 31; August 3
- Module 7: Original post--August 5; August 9 at 8am CST [this is an exception to the typical due dates]

Grading Rubric

The following rubric is a sample of what is expected in both original and response posts.

Discussion Forum Rubric

Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new line of thinking.	Posts lack insight and analysis. Simply rehashes or summarizes others' posts. It does not express opinion clearly. Posts do not inspire further thinking.
Connections	Clear connections are made through specific reference to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.	Connections to course materials and/or personal experiences are not specific or lack elaboration and detail.	Connections are vague and do not address both course materials and personal experiences.

Criteria	Exceeds Expectations(5/3 pts)	Meets Expectations (4/2 pts)	Below Expectations (3/1 pts)
Replies	Replies show insight, depth, and understanding. They connect with the original post and add to that post by including references to supporting material. Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further discussion of the topic.	Replies are rather simple but show some insight, depth, or connection to the original post. Some material may be irrelevant, but personal opinion is appropriately expressed and posts as a whole show understanding. Questions were posed to further discussion of the topic.	Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to the original post. It does not express opinion clearly. Shows little understanding. No questions were posed to further discussion of the topic.
Technical Details	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise. Words are carefully chosen and used correctly, according to both their denotation and connotations. Few, if any, spelling or typographical errors.	Posts include a few grammatical, syntactical, spelling or typographical errors. The language lacks clarity or includes the use of some jargon or conversational tone. Words are used correctly, according to denotation, but not necessarily their connotations.	Posts include numerous grammatical, syntactical, spelling or typographical errors. Language consistently lacks clarity, sentence structure may be wordy, unfocused, repetitive, or confusing. Words are misused according to both their denotation and connotations.

Exercises

Visualization Exercise

Instructions

This assignment addresses **course outcome 1 and module learning objective** 1. This assignment is due at 11:59 PM Central on Friday, July 9.

This initial module introduces us the the concept of the archival multiverse. For this assignment, you need to create a visualization of the archival multiverse through either an **infographic** or a **concept map**. You can use a visualization software (like **Canva** or **Cmaps**) to make the visualization or you can use PowerPoint to create it. Your visualization needs to include the following:

- A definition of the archival multiverse in your own words
- At least 15 data points that represent relevant concepts that are connected to the concept of the archival multiverse.

Turn in a PDF version of your visualization once you are done.

Participatory Archives Exercise

Instructions

This exercise assesses **course outcome 4 and module learning objective** 3. It is due 1t 11:59 PM Central on July 29.

Chose a participatory project that appeals to you and that you can contribute to. This can be an archive that you submit to (like the **COVID-19 Archive**) or a crowdsourcing project like **Citizen Archivist**. Participate in your chosen project in some way. Once you are done, submit a report (400 to 800 words) that describes your experience directly into the text box. Your report should first include your own definition of participatory archives and what makes the project you chose participatory. Then include a description of your experience and an analysis of participatory archiving in practice from a participant's point of view. Is your experience reflected in the literature about participatory archives? Why or why not?

Case Study

Purpose

The purpose of our case study assignment is to practice your skills in identifying and solving problems, critically analyzing and understanding complex situations, clearly describing and organizing identified evidence to build your arguments, and developing plans to implement solutions. This assignment will give you an opportunity to examine grand challenges in contemporary archives and to apply your understanding of best practices to propose solutions.

Instructions

You will be given a scenario with background information and you will be tasked with analyzing a complex scenario that you may have to face as an archivist. You will be asked to summarize the situation, identify areas of need, and propose solutions based on your research and understanding of archival theory and best practices. You will need to prepare a single document, which should be two (2) to four (4) pages long, 1.5-spaced, and in a Microsoft Word file saved as "Case Study number_Last Name of the Student". Your reference list should be on a separate page and not included in those 2-4 pages. You can use any one standard style to cite your sources.

Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Summary 15%	Summary of the case is clear, focused, and compelling.	Summary is clear and focused.	Summary is somewhat clear and focused.	Summary is unclear and unfocused.
Analysis 35%	The analysis of the case is critical, thoughtful, and shows serious reflection on the course materials.	The analysis of the case is critical and shows serious reflection on the course materials.	The analysis of the case shows some reflection on the course materials.	The analysis of the case shows little to no reflection on the course materials.
Proposed Solutions 35%	The proposed solutions logically apply information management theories and best practices to the case. Descriptions of solutions are detailed and illustrate an understanding of both best practices and situational contexts.	The proposed solutions logically apply information management theories and best practices to the case.	The proposed solutions somewhat apply information management theories and best practices to the case.	The proposed solutions do not logically apply information management theories and best practices to the case.
Writing Style and Formatting 10%	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. The writing choices elevate the content of the assignment. Meets the length requirements and utilizes words efficiently.	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. Meets the length requirements.	Correct formatting, grammar, punctuation, and spelling are mostly used. Approaches the length requirements.	Correct formatting, grammar, punctuation, and spelling are not utilized. Does not meet length requirements.
Citations 5%	All citations are included where needed and correctly follow an appropriate citation style.	All citations are included where needed and correctly follow an appropriate citation style.	Most citations are included where needed and correctly follow an appropriate citation style.	Citations are missing and do not follow an appropriate citation style.

Final Paper

Purpose of the Assignment

The final paper proposal, final paper, and final paper presentation will allow you to conduct an in-depth investigation of an important topic in contemporary archives.

Final Paper Proposal

You will pick one important topic in contemporary archives and develop a report on based on your research.

The topic includes but is not limited to:

- In-depth case study of one or more archives
- Archival representation (and misrepresentation)
- Archives of marginalized individuals and communities
- Sustainability efforts
- Project Funding
- The role of professional archivists in community-based archives
- Archival decolonization
- The role of emerging technology in archives
- Activist archives
- Liberatory memory work
- Archival pluralization
- Collaboration efforts
- Repatriation
- Hegemony in archival description
- Collective memory
- Emerging ideas on provenance

Submission Guidelines

You need to write a proposal that includes at least 400 words describing your topic. Submit your proposal with your working title, description of the topic you intend to explore, one research question you want to answer about the topic, and at least 5 sources to develop ideas and get an initial overview of your topic. Submit your proposal as a Word document with the following naming convention: LastName_Proposal.docx

Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Description of Topic 30%	Description of the topic is clear, focused, compelling. Summary brings insight into an important topic in archives.	Description is clear and focused.	Description is somewhat clear and focused.	Description is unclear and unfocused.

Research Question 25%	The proposed research question is critical, thoughtful, and shows serious reflection on the state of contemporary archives.	The proposed research question is critical and shows serious reflection on the state of contemporary archives.	The proposed research question shows some reflection on the state of contemporary archives.	The proposed research question shows little to no reflection on the state of contemporary archives.
Choice of sources 25%	The proposed sources reflect a high quality of archival literature. Include a variety of sources that address the topic from a number of angles.	The proposed sources reflect a high quality of archival literature.	Some of the proposed sources reflect a high quality of archival literature.	The proposed sources do not reflect a high quality of archival literature.
Writing Style and Formatting 15%	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. The writing choices elevate the content of the assignment. Meets the length requirements and utilizes words efficiently.	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. Meets the length requirements.	Correct formatting, grammar, punctuation, and spelling are mostly used. Approaches the length requirements.	Correct formatting, grammar, punctuation, and spelling are not utilized. Does not meet length requirements.
Citations 5%	All citations are included where needed and correctly follow an appropriate citation style.	All citations are included where needed and correctly follow an appropriate citation style.	Most citations are included where needed and correctly follow an appropriate citation style.	Citations are missing and do not follow an appropriate citation style.

Final Paper

This final paper assesses **course outcomes 1, 2, 3, and 4 and module learning objective** 1. You will need to submit a report discussing the nature and context of the topic you chose in your paper proposal. You will need to analyze the topic and explain where the topic is headed.

Your report should include the following sections:

- Introduction to the topic and your main research question(s) about the topic
- Literature Review describing the background knowledge needed to understand this topic
- Main Findings describing your understanding of your research question(s) based on your research
- Major Challenges seen in this area of archives
- Future Outlook describing where you think this topic is headed in the future
- Conclusion of your report, synthesizing the major findings of your project

Your paper should include at least fifteen sources (journal articles, articles, editorials, blogs, and websites, etc.). At least five of these sources need to be peer-reviewed journal articles. You are free to use resources we have covered in this course, but you need to ensure that at least 7 of the sources are found on your own. You can access peer-reviewed journal articles via **LSU Libraries**.

Your report should be at least 2,000 words in length.

Submission Guidelines

Your paper should be double-spaced, use one-inch margins, in Times New Roman 12-point font. Include a title page with your name, course number, and assignment title. Save the assignment as a Word doc or docx file with the name: FinalAssignment_LastName.doc(x)

Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Analysis of Topic 40%	The analysis of the topic is critical, thoughtful, and shows serious reflection on the cited sources.	The analysis of the topic is thoughtful and shows serious reflection on the cited sources.	The analysis of the topic is somewhat thoughtful and shows some reflection on the cited sources.	The analysis of the topic is not thoughtful and does not show serious reflection on the cited sources.
Research Question 20%	The research question is investigated fully and shows serious reflection on the state of contemporary archives.	The research question is investigated with some thoroughness and shows some reflection on the state of contemporary archives.	The research question is somewhat investigated and shows little reflection on the state of contemporary archives.	The research question is not investigated fully and shows no serious reflection on the state of contemporary archives.
Analysis of Literature 20%	The cited sources reflect a high quality of archival literature from a variety of sources that address the topic from a number of angles. The literature is analyzed with depth and insight.	The cited sources reflect a high quality of archival literature. The literature is analyzed with depth and insight.	Some of the cited sources reflect a high quality of archival literature. The literature is analyzed with some depth and insight.	The cited sources do not reflect a high quality of archival literature. The literature is not analyzed with depth and insight.
Writing Style and Formatting 15%	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. The writing choices elevate the content of the assignment. Meets the length requirements and utilizes words efficiently.	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. Meets the length requirements.	Correct formatting, grammar, punctuation, and spelling are mostly used. Approaches the length requirements.	Correct formatting, grammar, punctuation, and spelling are not utilized. Does not meet length requirements.
Citations 5%	All citations are included where needed and correctly follow an appropriate citation style.	All citations are included where needed and correctly follow an appropriate citation style.	Most citations are included where needed and correctly follow an appropriate citation style.	Citations are missing and do not follow an appropriate citation style.

Final Paper Presentation

This assignment addresses **course outcomes 1 and 4 as well as module learning objectives 1**. This assignment is due on August 7 at 11:59 PM Central.

When you are done with your final paper, create a PowerPoint that covers the main points of your paper. Your PowerPoint should include highlights from the following information:

- Introduction to the topic and your main research question(s) about the topic
- Literature Review describing the background knowledge needed to understand this topic
- Main Findings describing your understanding of your research question(s) based on your research
- Major Challenges seen in this area of archives
- Future Outlook describing where you think this topic is headed in the future
- Conclusion of your report, synthesizing the major findings of your project

Submission Guidelines

Include a title slide with your name, course number, and assignment title. Save the assignment as a PowerPoint file with the name: FinalPresentation_LastName.pptx

Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Presentation of Topic 60%	The presentation of the topic illustrates the importance of the topic and shows a critical and thoughtful analysis through a PowerPoint presentation.	The presentation of the topic illustrates the importance of the topic and shows a thoughtful analysis through a PowerPoint presentation.	The presentation of the topic somewhat illustrates the importance of the topic and shows some analysis through a PowerPoint presentation.	The presentation of the topic does not illustrate the importance of the topic and shows no critical or thoughtful analysis through a PowerPoint presentation.
Presentation Style and Formatting 35%	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. The design choices elevate the content of the assignment. Meets the component requirements and utilizes PowerPoint effectively.	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. Meets the component requirements and utilizes PowerPoint effectively.	Correct formatting, grammar, punctuation, and spelling are used throughout the assignment. Approaches the component requirements.	Correct formatting, grammar, punctuation, and spelling are not utilized. Does not meet component requirements.
Citations 5%	All citations are included where needed and correctly follow an appropriate citation style.	All citations are included where needed and correctly follow an appropriate citation style.	Most citations are included where needed and correctly follow an appropriate citation style.	Citations are missing and do not follow an appropriate citation style.

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums or other required collaborative activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Late Work/Late Submissions

Unless students gain prior permission from the instructor for late submissions, late assignments will be penalized. Individual assignments turned in after the due date will be penalized 5% for each day turned in late.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the **LSU Code of Student Conduct page**.

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use APA or Chicago citations. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the **LSU Student Advocacy & Accountability page**.

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the **LSU Disability Services page** and register for accommodations before you begin your course work. If you have questions about accessibility for specific tools and external materials used in this course, please see the "Materials and Resources" and "Technical Information and Assistance" sections in this syllabus.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read The Core Rules of Netiquette by Virginia Shea (1994) to understand the human aspect of online communication.

Online Etiquette Guide PDF.pdf   1 / 1   —   90%   +

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You can click here to download the PDF file.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.