

**Management of Preservation Programs**  
**INF 392G**  
**Unique Number 27975**

Fall, 2024  
UTA 1.504  
Monday 9:00-12:00

Instructor: Rebecca Elder  
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Office Hours: Mondays before or after class and by appointment

## **Course Overview**

This class will address management of various components of library/archive/museum preservation topics such as

- Preservation policy
- Needs assessments
- Library binding
- Emergency planning
- Budgeting
- Fundraising

Class members will work in small groups to perform a needs assessment of a collection held in a local library, museum or archive. This assessment will also cover general preservation programs in the institution, such as reformatting, emergency planning, and staff and user education.

Class members will also work in small groups to write a grant application for their institution to fund a project suggested by their needs assessment.

Required readings will be available in the paper lab anteroom, or via UTLOL or Canvas unless a web reference is given.

### **Statement of Learning Success**

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! 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 will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

### **Teaching Modality Information**

This course is taught face-to-face with one required class meeting per week. There is no alternative to in-person class attendance.

### **Communication**

The course Canvas site can be found at [utexas.instructure.com](https://utexas.instructure.com). Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

### **Asking for Help**

You are always welcome to ask me for help. I realize that this class includes a pair of challenging assignments and that you may need guidance. The best way to reach me is email. I am always happy to have meetings either before or after class on Mondays, or via Zoom during the week.

### **Diversity, Equity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

## **Disability & Access (D&A)**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

## **Course Requirements and Grading**

### **Recommended Texts:**

Banks, Paul N., and Roberta Pillette. *Preservation: Issues and Planning*. United States: American Library Association, 2000. Print. Also available via UTLOL.

Harvey, Ross and Martha R. Mahard. *The Preservation Management Handbook: A 21<sup>st</sup> Century Guide for Libraries, Archives and Museums*. United States: Rowman & Littlefield, 2014. Print. Also available via UTLOL. Copy available in Paper Lab Anteroom.

Cloonan, Michele Valerie. *Preserving Our Heritage: Perspectives from Antiquity to the Digital Age*. Chicago: Neal-Schuman, 2015. Print. Copy available in Paper Lab Anteroom.

### **Grades**

Grades will be based on: Needs Assessment (50%), Grant Application (25%), Teaching Assignment (10%) Class Participation and Attendance (10%), Final Presentation (5%)

## Class Schedule

1	Aug 26	<p><b>Class introductions, expectations, assignments, syllabus, Preservation 101, partners for project</b></p> <p>Look at the collection of previous student assessments on Canvas to see examples of successful projects.</p> <p>Introduce yourself on the Canvas message board by August 28. Let your classmates know things like your background and academic interests, scheduling issues, and anything else that may help you choose groups. As you decide who will be in your group, please also share that on the message board.</p> <p>Discuss institutions you're interested in working with on the Canvas message board. A list of places we have worked with already is posted. While I'd prefer you not work with institutions we have already assessed, this is up for discussion, especially if you can come up with a different slant on the project, or it has been several semesters since the last assessment. In the case of two or more groups wanting to work with the same institution, the group who posts interest first will have priority.</p> <p>Readings:</p> <p>Institution of Museum and Library Services. "Protecting America's Collections: Results from the Heritage Health Information Survey", 2019 <a href="https://www.ims.gov/sites/default/files/publications/documents/ims-hhis-report.pdf">https://www.ims.gov/sites/default/files/publications/documents/ims-hhis-report.pdf</a></p> <p>American Association for State and Local History. <i>Standards and Excellence Program for History Organizations</i>. Nashville, TN: American Association for State and Local History, 2009. 139-192. Print. Available in anteroom. Note: If you do not have access to the anteroom before our first class, review this material as soon as possible.</p> <p>Harvey – 1<sup>st</sup> Ed. Chapters 8-9. 2<sup>nd</sup> Ed. Chapters 9-10</p> <p>Held In Trust Executive Summary 2023 <a href="https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf">https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf</a></p>
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	Sep 2	Labor Day
2	Sep 9	<p><b>Needs Assessments</b></p> <p>Required Readings</p> <p>Banks, Pillette, ch. 5 (pp.90-95), 12</p> <p>Harvey, Marhard, ch. 3</p> <p>University of Illinois Urbana-Champaign Preservation Self-Assessment Program  <a href="https://psap.library.illinois.edu/about">https://psap.library.illinois.edu/about</a></p> <p>"Conservation Assessment Program Handbook for Assessors." . Heritage Preservation, 2009. Available on Canvas.</p> <p>Brown, Karen E.K. "Use of General Preservation Needs Assessments." <i>Library Resources and Technical Services</i> 50.1 (2006): 58-72. Available on UTLOL.</p> <p>Snow, Shane. What Reading Level Should You Write At? Retrieved July 22, 2024, from <a href="https://shanesnow.com/research/data-reveals-what-reading-level-you-should-write-at">https://shanesnow.com/research/data-reveals-what-reading-level-you-should-write-at</a></p> <p>Suggested Readings</p> <p>(Please look at those that are interesting or apply to your collection. Don't read all of these in depth.)</p> <p>"Special Collection Materials Survey Instrument". Preservation Division, Columbia University Libraries. <a href="https://library.columbia.edu/services/preservation/survey_tools.html">https://library.columbia.edu/services/preservation/survey_tools.html</a></p> <p>Teper, Thomas and Stephanie Atkins. "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." <i>College and Research Libraries</i> 64.3 (2003): 211-227. Available on UTLOL.</p> <p>Teper, Jennifer Hain and Sarah M. Erikson. "The Condition of our 'Hidden' Rare Book Collection: A Conservation Survey at the University of Illinois Urbana-Champaign." <i>Library Resources and Technical Services</i> 50.3 (2006): 200-213. Available on UTLOL.</p> <p>"Preservation Leaflets 1.1-1.8". Northeast Document Conservation Center. <a href="https://www.nedcc.org/free-resources/preservation-leaflets/overview">https://www.nedcc.org/free-resources/preservation-leaflets/overview</a></p> <p>"Preservation Needs Assessment Report Template 2007-2008". Australian Institute for the Conservation of Cultural Material. <a href="https://aiccm.org.au/wp-content/uploads/2020/06/PresNeedsTemplate.pdf">https://aiccm.org.au/wp-content/uploads/2020/06/PresNeedsTemplate.pdf</a></p> <p>"Oklahoma Museum Self Assessment Form". Oklahoma Department of Libraries, 2012. Available on Canvas</p>

3	Sep 16	<p><b>Preservation Policy and Planning/Selection for Preservation</b></p> <p>Readings:</p> <p><a href="#">Cloonan Ch. 8.pdf</a></p> <p>Banks, Pillette, chs. 1-3, 5 (pp.82-90).</p> <p>Harvey (2nd ed) Chapters 1-2, 5</p> <p>Things Great and Small ch 1-2 Available at <a href="https://search.lib.utexas.edu/permalink/01UTAU_INST/vu6c1o/alma991058160249806011">https://search.lib.utexas.edu/permalink/01UTAU_INST/vu6c1o/alma991058160249806011</a></p> <p>Meyer, Lars. "Safeguarding Collections at the Dawn of the 21st Century: Describing Roles and Measuring Contemporary Preservation Activities in ARL Libraries." 2009. Association of Research Libraries. <a href="https://www.arl.org/resources/safeguarding-collections-at-the-dawn-of-the-21st-century/">https://www.arl.org/resources/safeguarding-collections-at-the-dawn-of-the-21st-century/</a></p> <p>"Preservation Policy". University of Texas at Austin <a href="https://www.lib.utexas.edu/about/policies/preservation-policy">https://www.lib.utexas.edu/about/policies/preservation-policy</a></p> <p>"Developing a Collections Management Policy". American Alliance of Museums. <a href="https://www.aam-us.org/wp-content/uploads/2017/12/Developing-a-CMP-2018.pdf">https://www.aam-us.org/wp-content/uploads/2017/12/Developing-a-CMP-2018.pdf</a></p> <p>Standards for Museums with Native American Collections <a href="https://www.sarweb.org/smnac">https://www.sarweb.org/smnac</a></p> <p><b>Collection Selection for Assessment Due</b></p>
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4	Sep 23	<p><b>Library Binding/Microfilming/Mass Deacidification</b></p> <p>Readings</p> <p>Banks, Pillette, ch. 14, 15</p> <p>ANSI/NISO LBI Library Standard <a href="http://www.niso.org/publications/z3978-2000-r2018">http://www.niso.org/publications/z3978-2000-r2018</a></p> <p>Ogden, Sherelyn. "Guidelines for Library Binding." Preservation Leaflet 7.1. Northeast Document Conservation Center, 2007. <a href="https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.1-guidelines-for-library-binding">https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.1-guidelines-for-library-binding</a></p> <p>"RLG Guidelines for Microfilming to Support Digitization." Research Libraries Group, 2003. <a href="https://www.oclc.org/content/dam/research/publications/library/Pres_Micro_Supplement.pdf">https://www.oclc.org/content/dam/research/publications/library/Pres Micro Supplement.pdf</a>.</p> <p>Mass Deacidification: Considerations for Archives. <a href="https://www.archives.gov/preservation/conservation/mass-deacidification.html">https://www.archives.gov/preservation/conservation/mass-deacidification.html</a></p> <p>"Mass Deacidification Revisited." <i>CLIR Issues Newsletter</i> 61. Jan/Feb 2008 (2008). <a href="https://www.clir.org/2008/01/clir-issues-number-61/#mass">https://www.clir.org/2008/01/clir-issues-number-61/#mass</a></p>
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5	Sep 30	<p><b>Conservation of General Collections</b>  <b>Visit to PCL Preservation Department</b>  <b>Meet in lobby of PCL at 9:30.</b></p> <p>Readings:</p> <p>Banks, Pillette chs. 13, 16</p> <p>Grandinette, Maria and Silverman, Randy. "The Library Collections Conservation Discussion Group: Taking a Comprehensive Look at Book Repair." <i>Library Resources and Technical Services</i> 38 (July 1994): 281-87. Available on Canvas</p> <p>Library of Congress Preservation Directorate <a href="http://www.loc.gov/preservation/about/org.html">http://www.loc.gov/preservation/about/org.html</a></p> <p>National Archives and Records Administration. "Preservation Strategies." <a href="http://www.archives.gov/preservation/">http://www.archives.gov/preservation/</a></p> <p>Held in Trust - Collections Care and Preventive Conservation <a href="https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf">https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf</a></p>
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6	Oct 7	<p><b>Emergency Planning</b></p> <p>Readings:</p> <p>"Emergency Management Preservation Leaflets 3.1-3.11."          Northeast Document Conservation Center. <a href="https://www.nedcc.org/free-resources/preservation-leaflets/overview">https://www.nedcc.org/free-resources/preservation-leaflets/overview</a></p> <p>Council of State Archivists. "Pocket Response Plan PREP Templates." <a href="https://www.statearchivists.org/research-resources/emergency-preparedness/pocket-responce-templates">https://www.statearchivists.org/research-resources/emergency-preparedness/pocket-responce-templates</a></p> <p>Lederer, Naomi and Ernest, Douglas J. "Managing the Media During a Library Crisis." <i>American Libraries</i> 33 (December 2002): 32-33. Available on UTLOL.</p> <p>Held in Trust - Climate Crisis and Environmental Impact <a href="https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf">https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf</a></p>
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7	Oct 14	<p><b>Budgeting/Cost Analysis/Staffing</b></p> <p>Readings:</p> <p>Calvi, Elise; Carignan, Yvonne; Dub, Lize; and Paper, Whitney. <i>The Preservation Manager's Guide to Cost Analysis</i>. Chicago: American Library Association, 2006. Read entire book. 3 copies available in Paper Lab Anteroom</p> <p>Kesse, Erich J. (for University of Florida). "RFP for Microform Storage." 1993. <a href="http://cool.conservation-us.org/byauth/kesse/storgrfp.html">http://cool.conservation-us.org/byauth/kesse/storgrfp.html</a></p> <p>Palmer, Patricia (for Virginia Commonwealth University). "RFP for Commercial Binding." 2001. <a href="http://cool.conservation-us.org/bytopic/librbind/palmer.txt">http://cool.conservation-us.org/bytopic/librbind/palmer.txt</a></p> <p><i>Preservation Budget Planning</i>. 2008. LyraSIS. <a href="https://www.lyrasis.org/services/Documents/General/Preservation/Preservation-Budget-Planning.pdf">https://www.lyrasis.org/services/Documents/General/Preservation/Preservation-Budget-Planning.pdf</a></p> <p><i>Proposal Budgeting Basics</i>. 2014. Candid. (Please watch recorded webinar) <a href="http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html">http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html</a></p> <p>Baylinson, Sarah. <i>Collections Budget Report: A Comprehensive Study of the Cost of Collections Care</i>(Rep.). <a href="https://www.oregon.gov/oprd/OH/Documents/CostofCollectionsCareReport_FINAL.pdf">https://www.oregon.gov/oprd/OH/Documents/CostofCollectionsCareReport_FINAL.pdf</a></p> <p>Nadal, Jake Fiscal and Organizational Sustainability for Preservation Programs April 29, 2022. Watch webinar at <a href="https://www.loc.gov/preservation/outreach/presweek/index_presweek.html">https://www.loc.gov/preservation/outreach/presweek/index_presweek.html</a>.</p>
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8	Oct 21	<p><b>Grantwriting</b></p> <p>Readings:</p> <p>"Capitalize on Collections Care." 2005. Heritage Preservation. <a href="https://www.ims.gov/publications/capitalize-collections-care">https://www.ims.gov/publications/capitalize-collections-care</a></p> <p>"Guidelines for Preservation Assistance Grants." 2023. National Endowment for the Humanities. <a href="http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions">http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions</a></p> <p>"Museums for America." 2023. Institute of Museum and Library Services. <a href="https://www.ims.gov/grants/available/museums-america">https://www.ims.gov/grants/available/museums-america</a></p> <p><i>Introduction to Proposal Writing</i>. 2014. Candid. <a href="https://grantspace.org/training/introduction-to-proposal-writing/">https://grantspace.org/training/introduction-to-proposal-writing/</a></p> <p>Gorsevski, Ellen W. <i>Writing Successful Grant Proposals / Ellen W. Gorsevski</i>. Leiden,: Brill , 2016.Available on UTLOL.</p> <p><b>Draft of Needs Assessment Due Via E-Mail by 9:00 A.M.</b></p> <p><b>Grant Project/Preliminary Budget Due by e-mail to <a href="mailto:rebecca@elderpreservation.com">rebecca@elderpreservation.com</a>.</b></p>
9	Oct 28	<p><b>Visit to Texas Grants Resource Center</b></p> <p><b>Meet at 3001 Lake Austin Blvd. Austin 78703</b></p>

10	Nov 4	<p><b>Conservation and Working With Conservators</b></p> <p>Cloonan, Ch. 6  "Conservation Preservation Leaflets 7.1-7.8." Northeast Document Conservation Center. <a href="https://www.nedcc.org/free-resources/preservation-leaflets/overview">https://www.nedcc.org/free-resources/preservation-leaflets/overview</a></p> <p>Held in Trust - Diversity, Equity, Inclusion, Accessibility <a href="https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf">https://www.culturalheritage.org/docs/default-source/publications/reports/held-in-trust/held-in-trust-report.pdf</a></p> <p><b>Final Needs Assessment Due to Client and Instructor</b></p>
11	Nov 11	<p><b>Work Day – Rebecca Available for Consultation on Grant Application</b></p>
12	Nov 18	<p><b>Visit to Library Storage Facility – Details to be announced</b></p> <p>Laskowski, Mary S. “High Density Storage: From There to Here and Beyond.” <i>The Journal of Academic Librarianship</i> 42.2 (2016): 144–150. Available via UTLOL</p> <p><b>Grant Application Draft Due</b></p>
	Nov 25	<p><b>Fall Break</b></p>
13	Dec 2	<p><b>Peer Review Grant Applications</b></p>
14	Dec 9	<p><b>Grant Applications Due</b>  <b>Final Presentations</b></p>

## Assignments

The two major assignments will be done alone or in groups of two or three students. All students in a group will receive the same grade for the assignments. As these are challenging assignments, groups are highly recommended, however since

working alone is also a choice, no complaints about partners not doing their share of the work will be considered.

Submit all assignments via Canvas.

**Needs Assessment – Draft Due October 21, at start of class. Final Due to Instructor and Client November 4 at start of class.**

### **50% of Final Grade**

Students will perform a preservation needs assessment for a discrete collection held in a local library, museum or archives, or an overall preservation assessment for the entire institution. Institutions will preferably not be affiliated with The University of Texas at Austin. Contact the instructor if you need assistance finding an institution to assess.

If you choose to do work on a discrete collection, the report will consist of these two parts:

A statistical analysis covering condition of the collections and storage and housings. Please include:

- A one-page executive summary of your results
- A brief history of the collection
- An overview of your tools and methodology
- A reporting of the assessment results
- Recommendations for preservation of the collection that are practical for your institution

The second portion of the assignment is a preservation management assessment which will cover care and handling practices; repair/conservation; library binding if applicable; reformatting; staff and user education; and emergency planning. You should also include any other preservation management topics you feel are important to address and provide a list of readings for your clients to help expand their knowledge of the issues raised in the report.

If you choose to do a preservation analysis of the entire institution, you should cover the following topics:

- Building concerns
- Environmental conditions (Temperature, relative humidity and light)
- Space allocation
- Pest management
- Overall collection condition
- Storage and shelving
- Care and handling
- Repair programs
- Library binding
- Reformatting
- Staff and user education
- Exhibits
- Emergency planning
- Security
- Recommendations for preservation that are practical for your institution
- Any other preservation topics you feel are important to address
- A list of readings for your clients to help expand their knowledge of the issues raised in the report.

If you decide to use a pre-visit questionnaire, please give your institution contact adequate time to complete it. It is also a good idea to schedule a meeting to discuss your findings with your institution contact prior to writing your report. Please remember that your institution contact is a busy professional and treat his or her time respectfully.

Several examples of highly successful assessments have been posted to Canvas. Please read them to familiarize yourself with what you are expected to turn in for an A paper. Also, please note that simple professional writing works best for this type of a document. Bullet point lists are always preferred to long paragraphs. I recommend you try to write at approximately a 9<sup>th</sup> grade reading level. Microsoft Word has a tool to determine this, and there are online tools as well.

The assignment will not be considered complete until the instructor receives notice that you have delivered a copy to the client. For example, you might e-mail a copy of the final report to the client and copy the instructor.

### **Grant Application – Draft Due November 18, Final Due December 9**

#### **25% of Final Grade**

In the same groups, students will write a grant application for their institution for funding for a project suggested by their report. The project should be selected in consultation with the institution contact. You may choose any grant program that is appropriate for your institution, upon approval from the instructor.

You will be responsible for completing as much of the application as you can for your client, so that it is close to ready to submit when you hand it in. Since funders do not use a standard application form, please consult with the instructor to determine what you must complete.

Drafts of your grant will be due on November 18. You must submit the assignment as well as post a copy for your classmates to review. We will peer review the grants in class on December 2. Please read all of the applications, and be prepared to discuss them, as well as lead a discussion of your draft. You may edit based upon the instructor's comments and peer review prior to final submission.

The assignment will not be considered complete until the instructor receives a final copy and notice that you have delivered a copy to the client by the December 9 deadline. With this final delivery, you should present your client with a document detailing what the client must do to finalize and submit the application.

## **Final Presentation – December 9**

### **5% of Final Grade**

Your group's final presentation will summarize your work with your chosen institution over the course of the semester, and should take no longer than 15 minutes, including time for questions and answers. Please rehearse your timing. Going longer than 15 minutes will result in points being deducted from your score.

## **Teaching Assignment**

### **10% of Final Grade**

As part of the class participation grade, students will be required to prepare a talk (30-45 minutes) and questions for class discussion (30-45 minutes) about the day's topic. Sign up for a group on Canvas. The available days and topics are:

Sep 16	Preservation Policy and Selection for Preservation
Sep 23	Library Binding/Microfilm/Mass Deacidification
Oct 7	Emergency Planning
Oct 21	Grantwriting
Nov 5	Conservation and Working with Conservators

Obviously, the syllabus readings are an excellent starting point for your presentation and talk, however you should research farther and should assign a few appropriate readings by the Friday before you present. You have access to Canvas to upload slides and readings.

Historically, students have forgotten to prepare discussion questions so that they are prepared to lead a conversation on their assigned topics. Failure to do this will result in large deductions from your grade. Your classmates will also add discussion



questions in class forums, and you may augment your questions with their questions.

## **Class Participation and Attendance**

### **10% of Final Grade**

As part of your class participation grade, each week you must submit a possible discussion question in the discussion forum on Canvas by the Friday before class at 5:00 p.m. We will draw from these questions to frame our class discussion.

## **Grading Scale**

A	94-100%
A-	90-93.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	77-79.99%
C	74-76.99%
C-	70-73.99%
D+	67-69.99%
D	65-66.99%
D-	60-64.99%
F	Under 60%

## **Course Policies**

- 1.Students are required to attend class and to be on time. Any absence or lateness will affect the class participation grade. No absence will count as excused if the instructor does not receive notice of the absence at least 30 minutes before the start of class.
- 2.Submit all your assignments on time. Late submissions will not be accepted unless an emergency is involved. In the event of an emergency, the student must contact the instructor as soon as possible.
- 3.The instructor will provide any assistance upon the student's inquiry.

However, the student is responsible for his/her own effort to complete the assignments.

4. The instructor reserves the right to issue a course grade of F if any assignment is not completed.
5. Laptop computers are welcome in class, however they are only to be used for class-related activities. Checking social media does not count as a class-related activity.
6. The instructor welcomes feedback from the class.

## **Course Policies and Disclosures**

### **Academic Integrity Expectations**

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

### **Confidentiality of Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Getting Help with Technology**

Students needing help with technology in this course should contact the [ITS Service Desk](#).

## **Content Warning**

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

## **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

## **Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

## **Religious Holy Days**

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## **Names and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters

are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources available on the Gender and Sexuality Center's website, [www.utgsc.org](http://www.utgsc.org).

### **Land Acknowledgement**

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

### **University Resources for Students**

#### **Counseling and Mental Health Center (CMHC)**

I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

#### **University Health Services (UHS)**

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

## **Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

## **Student Emergency Services (SES)**

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

## **Important Safety Information**

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

### **Classroom Safety and Covid-19**

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
  - [COVID-19 Information and Resources](#)
  - [COVID-19 Exposure Action Chart](#)

## **Carrying of Handguns on Campus**

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

## **Title IX Disclosure**

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third-party reports) must be report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

### **Campus Safety**

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).