

**Management of Preservation Programs**  
**INF 392G**  
**Unique Number 28950**

Fall, 2019  
UTA 1.506A  
Monday 9:00-12:00

Instructor: Rebecca Elder  
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Office Hours: 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.

### **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

| Class | Date              | Topic and Readings   |
|-------|-------------------|--|
| N/A   | Aug 25-<br>Aug 29 | <p data-bbox="464 380 829 411">Pre-Class Meeting Work</p> <p data-bbox="464 468 1065 499">Read syllabus, particularly assignments.</p> <p data-bbox="464 556 1430 632">Look at the collection of previous student assessments on Canvas to see examples of successful projects.</p> <p data-bbox="464 688 1446 940">Introduce yourself on the Canvas message board by August 27. Let your classmates know things like your background and academic interests, where you are in the program, 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 data-bbox="464 997 1446 1514">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. Also, please keep in mind that students have historically had the best experiences by going to places that are a little offbeat or less educated about preservation. Often, these have been a short drive outside of Austin. 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 data-bbox="464 1570 1370 1688">Please feel free to e-mail me (<a href="mailto:rebecca@elderpreservation.com">rebecca@elderpreservation.com</a>) with questions and concerns as well. I'll be monitoring the message board frequently.</p> |

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| 1 | Aug 30 | <p><b>Class introductions, expectations, assignments, syllabus, Preservation 101 partners for project</b></p> <p>Readings:</p> <p>Institution of Museum and Library Services. "Protecting America's Collections: Results from the Heritage Health Information Survey", 2019<br/> <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.<br/> Harvey – 1<sup>st</sup> Ed. Chapters 8-9. 2<sup>nd</sup> Ed. Chapters 9-10</p> |
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|   | Sep 6  | <b>Labor Day Holiday</b>   |
| 2 | Sep 13 | <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> |

Snow, Shane. *The Content Strategist: This Surprising Reading Level Analysis Will Change the Way You Write*. Contently.com, 28 Jan. 2015. <http://contently.com/strategist/2015/01/28/this-surprising-reading-level-analysis-will-change-the-way-you-write/>

#### Suggested Readings

(Please look at those that are interesting or apply to your collection. I've tried to give you a wide variety of sources.)

"Special Collection Materials Survey Instrument". Preservation Division, Columbia University Libraries. [https://library.columbia.edu/services/preservation/survey\\_tools.html](https://library.columbia.edu/services/preservation/survey_tools.html)

Atkinson, Ross. "Preservation and Collection Development: Toward a Political Synthesis." *Journal of Academic Librarianship* 16 (May 1990): 98-103. Available on UTLOL.

Teper, Thomas and Stephanie Atkins. "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." *College and Research Libraries* 64.3 (2003): 211-227. Available on UTLOL.

Teper, Jennifer Hain and Sarah M. Erekson. "The Condition of our 'Hidden' Rare Book Collection: A Conservation Survey at the University of Illinois Urbana-Champaign." *Library Resources and Technical Services* 50.3 (2006): 200-213. Available on UTLOL.

Frost, Hannah. "Sampling Survey Methodology Resource Sheet." From presentation during Sound Savings: Preserving Audio Collections, a symposium held at the University of Texas at Austin, 24-26 July, 2003. (On Canvas)

"Preservation Leaflets 1.1-1.8". Northeast Document Conservation Center. <https://www.nedcc.org/free-resources/preservation-leaflets/overview>

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|  | <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>Baird, Brian J. Library collection assessment through statistical sampling. Lanham, MD: Scarecrow Pr, 2004. Print.</p> <p>"Oklahoma Museum Self Assessment Form". Oklahoma Department of Libraries, 2012. Available on Canvas</p> <p><b>Collection Selection for Needs Assessment Due</b></p> |
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| 3 | Sep 20 | <p><b>Preservation Policy and Planning/Selection for Preservation</b></p> <p>Readings:</p> <p>Zan, L., Baraldi, S., Lusiani, M., Shoup, D., Ferri, P., Onofri, F. (2015). <i>Managing Cultural Heritage</i>. London: Routledge, <a href="https://doi-org.ezproxy.lib.utexas.edu/10.4324/9781315593517">https://doi-org.ezproxy.lib.utexas.edu/10.4324/9781315593517</a></p> <p>Ch 10: 105-122 “Master Plans at Machu Picchu: Continuity and Change” Illustrative of cultural preservation planning documents changing over time and in response to criticism</p> <p><a href="https://www.ed.ac.uk/information-services/library-museum-gallery/crc/digital-archives-and-preservation/digital-preservation-policy">https://www.ed.ac.uk/information-services/library-museum-gallery/crc/digital-archives-and-preservation/digital-preservation-policy</a></p> <p><a href="#">Cloonan Ch. 8.pdf</a></p> <p>Banks, Pillette, chs. 1-3, 5 (pp.82-90).</p> <p>Harvey (1st. ed) Chapters 1-2, 4 or 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="http://www.arl.org/focus-areas/research-collections/special-collections/1682">http://www.arl.org/focus-areas/research-collections/special-collections/1682</a></p> <p>American Library Association. <i>Preservation Policy</i>. Chicago, IL: American Library Association, 1991 (revised 2008). <a href="http://www.ala.org/ala/mgrps/divs/alcts/resources/preserv/08a_laprespolicy.cfm">http://www.ala.org/ala/mgrps/divs/alcts/resources/preserv/08a_laprespolicy.cfm</a></p> |
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|  | <p>"Preservation Policy". University of Texas at Austin. <a href="http://www.lib.utexas.edu/vprovost/policies/pres_policy.html">http://www.lib.utexas.edu/vprovost/policies/pres_policy.html</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> |
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| 4 | Sep 27 | <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<br/> <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.<br/> <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.<br/> <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>Pilette, Roberta. "Mass Deacidification: A Preservation Option for Libraries." World Library and Information Congress: 69th IFLA General Conference and Council. 1-9 August 2003, Berlin.<br/> <a href="http://www.ifla.org/IV/ifla69/papers/030e-Pilette.pdf">http://www.ifla.org/IV/ifla69/papers/030e-Pilette.pdf</a></p> <p>"Mass Deacidification Revisited." <i>CLIR Issues Newsletter</i> 61. Jan/Feb 2008 (2008).<br/> <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> |
| 5 | Oct 4  | <p><b>Conservation of General Collections</b><br/> <b>Visit to PCL Preservation Department</b><br/> <b>Meet in lobby of PCL at 9:00.</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</p>   |

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|   |        | <p>Book Repair." <i>Library Resources and Technical Services</i> 38 (July 1994): 281-87. Available on Canvas</p> <p>Library of Congress Preservation Directorate<br/> <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>  |
| 6 | Oct 11 | <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/programs/emergency-preparedness/emergency-preparedness-resources/pocket-response-plantm-prep-tm-english-template/">https://www.statearchivists.org/programs/emergency-preparedness/emergency-preparedness-resources/pocket-response-plantm-prep-tm-english-template/</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> |
| 7 | Oct 18 | <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>  |

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|   |        | <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. Lyrisis. <a href="https://www.lyrisis.org/services/Documents/General%20Preservation/Preservation-Budget-Planning.pdf#search=preservation%20budget">https://www.lyrisis.org/services/Documents/General%20Preservation/Preservation-Budget-Planning.pdf#search=preservation%20budget</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> |
| 8 | Oct 25 | <p><b>Grantwriting</b></p> <p>Readings:</p> <p>"Capitalize on Collections Care." 2005. Heritage Preservation. <a href="https://www.imls.gov/publications/capitalize-collections-care">https://www.imls.gov/publications/capitalize-collections-care</a></p> <p>"Organization Registration." 2021. Grants.gov. <a href="http://www.grants.gov/web/grants/applicants/organization-registration.html">http://www.grants.gov/web/grants/applicants/organization-registration.html</a></p> <p>"Guidelines for Preservation Assistance Grants." 2020. 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>   |

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|   |       | <p>“Museums for America.” 2021. Institute of Museum and Library Services. <a href="https://www.imls.gov/grants/available/museums-america">https://www.imls.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 | Nov 1 | <p><b>Visit to Texas Grants Resource Center</b></p> <p><b>Meet at 505 E. Huntland Drive Ste. 270.B at 1:30</b></p>   |

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| 10 | Nov 8  | <p><b>Conservation and Working With Conservators</b></p> <p>Cloonan, Ch. 6</p> <p>"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>Final Needs Assessment Due to Client and Instructor</p> |
| 11 | Nov 15 | <p><b>Work Day – Rebecca Available for Consultation on Grant Application</b></p>   |
| 12 | Nov 22 | <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>  |

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| 13 | Nov<br>29 | <b>Peer Review Grant Applications</b>                |
| 14 | Dec 6     | <b>Grant Application Due<br/>Final Presentations</b> |

## 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 25, at start of class. Final Due to Instructor and Client November 8 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.

Please submit your draft as a MS Word document. For the final, a .pdf or MS Word document is acceptable.

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 22, Final Due December 6**

### **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 22. You must email the draft to the instructor, as well as post a copy on Canvas for your classmates to read. We will peer review the grants in class on November 29. 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.

Please submit your draft as a MS Word document. For the final, a .pdf or MS Word document is acceptable.

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 6 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 6**

#### **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:

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| Sep 20 | Preservation Policy and Selection for Preservation |
| Sep 27 | Library Binding/Microfilm/Mass Deacidification     |
| Oct 11 | Emergency Planning                                 |
| Oct 25 | Grantwriting                                       |

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| Nov 8 | Conservation |
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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.

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.

## **Course Policies**

### **Rebecca's Policies**

1. All assignments must be written using gender-inclusive language.
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. Assignments should be submitted via Canvas.
4. 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.
5. Students are required to attend class and to be on time. Any absence or lateness will affect the class participation grade. Illnesses require a doctor's note to count as excused. 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.

6. The instructor reserves the right to issue a course grade of F if any assignment is not completed.
7. 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.
8. The instructor welcomes feedback from the class.

### **Land Acknowledgment**

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua 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, here on Turtle Island.

### *Land Engagements and/or Commitments*

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

### **Online Instruction**

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

### **Class Recording Privacy**

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.

### **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. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, 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.

### **Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. 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 gender 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 <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

### **Student Rights & Responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.

- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Religious Holy Days**

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to 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.

### **Services for Students with Disabilities**

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 Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, 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.

## **Counseling and Mental Health Center**

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

## **Student Emergency Services**

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. 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, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

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

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.

- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the [Title IX Office](#) or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **Campus Safety**

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

- 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](#)