

INF385T: Community Engagement and Service

DRAFT January 16, 2022

Course Information

Class day and time: Tuesdays 3:30-6:30 pm

Class location: Austin Public Library Downtown Main Library

Instructor Name: R. David Lankes

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Office hours: Wednesday 10-12 CST and by appointment

Schedule at: <https://calendly.com/davidlankes/meet-with-david>

COVID Online Class January 18th and 25th

The university has gone online for the first two weeks of the course due to surging COVID cases. Therefore, we will meet at the class time (3:30-6:30) via Zoom. Follow the Zoom link in the course menu. Once the university has resumed in person classes, we will meet in the Austin Public Library as outlined below.

Full Course Description

This course is designed to provide students with the ability to define and explore the concepts of community, community ownership, and community engagement; situate the library within the ecology of a community to identify existing and potential partners and inform the development of library programs and services; apply principles of message design, marketing, and public relations to the development of professional media and products for outreach and advocacy; and identify theories of interpersonal communication and how these apply to personal growth and the subsequent development of community relationships.

Prerequisites

None

Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Define and explore the concepts of community, community ownership, and community engagement
2. Situate information organizations within the ecology of a community to identify existing and potential partners and inform the development of programs and services
3. Apply principles of message design, marketing, and public relations to the development of professional media and products for outreach and advocacy
4. Identify theories of interpersonal communication and how these apply to personal growth and the subsequent development of community relationships

Course Overview: A Unique Point in History

This course is preparing you for a central theme in librarianship: community. In this course we will explore the concept of community in different contexts (cities, colleges, schools, businesses) and how to connect and support that community. We will examine communities through a lens of power, politics, diversity, assessment, and outreach.

Normally this exploration would be done through readings, lecture, and a series of assignments. However, we are not in normal times. The global pandemic, the protests for racial justice, insurrectionists storming the Capitol, and an uncertain economy create a unique point in time. We have an obligation to not only examine this point in time, but learn from it, and build better library services.

To that end the semester will be centered on creating a record of how libraries are serving their communities in this time of unprecedented crisis. Lectures and readings will support a class-wide effort to document the response of libraries to the pandemic, Black Lives Matter protests, and the economic turmoil.

The core of the work this semester will be working to building case studies of libraries and their responses to these historic times through interviews.

Along the way you will be assigned readings to help you make the case study, do interviews, gather data, and the like. You will also have a series of lectures and conversations by field-experts in issues of community engagement, marketing, advocacy, and diversity. Each team will conduct recorded interviews with library directors, staff, and community members.

Course Materials

Required Textbook

Lankes, R. David (2016). *The New Librarianship Field Guide*. Cambridge, Ma: MIT Press

The following text is provided free online. You are welcome to buy a physical copy, but it is not necessary. Please note this text is being provided to you for the use in this course only. Please do not re-distribute this text beyond the class.

Supplemental Readings

Additional required readings will be available electronically via the Web, or Canvas.

Course Requirements

This course is designed expecting that students will be putting approximately nine (9) hours per week toward mastery of the content, with additional hours in the weeks up until assignment submission. In this course there is an expectation that you will be engaged in reading/viewing/listening to course materials, reading/participating, planning, researching and completing assignments, and reflecting on your own learning.

This is only a guide. Students learn in different ways and at different rates and possess varied learning histories that influence the time required to engage with the learning and assessment activities associated with a subject.

Basic Technical Skills Needed

Basic technical skills are needed in this course. All work in this course must be completed and submitted online through Canvas. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files;
- Use email and attached files;
- Check email and Canvas daily;
- Download and upload documents;
- Locate information with a browser;

Professionals in our field need to be willing to try new technology, so assignments may require you to explore new software and apps for presentations, discussion, and/or professional outputs. Take advantage of these opportunities to try new platforms. It will only be of benefit to you as a professional.

Course Assignments and Grading

General Assignment Information

- All coursework (assignments, exams, etc.) is secured in Canvas with a username and password.
- All assignments are due by the day and time indicated on the course schedule.

Library Case Study 50 points (10 for each section of the case)

As a team of 5-7 you will be building a case study/profile of a library and its response to the current situation. The case study itself (more details and a rubric provided online) will cover:

- The Situation (Due February 15)
 - An overview of the library including quantitative data like Service Area/Population, community demographics, a description of the library, the library's Mission Statement
- The Closing(s) (Due March 8)
 - A review and narrative of how the library closed or changed services at the onset of the pandemic in March of 2020, and due to the Delta or Omicron COVID variants. This can include community messaging, what services were available during lock down, a sense of the community impact from the virus and racial protests.
- The Current Normal (Due March 22)
 - Current Status, internal narratives (the messaging being shared within the organization/library), external narratives (the messaging being shared with the community)
 - Case Interviews
- The Plan Forward (Due April 12)
 - What changes will be implemented within the library in a new normal established moving forward and are expected to be continued after the pandemic?
- Reflection and Analysis (not shared publicly or with the library) (Due April 26)
 - What do you think of how this library has responded? What lessons can be drawn on the role of the community in this library pre-pandemic, during the pandemic, and moving beyond it?

As part of the "Current Normal" each team will conduct and record an interview with the administration of the library, a front-line worker, and, if available, a community member of the library. For school libraries or small libraries, the administration and front-line worker interview can be the same. In these cases, two community member interviews will be needed.

Grading for the case study will be done by turning in parts of the case throughout the semester. The team will get a "guidance grade" for each section. However, the grade will be based on the final case submitted. The final grade will be no lower than the sum of the guidance grades but could be higher giving the group an incentive for making changes and improvements on the case throughout the semester. *Late submissions of the sections will still incur a grade penalty in the final grade.* **Final submissions with revisions due May 11.**

At the end of the semester, you will hand in a final case study with some minor reformatting (for example consolidating the references to one section at the end of the

document, ensuring it reads as a single continuous document) as well as an agreement form where your team and the site contact designate if the case can be made public.

Group Assignments can be challenging. If you are having issues in your group please reach out to the instructor.

Interview Resource Guide (40 Points Due April 19)

Most weekly modules include an interview with a librarian from the field reacting to the pandemic, Black Lives Matter, and the growing economic uncertainty. You will be assigned one of these interviews. For that interview you will:

- Listen to the interview
- Identify key points
- Identify any referenced services or documents
- Prepare a resource guide to accompany the interview

The resource guide is a 3 to 5 page document that:

- Provides a narrative summary of the interview (1-3 paragraph)
- Presents a biography of the interviewee. Where possible this should include the “road” to their current position. You will most likely have to look for biographic information beyond the interview itself.
- Lists any referenced documents or services in the interview with links and a sentence or two description of each.
- 5 related resources to explore related topics (web pages, articles, books, videos). This involves not just listing related books and articles based on abstracts but reading them and describing them and including your reflection and views on the resource and topic. Each resource should have a full APA citation, and 1-2 paragraph overview, as well as a paragraph or two on how this resource relates to, and or expands on the interview.
- Provide 3 questions you would use to start a facilitated conversation around the interview.

Course Participation (10 points)

Formatting

All written assignments are required to be submitted using Microsoft Word. There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on “quality” and not simply “quantity.” All written assignments should adhere to the following guidelines:

- Spacing: one and a half or double-spaced;
- Font: either Tahoma or Arial in 10 point or Times New Roman 12 point (size);
- Title of assignment centered on first page, followed by student name in next line;
- Documentation for all references and quotations using APA style; and
- Accurate spelling and grammar.

The final Library Case Study can be formatted to make it more appealing and readable.

Evaluation and Grading Scale

All grades will be posted in Canvas.

Points are awarded for each course product. At the end of the semester, these points will be totaled, and the final grade will be based upon the following scale:

- A 95-100
- A- 90-94
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 0-59

Course Schedule

Date	Topic	Due	Readings
Jan 18 – via Zoom	Putting the community in the center		
Jan 25 – via Zoom	Neutrality and Community		Chapters 1-4
Feb 1	Community and Politics/ John Chrastka Video		Chapters 5-9

Feb 8	Library as a Platform/ Angela Criag		Chapters 10-13
Feb 15	Serving the Public/ Gina Bastone (UT)	The Situation	Chapters 14-18
Feb 22	A Global Perspective/ Sara Wingate		
Mar 1	Reaching the Whole Community		
Mar 8	Race, Libraries, and Conflict/ Beth Patin	The Closing(s)	
Mar 15	SPRING BREAK		
Mar 22	Schools and Schools of Thought/ Liz Philippi	The Current Normal	
Mar 29	All Things to All People/ Dianne Connery		
April 5	Serving Academia/ Owen Ellard medical lib?		
April 12	World Tour of Outstanding Libraries	The Plan Forward	
April 19	The New Librarianship	Interview Resource Guide	
April 26	Show and Tell (share your case study)	Reflection and Analysis	
May 3	Show and Tell (share your case study) and Final Thoughts		

IMPORTANT NOTE

This syllabus may be subject to change during the semester. If changes are made, you will be notified and you will be responsible for abiding by the changes. Other class and assignment policies and procedures will be posted in the course site.

Due dates will never be changed to an earlier date.

Required University Statements

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>.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the ITS Service Desk.

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, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that can be done easily at this page, and you can add your pronouns to Canvas.

LAND ACKNOWLEDGMENT

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.

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

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 (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

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, women's health, 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

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

- Adhere to university mask guidance. Masks are strongly recommended, but optional, 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.
- 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.

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 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) must be report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@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, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, 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 Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

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 For more information about reporting options and resources, visit the Title IX Office or email titleix@austin.utexas.edu.

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.