# INF 385G ADVANCED USABILITY

[28395](https://utdirect.utexas.edu/apps/registrar/course_schedule/20232/28395/)

###### Spring 2023

# Class Meets

9:30 – 12:30, Thursdays, in UTA 1.208

# Instructor

Stacey Oliver, DSc

Pronouns: She/Her

Office hours: Email for an appointment

Email: stacey.oliver1@austin.utexas.edu

# Course Description

### University Catalog Course Description

Like INF385p Usability, this course has usability in the title but actually covers research methods as they are known in the modern definition of User Experience/Human Computer Interaction. Designed to build upon the skills covered in INF 385P, students will explore different types of research from generative/exploratory, descriptive/explanatory, evaluative to causal. Students will learn how to develop a hypothesis that stands up to scientific rigger and scrutiny. As well as how to find the right questions to ask, the timing of them and the proper environment to ask them in. In addition to being able to manipulate methodologies to answer those questions.

There will be one group project for the entire semester. Students devise a plan for testing, secure IRB approval to test human subjects, conduct study, analyze date, write a report, and present the results and conclusions. Three lecture hours a week for one semester.

### Pre-requisites for the course

Prerequisite: Graduate standing and Information Studies 385P, Usability.

### learning outcomes

* A working knowledge of various types of user experience research methods
* How to develop contributory research to further the field of user experience
* Application of learned skills on a real-world industry project

### How Will You Learn?

### 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 (Class Format)

This course is a combination of

* Intensive reading
* Semester long project

This class will meet in person once a week for 3 hours. This time will be used for the following but not limited to:

* Lectures and discussions/exercises
* Small group chats
* Project work

Because participation is an interictal part of your success preparation prior to each class is a mandatory. Preparation includes:

* Completion of assigned readings
* Up to date project work
* Ontime submission of assignments

### 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

Because I know how help can make the difference, I will more than happily help you in any way possible. The only stupid question is the one not asked 😊 Simply email me and schedule a Zoom session. If I don’t respond within 24 hours, please email me again as I may haven’t inadvertently missed your inquiry.

### 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

###  Required Materials

### Required textbooks

* Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry & research design: Choosing among five approaches (4th ed.). Los Angeles: SAGE Publications.
* Kumar, V. (2013). 101 design methods: A structured approach for driving innovation in your organization. Hoboken, NJ: Wiley.
* Lazar, J., Feng, J. H., & Hochheiser, H. (2017). *Research Methods in Human-Computer Interaction* (2nd ed.). Morgan Kaufmann.

### Optional textbooks

* IBM Enterprise Design Thinking Practitioner Course (FREE): https://www.ibm.com/design/thinking/
* Google. People + AI Guidebook (FREE): https://pair.withgoogle.com/
* Ulwick, A. W. (2018). Jobs to be done (FREE): Theory to practice. S.1.: Idea Bite Press. https://jobs-to-be-done-book.com/
* Sharon, T. (2012). It's our research: Getting stakeholder buy-in for user experience research projects.
* Morgan Kaufmann. ISBN: 978-0123851307
* Spatz, C. (2019). Exploring statistics: Tales of distributions. Conway, AR: Outcrop. ISBN: 978-0-
* 9963392-2-3
* Weinschenk, S.M. (2011). 100 things every designer needs to know about people. Berkeley, CA: New Riders. ISBN: 978-0-321-76753-0

### Required Devices

### None

### Classroom expectations

**Class attendance**

Class attendance is a required condition of succeeding in this course. The following is an outline of how missing a class will affect your overall grade:

* One absence, no impact to grade and requires no explanation. In this case, you will be allowed to make up assignments you may have missed during this session. If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. It is crucial to keep in communication with your team members; you are responsible for letting both me and your team know if you cannot make it to a class.
* All other excused absences (religious holidays or extenuating circumstances due to an emergency).
	+ If absence is due to observance of a religious holiday, notification must be given two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with me for details or arrangements.
	+ If due to an emergency []
* Unexcused absence
	+ For each unexcused absence a **letter grade** will be deducted from your overall grade.

**Class participation**

As stated in the section of the syllabus titled “TEACHING MODALITY INFORMATION (CLASS FORMAT)” participation is extremely important to your success in this class. So how is participation defined in this class?

* Come to prepared to discuss readings including doing additional research on topics
* Practice active listening
* Encourage others
* Be prepared to give pear assessment in the form of feedback and opinion
* Show leadership
* Invest yourself in classroom activities
* Stretch by taking risks and try new things

**Behavior Expectations**

We are all colleagues and as such there will be no tolerance for anything less than how you would behave in a professional environment. You can reference Section 11-400 of the Institutional Rules in the GIC for more details.

### Assignments

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Percent of Total Grade** |
| “Teach a subject”* You and your team will teach the class about a subject assigned to you
 | 100 | 33 |
| Semester Research Project * Over the course of the semester, you will conduct a study that will be graded on the following components:
* Proposal and study design
* Project implementation including pilot
* Results analysis
* Delivery
 | 100 | 33 |
| Participation * All readings, discussions etc
 | 100 | 33 |

Late Work and making up missed work

All work is considered on time if it submitted prior to the start time of the class on the date it is due. If it is late, there will be **10% deduction** for every 24 hours it’s late.

Use of a Curve

There will be no curve grading in this course.

Extra Credit

No Extra credit opportunities in this course.

Grade Breaks

|  |  |
| --- | --- |
| Grade | Cutoff |
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 84% |
| B- | 80% |
| C+ | 77% |
| C | 74% |
| C- | 70% |
| D+DD- | 67%64%60% |
| F | <60% |

### Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

[utexas.instructure.com](https://utexas.instructure.com/). Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

[Syllabus must include all major course requirements and assignments, along with the dates of exams and assignments that count for 20% or more of the class grade. Also, recall that [per the General Information Catalog](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/examinations/) no exam counting for more than 30% of the final course grade may be given during the last week of class, or during no-class days/reading days preceding the final exam period.]

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | In Class Topic | Out of Class Activities / Assignments |
| 1 | 1 / 12 | * Lecture: Welcome/Introduction
	+ Intros
	+ Syllabus / rules / etc.
	+ Canvas
	+ Assignments
* Survey
* Lecture: Review of research basics
 | **Readings*** Research Methods in HCI Interaction
	+ Chapter 1, Introduction to HCI research
	+ Chapter 2, Experimental research
* Qualitative Inquiry & Research Design
	+ Chapters 1
	+ Chapters 2
* 101 Design Methods
	+ None

**Assignments*** None
 |
| 2 | 1 /19 | * Review readings
* Lecture: Ethics and Standards
* Lecture: Experimental Research
	+ Definition
	+ Generative, exploratory, descriptive, explanatory, evaluative casual etc.
* Introduce "Teach a subject"
 | **Readings*** Research Methods in HCI Interaction
	+ Chapter 3, Experimental Design
* Qualitative Inquiry & Research Design
	+ Chapter 3, Designing a Qualitative Studies
* 101 Design Methods
	+ None

**Assignments*** Teach a subject
	+ Due week 3
 |
| 3 | 1 / 26 | * Team present "Teach a subject"
* Review readings
* Lecture: Experimental Design and Research Design
 | **Readings*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ Chapter 4, 5 Qualitative Approaches to Inquiry
* 101 Design Methods
	+ None

**Assignments*** Teach a Subject
	+ Due week 5
 |
| 4 | 2 / 2 | * Review readings
* Lecture: Qualitative Approaches
 | **Readings*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ Chapter 4, 5 Qualitative Approaches to Inquiry
* 101 Design Methods
	+ Mode 3.3 User Research Plan

**Assignments*** None
 |
| 5 | 2 / 9 | * Team present "Teach a subject"
* Review readings
* Lecture: Qualitative Approaches
 | **Readings*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ Chapter 5, 5 Different Qualitative Studies
* 101 Design Methods
	+ None

**Assignments*** Teach a Subject
	+ Due week 7
 |
| 6 | 2 /16 | * Review readings
* Lecture: Qualitative Studies
 | **Readings*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ Chapter 5, 5 Different Qualitative Studies
* 101 Design Methods
	+ None

**Assignments*** None
 |
| 7 | 2 /23 | * Team present "Teach a subject"
* Review readings
* Lecture: Qualitative Studies
 | **Readings*** Research Methods in HCI Interaction
	+ Chapter 4, Statistical Analysis
* Qualitative Inquiry & Research Design
	+ Chapter 10, Standards of Validation and Evaluation
* 101 Design Methods
	+ None

**Assignments*** Semester Assignment launched
	+ Due, last day of class
	+ See project sheet for milestones
* Teach a Subject
	+ Due week 8
 |
| 8 | 3 /2 | * Team present "Teach a subject"
* Review readings
* Lecture: Statistical Analysis and Standards
* Launch research project
 | * Research Methods in HCI Interaction
	+ Chapter 11, Analyzing Qualitative Data
* Qualitative Inquiry & Research Design
	+ Chapter 10, Turning the story and Conclusion
* 101 Design Methods
	+ None

**Assignments*** Teach a Subject
	+ Due week 10
 |
| 9 | 3/9 | Spring Break |
| 10 | 3/16 | * Team present "Teach a subject"
* Review readings
* Lecture: Analyzing Standards of Validation and Evaluation
 | **Readings*** Research Methods in HCI Interaction
	+ Chapter 12, Automated Data Collection Methods
* Qualitative Inquiry & Research Design
	+ None
* 101 Design Methods
	+ None

**Assignments*** Teach a Subject
	+ Due week 11
 |
| 11 | 3/23 | * Team present "Teach a subject"
* Review readings
* Lecture: Automated Data Collection Methods
 | **Reading*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ None
* 101 Design Methods
	+ Mode 4.0, Frame Your Insights
 |
| 12 | 3/30 | * Team present "Teach a subject"
* Review readings
* Lecture: TBD
 | **Readings*** Research Methods in HCI Interaction
	+ TBD
* Qualitative Inquiry & Research Design
	+ TBD
* 101 Design Methods
	+ Mode 5.0, Explore Concepts Methods

**Assignments*** None
 |
| 13 | 4/16 | * In class project review
 | **Readings*** Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ None
* 101 Design Methods
	+ Mode 6.0, Frame Solutions

**Assignments*** Teach a Subject
	+ Due week 14
 |
| 14 | 4/13 | * Team present "Teach a subject"
* Lecture: Presenting
* In class project review
 | **Readings** * Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ None
* 101 Design Methods
	+ None

**Assignments*** Teach a Subject
	+ Due week 15
 |
| 15 | 4/20 | * Team present "Teach a subject"
* Project review
 | **Readings** * Research Methods in HCI Interaction
	+ None
* Qualitative Inquiry & Research Design
	+ None
* 101 Design Methods
	+ None

**Assignments*** None
 |
| 16 | 4/27 | * Students to present research project
 | **Readings** * None

**Assignments*** Final submission research project
 |

# Course Policies and Disclosures

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about the academic integrity standards, tips for avoiding a potential academic misconduct violation and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

[It is strongly recommended that you outline any individual expectations for assignment completion- including parameters around group work, authorized resources, citation requirements, etc. in the assignment directions. Clear and detailed expectations not only reduce the likelihood of a possible violation, but they also aid the Student Conduct team in holding students accountable that fail to adhere to the assignment directions.]

### CONFIDENTIALITY OF Class RecordingS

[If class recordings that include student [personally identifiable information](https://studentprivacy.ed.gov/content/personally-identifiable-information-pii) are to be made, UT Legal has indicated that the following disclosure should be included in the syllabus and wherever recordings are posted.]
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](https://its.utexas.edu/contact) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

### 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.

### [Best practice discussions around content warnings also suggest including tags or other warnings on the Course Outline (above) next to the assigned material. Further discussion of content warning can be found at [this page](https://sites.lsa.umich.edu/inclusive-teaching-sandbox/wp-content/uploads/sites/853/2021/02/An-Introduction-to-Content-Warnings-and-Trigger-Warnings-Draft.pdf).]

### basic needs security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the Any student who faces challenges with food insecurity or financial hardship and believes this may affect their performance in the course is urged to visit UT Outpost for support.  [UT Outpost](https://deanofstudents.utexas.edu/emergency/utoutpost.php), is a free on-campus food pantry and career closet for all currently enrolled UT students.  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

[Anyone concerned about the unauthorized sharing of their course materials through online sites should add the following statement to their syllabus. Including this statement regarding the posting and/or use of your course content by students establishes a proactive directive to students that is helpful to the office of [Student Conduct and Academic Integrity](https://deanofstudents.utexas.edu/conduct/facultyresources.php) in administering the conduct process should the material be posted in opposition to your written directive.]

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 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](https://deanofstudents.utexas.edu/conduct/) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### Religious Holy Days

By [UT Austin policy](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/), 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

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 so [here.](https://utdirect.utexas.edu/apps/ais/chosen_name/) 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 have asked to be used for you (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](https://utexas.instructure.com/courses/633028/pages/profile-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. More resources available on the Gender and Sexuality Center’s website, [www.utgsc.org](http://www.utgsc.org/).

### 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.

# University Resources for Students

DISABILITY & ACCESS (D&A)

[This required syllabus content is repeated from above. It may be included in either place, or both.]

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.

Counseling and Mental Health Center (CMHC)

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

University Health Services (UHS)

Your physical health and well-being are a priority. University Health Services is the on-campus medical facility providing high quality medical care and patient education to UT students. Services offered include general medicine, specialty clinics including the gynecology clinic, sports medicine, nutrition services, allergy, immunization and travel health and physical therapy, an urgent care, a 24/7 nurse advice line, and a lab and radiology services. For additional information, visit [healthyhorns.utexas.edu](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](https://safety.utexas.edu/behavior-concerns-advice-line%20or%20by%20calling%20512-232-5050). 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 prioritize their personal well-being.
* UHS provides [symptomatic COVID-19 testing](https://www.healthyhorns.utexas.edu/coronavirus_testing.html) for students. Schedule your appointment by calling 512-471-4955 or online within the [MyUHS patient portal](https://portal.uhs.utexas.edu/home.aspx). Learn more about [symptomatic COVID-19 testing here.](https://www.healthyhorns.utexas.edu/coronavirus_testing.html)
* Disposable masks are available for students at the William C. Powers, Jr. Student Activity Center and Texas Union hospitality desks.
* The [exposure action chart](https://www.healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html) offers guidance on what to do if you have been exposed to someone who has COVID-19 or if you test positive. If you experience symptoms, stay home and isolate and follow the instructions for symptomatic in the chart.
* Stay up to date on [COVID-19 vaccinations](https://www.healthyhorns.utexas.edu/coronavirus_vaccination.html) by getting all available boosters when eligible. Vaccines are available through University Health Services.
* Additionally, UHS maintains up to date resources on COVID-19, which can be found here:
* [COVID-19 Information and Resources](https://www.healthyhorns.utexas.edu/coronavirus.html)

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](https://www.utexas.edu/campus-carry#ac).
* 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

[If this disclosure is included in the syllabus, the [Title IX office has specificed the following wording](https://utexas.app.box.com/s/ti9rsvgcvxqtor9eekvj6itfc2xquh5v/file/606865228465).]
Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as [Senate Bill 212](https://titleix.utexas.edu/sb212)) requires all employees of Texas universities, including faculty, report any information to the [Title IX](https://titleix.utexas.edu/) [Office](https://titleix.utexas.edu/) 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, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the [Title IX Coordinator](https://utexas-gme-advocate.symplicity.com/titleix_report/index.php/pid191906). 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.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](https://titleix.utexas.edu/mandatory-reporters) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct,](https://titleix.utexas.edu/what-is-title-ix) including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has [developed supportive ways](https://titleix.utexas.edu/support-resources) and compiled [campus resources](https://titleix.utexas.edu/helpful-handouts) to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources or academic accommodations, in the Title IX Office, please email supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources and accommodations for pregnant, nursing, and parenting students.

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.

### campus safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety](https://safety.utexas.edu/), 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 the [Office of Emergency Management](https://emergencymanagement.utexas.edu/).