

Disciplinary Foundations for Information Studies

Spring 2019

INF 391D.12
Thursdays, 12:00-2:45 pm
UTA 1.504

Instructor: Dr. Kenneth R. Fleischmann
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I. Official Course Description: An overview of concepts, results, and perspectives from philosophical, social science, humanistic, design, and technological disciplines that provide important underpinnings for Information Studies.

II. Detailed Course Description: This course explores the disciplinary foundations of our field, including social sciences, technical, humanities, and diverse and inclusive perspectives. We will rotate across these four foundational areas, covering three disciplines within each foundational area. Each week, during the first half of class, a subject matter expert will join us to lead the discussion on the week's selected discipline. During the second half of class, we will have a writing workshop focusing on a different aspect of the writing process for the main assignment for the course, a mini qualifying paper.

III. Learning Objectives: By the end of this course, you will be able to:

- Explain the relationship between the information field and related disciplines.
- Integrate and synthesize concepts from the information field and related disciplines.
- Apply theories and methods from disciplines in different foundational areas to your research.

IV. Course Schedule (subject to change with advance notice)

| Week/ Date | Topic 1 st half/ 2 nd half | Readings – to be completed <u>before</u> class | Guest Discussant/ Assignment |
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| Week 1 1/24 | Introduction | N/A (no readings before first class) | Attendance & Participation (AP) |
| Week 2 1/31 | Social Informatics (SS) <hr/> Choosing a Topic for Your Mini Qualifying Paper | Fleischmann, K. R. (2014). Social informatics, human values, and ICT design. In H. Rosenbaum & P. Fichman (Eds.), <i>Social informatics: Past, present, and future</i> (pp. 73–91). Cambridge, UK: Cambridge Scholars Publishing. Kling, R. (2000). Learning About Information Technologies and Social Change: The Contribution of Social Informatics. <i>The Information Society</i> , 16, 217–232. Kling, R., Rosenbaum, H., & Sawyer, S. (2005). <i>Understanding and Communicating Social Informatics: A Framework for Studying and Teaching the Human Contexts of Information and Communication Technologies</i> . Medford, NJ: Information Today. (Chapter 1). Meyer, E. T. (2014). Examining the Hyphen: The Value of Social Informatics for Research and Teaching. In H. Rosenbaum & P. Fichman (Eds.), <i>Social informatics: Past, present, and future</i> (pp. 56–72). Cambridge, UK: Cambridge Scholars Publishing. | Eric Meyer (iSchool) AP Discussion Questions (DQs) |

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| <p>Week 3 2/7</p> | <p>Human-Computer Interaction (T)</p> <hr/> <p>Writing the Proposal for Your Mini Qualifying Paper</p> | <p>Bias, R. G., Marty, P. F., & Douglas, I. (2012). Usability/user-centered design in the iSchools: Justifying a teaching philosophy. <i>Journal of Education in Library and Information Science, 53</i>, 274-289.</p> <p>Friedman, B., & Kahn, Jr., P. H. (2008). Human values, ethics, and design. In J.A. Jacko & A. Sears (Eds.), <i>The human-computer interaction handbook</i> (2nd ed.) (pp. 1241-1266). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Shilton, K., Koepfler, J. A., & Fleischmann, K. R. (2013). Charting sociotechnical dimensions of values for design research. <i>The Information Society, 29</i>, 259-271.</p> <p>Zhang, Y., Sun, Y., & Kim, Y. (2017). The influence of individual differences on consumer's selection of online sources for health information. <i>Computers in Human Behavior, 67</i>, 303-312.</p> | <p>Yan Zhang (iSchool)</p> <p>AP</p> <p>DQs</p> |
| <p>Week 4 2/14</p> | <p>History (H)</p> <hr/> <p>Peer Feedback on Proposals</p> | <p>Cortada, J.W. (2012). Shaping information history as an intellectual discipline. <i>Information and Culture, 47</i>, 119-144.</p> <p>Galloway, P. (2014). From archival management to archival enterprise to the information domain: David Gracy and the Development of Archival Education at the University of Texas. <i>Information and Culture, 49</i>, 3-33.</p> <p>Pawley, C. (2005). History in the library and information science curriculum: Outline of a debate. <i>Libraries and Culture, 40</i>, 223-238.</p> <p>Trace, C. B. (2015). Atlanta between the wars: The creation of the Georgia Department of Archives and History, 1918-1936. <i>Information & Culture: A Journal of History, 50</i>, 504-553.</p> | <p>Ciaran Trace (iSchool)</p> <p>AP</p> <p>DQs</p> <p>Proposal</p> |
| <p>Week 5 2/21</p> | <p>Information and Communication Technologies for Development (DIP)</p> <hr/> <p>Searching for Literature and Organizing a Paper</p> | <p>Ganimian, A. J., & Murnane, R. J. (2016). Improving education in developing countries: Lessons from rigorous impact evaluations. <i>Review of Educational Research, 86</i>, 719-755.</p> <p>Kozma, R. B. (2005). National policies that connect ICT-based education reform to economic and social development. <i>Human Technology: An Interdisciplinary Journal on Humans in ICT Environments, 1</i>: 117-156.</p> <p>Stratton, C., Bailey, D. E., & Leonardi, P. M. (Under Review). Translating national discourse into teaching and learning outcomes: Portability and connectivity in developing countries' ICT in Education (ICT4E) initiatives.</p> <p>Warschauer, M., & Ames, M. (2010). Can One Laptop per Child save the world's poor? <i>Journal of International Affairs, 64</i>: 33-51.</p> | <p>Diane Bailey (iSchool)</p> <p>AP</p> <p>DQs</p> |

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| <p>Week 6 2/28</p> | <p>Public Affairs (SS)</p> <hr/> <p>Peer Feedback on Outlines</p> | <p>Gil-Garcia, J. R., Pardo, T. A., & Nam, T. (2015). What makes a city smart? Identifying core components and proposing an integrative and comprehensive conceptualization. <i>Information Polity</i>, 20, 61-87.</p> <p>Glasmeier, A., & Christopherson, S. (2015). Thinking about smart cities. <i>Cambridge Journal of Regions, Economy and Society</i>, 8, 3-12.</p> <p>Greenberg, S. R. (2015). <i>Using innovation and technology to improve city services</i>. Washington, DC: IBM Center for the Business of Government.</p> <p>Headd, M. (2013). New thinking in how governments deliver services. In B. Goldstein & L. Dyson (Eds.), <i>Beyond transparency: Open data and the future of civic innovation</i> (pp. 277-288). San Francisco, CA: Code for America Press.</p> | <p>Sherri Greenberg (LBJ)</p> <p>AP</p> <p>DQs</p> <p>Outline</p> |
| <p>Week 7 3/7</p> | <p>Computer-Supported Cooperative Work (T)</p> <hr/> <p>Writing an Introduction</p> | <p>Grudin, J. (1988). Why CSCW applications fail: Problems in the design and evaluation of organizational interfaces. In <i>Proceedings of the ACM Conference on Computer-supported Cooperative Work</i> (pp. 85–93). New York: ACM.</p> <p>Howison, J., & Herbsleb, J. D. (2011). Scientific software production: incentives and collaboration. In <i>Proceedings of the ACM Conference on Computer Supported Cooperative Work</i> (pp. 513–522). New York: ACM.</p> <p>Kittur, A., & Kraut, R. E. (2008). Harnessing the wisdom of crowds in Wikipedia: Quality through coordination. In <i>Proceedings of the ACM Conference on Computer-Supported Cooperative Work</i> (pp. 37–46). New York: ACM.</p> <p>Vertesi, J., & Dourish, P. (2011). The value of data: Considering the context of production in data economies. In <i>Proceedings of the ACM Conference on Computer-Supported Cooperative Work</i> (pp. 533–542). New York: ACM.</p> | <p>James Howison (iSchool)</p> <p>AP</p> <p>DQs</p> |
| <p>Week 8 3/14</p> | <p>Philosophy (H)</p> <hr/> <p>Writing Body Sections</p> | <p>Doty, P., & Broussard, R. (2017). Fiction as informative and its implications for information science theory. <i>Proceedings of the 80th Annual Meeting of the American Society for Information Science and Technology</i> (pp. 61-70). Crystal City, VA.</p> <p>Floridi, L. (2002). What is the philosophy of information? <i>Metaphilosophy</i>, 33, 123-145.</p> <p>Furner, J. (2010). Philosophy and information studies. <i>Annual Review of Information Science and Technology</i>, 44, 161-200.</p> <p>Mai, J.-E. (2013). The quality and qualities of information. <i>Journal of the American Society for Information Science and Technology</i>, 64, 675-688.</p> | <p>Philip Doty (iSchool)</p> <p>AP</p> <p>DQs</p> |

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| Week 9 3/28 | Feminist Science and Technology Studies (DIP) <hr/> Writing a Synthesis | Crooks, R. N. (2019). Times thirty: Access, maintenance, and justice. <i>Science, Technology, & Human Values</i> , 44, 118-142. Goodnight, M., & Acker, A. (2013). Critical thinking as an everyday practice: A discussion with Sandra Harding about the history of InterActions, interdisciplinary scholarship, and her new book. <i>InterActions</i> , 9(1). Haraway, D. (2004). Situated knowledges: The science question in feminism and the privilege of partial perspectives. <i>Feminist Studies</i> , 14, 575-599. Harding, S. (1987). <i>The science question in feminism</i> . Ithaca, NY: Cornell University Press. (Ch. 1) | Amelia Acker (iSchool) AP DQs |
| Week 10 4/4 | Communication (SS) <hr/> Writing Peer Reviews | Bailey, J. O., & Bailenson, J. N. (2017). Immersive virtual reality and the developing child. In Blumberg, F. C. & Brooks, P. J. (Eds.), <i>Cognitive development in digital contexts</i> (pp. 181-200). San Diego, CA: Academic Press. Bailey, J. O., Bailenson, J. N., & Casasanto, D. (2016). When does virtual embodiment change our minds? <i>Presence</i> , 25, 222-233. Delia, J. G. (1987). Communication research: A history. In C. R. Berger & S. H. Chaffee (Eds.), <i>Handbook of communication science</i> (pp. 20-98). Los Angeles: Sage. Paisley, W. (1984). Communication in the communication sciences. In B. Dervin & M. Voigt (Eds.), <i>Progress in the communication sciences</i> (pp. 1-43). Norwood, NJ: Ablex. | Jakki Bailey (iSchool) AP DQs Rough Draft |
| Week 11 4/11 | Machine Learning (T) <hr/> Peer Feedback on Drafts | LeCun, Y., Bengio Y., & Hinton, G. (2015). Deep learning. <i>Nature</i> , 521(7553), 436-444. Jordan, M. I., & Mitchell, T. M. (2015). Machine learning: Trends, perspectives, and prospects. <i>Science</i> , 349(6245), 255-260. Gurari, D., & Grauman, K. (2017). CrowdVerge: Predicting if people will agree on the answer to a visual question. Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems, pp. 3511-3522. New York: ACM. Gurari, D., Li, Q., Stangl, A. J., Guo, A., Lin, C., Grauman, K., Luo, J., & Bigham, J. P. (2018). VizWiz Grand Challenge: Answering visual questions from blind people. <i>Proceedings of the IEEE Conference on Computer Vision and Pattern Recognition (CVPR)</i> . Piscataway, NJ: IEEE. | Danna Gurari (iSchool) AP DQs Peer Reviews |
| Week 12 4/18 | Literature (H) <hr/> Giving a Research Presentation | Baker, S. E. (2014). Ann Radcliffe beyond the grave: <i>Gaston de Blondville</i> (1826) and its accompanying texts. In D. Townshend & A. Wright (Eds.), <i>Ann Radcliffe, romanticism, and the gothic</i> (pp. 168-182). Cambridge, UK: Cambridge University Press. Baker, S. E., & Brown, T. (2010). The eCommentary Machine project. NEH Digital Humanities White Paper. Berry, D.M. (2011). The computational turn: Thinking about the digital humanities. <i>Culture Machine</i> , 11, 1-22. Borgman, C.L. (2009). The digital future is now: A call to action for the humanities. <i>Digital Humanities Quarterly</i> , 3(4), 1-21. | Sam Baker (English) AP DQs |

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| Week 13 4/25 | Indigenous Studies (DIP) Presentations | Nakata, M. (2002). Indigenous knowledge and the cultural interface: Underlying issues at the intersection of knowledge and information systems. <i>IFLA Journal</i> , 28, 281-291. Roy, L. (2015). Advancing an indigenous ecology within LIS education. <i>Library Trends</i> , 64, 384-414. Roy, L. (2017). Keeping up: Building your indigenous collection. <i>Collection Management</i> , 42, 226-239. Smith, L. T. (2003). <i>Decolonizing methodologies: Research and indigenous peoples</i> . London: Zed. (Chapter 7). | Loriene Roy (iSchool) AP DQs Presentations |
| Week 14 5/2 | Presentations | N/A | Presentations |
| Week 15 5/9 | Presentations | N/A | Final Paper Presentations |

V. Course Requirements

1. Class attendance and participation policy

(a) Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

(b) Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.

(c) Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Please note that regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, by actively participating in each class, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

2. Course Readings/Materials

- (a) All course readings will be available on the course Canvas site
- (b) Please make sure to complete all readings before coming to class

3. Discussion Questions

At 9 am on each class day (except the first week and last two weeks), you will submit three discussion questions via Canvas. Each question should be one sentence in length. Please be sure to directly refer to and synthesize all four of the readings for the week.

4. Mini Qualifying Paper

Throughout the semester, you will develop a mini qualifying paper that explores a single concept across three disciplines from three of the four foundational areas: social sciences, technical, humanities, and diverse and inclusive perspectives. You can either use disciplines from the course weeks or choose different disciplines in consultation with the instructor. For example, if you chose to write a mini qualifying paper on human values, you could select philosophy (humanities), social informatics (social sciences), and human-computer interaction (technical). The mini qualifying paper should be a good preparation for writing your qualifying paper, one of the milestones required for graduation from the Ph.D. in Information Studies program.

Paper Proposal: Please describe, in 250-500 words, your proposed mini qualifying paper. Please make sure to introduce the concept, describe the three disciplinary lenses through which you will examine this concept, and briefly outline your strategy for finding appropriate outside readings. Mini qualifying paper proposals will be graded according to the following criteria: suitability and creativity of the topic; appropriateness of the disciplinary perspectives; and appropriateness of the plan for finding outside readings.

Paper Outline: Please provide an outline of your paper, including the introduction to the selected concept, a description of the literatures that you will cover for each of the three fields, and a synthesis that integrates the various fields' approaches to the concept. The recommended format is either a bulleted list, with 3-6 bullets for each of the 5 sections, or paragraph-length descriptions of each of the 5 sections. You also need to include a list of at least 10 references of relevance to the paper, including at least 5 references which are peer-reviewed journal articles, refereed conference proceedings papers, or academic books or book chapters from beyond the course syllabus (henceforth, scholarly outside readings). Citations must follow APA style (there are many online resources to which you can refer; I recommend: <https://owl.english.purdue.edu/owl/resource/560/01/>). Outlines will be graded according to the following criteria: clarity of the plan for the paper; appropriateness of the plan for the paper; and appropriateness of the references.

Paper Rough Draft: Your rough draft should include the introduction to your selected topic, the three disciplinary perspectives, and a synthesis that integrates the various disciplines' approaches to the topic. You may choose to what extent and in what ways you develop the paper; for example, you can provide half of your final paper or the complete paper with each section half written. However, for all omitted sections, please provide a description that is further developed from the outline. You may also use this as an opportunity to provide a complete draft of the paper, but this is not required. The rough draft length should be 1,500-5,000 words. You must cite at least 20 sources, including at least 10 scholarly outside readings, and all citations must follow APA style. Rough drafts will be graded according to the following criteria: suitability and creativity of the topic, appropriateness of the disciplinary perspectives; and overall coherence and clarity of writing.

Peer Reviews of Rough Drafts: You will be selected to review two papers written by peers. Please prepare one-page reviews of each paper, including a brief summary of the purpose and content of the paper as you understood it, the strengths of the paper, and constructive feedback on how to improve it. Reviews will be graded according to the following criteria: clarity, insightfulness, and helpfulness.

Final Paper: Your final paper should incorporate feedback from all previous stages of the paper development. Your paper should be complete, coherent, and easy to read. Please make sure to proofread your paper thoroughly prior to submission. The final paper length should be 3,000-5,000 words and should cite at least 30 sources, including at least 15 scholarly outside readings. Final mini qualifying papers will be graded according to the following criteria: suitability and creativity of the topic, appropriateness of the disciplinary perspectives; depth of analysis within the disciplinary perspectives; synthesis of the disciplinary perspectives; and overall coherence and clarity of writing.

Final Presentation: Please prepare a 15-20-minute presentation of your paper that explains the goals of the paper, how you developed the paper, and the final product. Please load your slides onto the class computer prior to the class meeting. Presentations will be graded according to the following criteria: quality of synthesis, quality of visual presentation, and quality of oral presentation.

4. Late Assignment Policy

All assignments are due by the start of class for that week, except as noted in the course schedule. Late assignments will only be excused in situations following university policy (illness, religious holy days, etc.) with proper documentation and timely notification (prior to the deadline for non-emergencies). In all other cases, assignments received after the deadline will be penalized 10% per 24-hour period. If you turn in an assignment (without prior authorization or extreme emergency circumstances) even one minute late, you will have an automatic deduction of 10% prior to grading of the assignment; if you are five days late, even an otherwise perfect assignment will only receive half-credit; and if you are ten days late, your assignment will not be graded and will not receive any credit.

VI. Grading Procedures

Grades will be based on:

- Attendance and Participation (20%)
- Discussion Questions (20%)
- Mini Qualifying Paper (60%)
 - Paper Proposal: (5%), Week 4
 - Paper Outline: (5%), Week 7
 - Paper Rough Draft: (10%), Week 10
 - Peer Reviews: (10%), Week 11
 - Final Paper: (20%), Week 14
 - Final Presentation: (10%), Week 14

Grading Scale:

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|----|--------|-------|-------|-------|-------|-------|-------|--------|
| | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | | |
| A | 93-100 | B | 83-86 | C | 73-76 | D | 63-66 | F 0-59 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 | |

VII. University Policies

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

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.
- You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found here: http://deanofstudents.utexas.edu/sjs/acint_student.php

Personal Pronoun Use (She / He / They / Ze / Etc.): 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. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic Integrity: Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Further, direct quotes must be put in quotation marks. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. To learn more, please review this tutorial: https://usclibraries.usc.edu/tutorials/avoiding-plagiarism/story_html5.html

University Resources for Students: Your success in this class is important to me. We will all need accommodations because we all learn differently. 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'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact *Services for Students with Disabilities*, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center: Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The 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 <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

University Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal: BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information: If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

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