



The University of Texas at Austin McCombs School of Business

MKT 372.11 (Unique #05955)

BRAND MANAGEMENT

Spring Semester 2022

TTH 3:30 – 4:45pm

GSB 3.128

Class meetings will be conducted entirely in-person, except when the university advises online-only courses due to COVID conditions or inclement weather, or when needed to facilitate an off-site guest speaker. While the Active Learning Classroom assigned for this course enhances small group discussions and teamwork on group assignments, it does not facilitate hybrid class session recordings adequately. Students who cannot attend an in-person class session due to COVID illness/quarantine or other justifiable reasons should proactively communicate and collaborate with the instructor, teaching assistant and classmates to ensure they are able to achieve the course's learning objectives, engage with their brand audit project teams, and complete all required assignments.

Please refer to the Canvas site for this course for additional information and updates, as it is possible that health and safety conditions will evolve during the semester.

INSTRUCTOR

Prof. Steven M. Brister ("Prof. Brister")

Pronouns: he/him/his

Office: CBA 6.432D (south side of CBA near the Kelleher Entrepreneurship Center)

Office Hours: Thursday 12:00-1:00pm, or by appointment

UT Email: steven.brister@mcombs.utexas.edu

Professor's Mobile/Text (For emergencies only, please): 213-804-4676

TEACHING ASSISTANT

Molly Russell, MBA Student

Pronouns: she/her/hers

UT Email: Molly.Russell@mba.utexas.edu

TA's Mobile/Text (Emergencies only): 425-785-1154

CONTACT

The Canvas website for this class is the main source for important course information and communications including updates to the course schedule, assigned readings, and key slides for the lectures. Please enable Canvas notifications so you will be aware of important announcements, discussions, and grade posts.

Canvas messages are the best way to contact the professor and TA outside of class or office hours. We will respond to Canvas messages daily (on weekdays).

COURSE DESCRIPTION

The most valuable asset many firms have is their brand. In our global economy, product and service offerings can be replicated by competing firms, while the knowledge and attitudes consumers have about brands is not easily duplicated. Therefore, many companies recognize that the investment they make in the creation and communication of their brand will become a strategic differentiator in the future.

This course will focus on the art and science of branding as a fundamental element of marketing strategy. Students will get hands-on experience with strategies, frameworks, and specific tactics for building, leveraging, and defending strong brands in any industry. All aspects covered will be in the context of actual applications of brand concepts to real-world challenges. Discussions will focus on current opportunities and challenges facing brand managers in a variety of industries and markets.

COURSE OVERVIEW

In order to focus the class experience on deeper understanding of the core concepts and real-world applications, **students are expected to complete the assigned readings in advance.**

Class sessions will typically consist of brief class lectures reinforcing key points from the readings, followed by interactive case discussions and individual/team exercises that apply the concepts to real-world situations. Lecture Slides for each class session will be posted on Canvas prior to class, and you are encouraged to download and preview them prior to class. However, these slides will not contain the depth of information conveyed in class.

Each student will be asked to participate actively in class sessions, and to not just be a passive observer. Case preparation homework assignments will encourage students to form their opinions and questions about the case material in advance. If I call upon you directly in a class discussion, it is not an attempt to embarrass you. Knowing that you come from various backgrounds and experiences, I simply hope that each of you will contribute to the depth of knowledge shared in this class.

Guest speakers will connect course topics to their experience in the real world at a few points during the semester.

PREREQUISITES

Restricted to undergraduate business students, upper division standing, and completion of MKT 337 or MKT 337H

REQUIRED READING MATERIALS

Kellogg on Branding in a Hyper-Connected World (~\$25) edited by Alice M. Tybout and Tim Calkins, available through Amazon and other online retailers. (Note: The prior version of this book was published in 2003, and although it is available at no charge as an e-book through the UT Libraries website, it is significantly outdated.)

The **Brand Management Readings (\$39/\$47)** and **Brand Management Cases (\$26)** packets are available online from Harvard Business Press. You can access this resource through the links

provided on Canvas. Each student must purchase their own copy of the HBP reading and case packets. Please do not share copies of these materials, as this is a violation of copyright.

The specific required and supplemental readings for each class session will be specified within the Canvas module for each class, and may include PDFs or URL links to **Additional Business Press Articles** (from The Wall Street Journal, NY Times, Adweek, etc.).

ASSIGNMENTS & GRADING

Your grade in the course will be determined by your performance on a team-oriented multi-phase brand audit project, case-based homework assignments, brief quizzes on required readings, two low-pressure exams, and your contributions to class discussions.

Brand Audit Project	Multiple Due Dates	50%
Case-Based Homework Assignments	Multiple Due Dates	10%
Reading Check Pre-Class Quizzes	Multiple Due Dates	10%
Exam #1	Tuesday March 1	10%
Exam #2	Tuesday April 26	10%
Class Contributions & Exercises	Throughout Semester	<u>10%</u>
		100%

Grades will follow plus/minus system with these cut-offs. A: 100-93, A-: 92-90, B+: 89-87, B: 86-83, B-: 82-80 = B-, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-63, D-: 62-60, F: 59 or lower. (Decimals will be not be rounded up or down – an 89.7 average will earn you a B+, not an A-.)

Please note that late work will not be accepted, except as made necessary by illness or a significant emergency. Any requests for late submission of work should be made directly to Prof. Brister, preferably well in advance of the due date.

Brand Audit Team Project & Presentation (50% of Final Grade)

Each student will participate in the development of a multi-phase brand audit project as part of a team. In order to maximize the diversity of backgrounds on each team, Prof. Brister and the TA will manage the team assignments. Each team will choose a different brand to study, and at the end of the semester each team present their insights and recommendations to the entire class.

The purpose of this assignment is to help develop your brand research and analysis skills, and to allow students to apply multiple branding concepts to a real world business case. More detailed information on this project will be distributed early in the semester and posted on Canvas.

Brand Audit Project Components:

1. Brand Challenge Identification (Team) **Tuesday 2/1** For Review & Approval Only
 - Each team will identify 2-3 brands with significant branding challenges for possible audit, based on the team's interests and preliminary research.
 - Format: 1-2 page Word document (apx. ½ page per brand)

2. Brand Meaning Report (Individual) **Friday 2/11** 5% of Final Grade
 - Each team member will conduct 2 one-on-one in-depth interviews with target market consumers to identify brand associations and assess their strength, favorability and uniqueness.
 - Format: Word document with summary of consumer-based brand equity components based on analysis of your interviews, along with full interview notes. Ideal length: 2 page summary, plus interview notes.
3. Brand Audit Report (Team) **Friday 3/4** 10% of Final Grade
 - Based on extensive research, analysis and collaboration, each team will complete a comprehensive Brand Audit report that details your team's analysis and findings regarding the brand's current situation.
 - Format: Apx. 15 page professional document that summarizes (in key graphics) and describes (in text narrative) your team's findings for each major aspect of the brand. You may choose to submit in a variety of formats (PowerPoint presentation in notes view, Word document with graphics, magazine-style publication, etc.), but you must include both visual summaries and text narrative.
4. Brand Audit Presentation (Team) **Tue 3/8 & Thu 3/10** 5% of Final Grade
 - Teams will present an executive summary (PowerPoint or other presentation software) of their Brand Audit and key challenges faced by the brand.
 - Format: A 15-minute in-class presentation (supported by presentation slides) that highlights key elements of your brand audit and introduces your brand's challenges to the class.
5. Brand Recommendations Research Results (Team) **Friday 4/22** 5% of Final Grade
 - Each team will develop, field and analyze a survey that probes your brand challenges, and elements of the team's brand development recommendations.
 - Format: Document with your team's full final survey questions, including branching for different respondents & responses, plus an Excel workbook with all data survey data specifically formatted for ease-of-review by the instructor.
6. Brand Recommendations Report (Team) **Friday 4/29** 10% of Final Grade
 - Each team will develop 3-4 specific brand development strategies (with supporting tactics) that address the brand's challenges.
 - Format: Apx. 5-6 page professional document that details the team's recommendations concerning how the brand should address its challenges over the next few years.
7. Recommendations Presentation (Team) **Tue 5/3 & Thu 5/5** 5% of Final Grade
 - Teams will present an executive summary (PowerPoint or other presentation software) of their brand development recommendations.
 - Format: A 15-minute in-class presentation (supported by presentation slides) that explains your team's recommended strategic solutions for the brand's challenges.

8. Individual Contribution to Team **Friday 5/6** 10% of Final Grade
- Each student will receive an individual contribution grade based on self-evaluation, peer evaluations, and professor/TA observations.

Brief Quizzes on Required Readings (10% of Final Grade)

To encourage students to complete the assigned readings in advance, an online open-book quiz with 3-5 questions covering key concepts from required readings must be completed prior to class. Students are expected to complete these quizzes on their own, without consulting fellow students.

As these quizzes will be very straightforward, many students will earn a 100 average on this component of their grade. Each student's two lowest quiz grades will be dropped to allow for an occasion where they are not able to keep up with the required readings. The final grade will be based on the percentage of points earned vs. total possible points.

Examinations (20% of Final Grade)

There will be two take-home exams comprised of short-answer questions, and each will count for 10% of your course grade. Each exam will be available online for a period of 5 days leading up to the due dates noted above. You may spend as much time as you would like completing the exam, and it is open-book/open-notes. The objective of the exams is to assess your mastery of important learning objectives and to allow you to demonstrate your ability to independently apply the concepts you've learned to specific problems.

Case-Based Homework Assignments (10% of Final Grade)

For each of the 7 assigned cases, a set of homework questions will be provided on Canvas. You will need to draft your answers to these questions, and submit a 1-2 page Word document prior to class. These are not full/formal case briefings. For some cases you will answer a few specific questions, and for others you will write a brief decision analysis memo.

To receive credit for each assignment, you must submit your responses online through Canvas prior to the start of class. These homework assignments will receive points based on the following criteria:

- 3 points = Excellent level of completion
- 2 points = Average level of completion
- 1 point = Minimum level of completion
- 0 points = Insufficient level of completion/Missing

Late assignments will not be accepted; however, you will receive credit for all homework submitted prior to class even if you are unable to attend. Your lowest homework assignment score will be dropped, for example if you were unable to complete the case homework prior to class.

Students should be aware that these assignments will be submitted to a plagiarism detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials with an archived database of journals, essays, newspaper articles, books, and other published work. In addition, other

methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgment regarding detection of plagiarism.

The final homework grade for each student will be calculated based on their total points as a percentage of the potential homework points. For example, if a student earns 3 points on each of four assignments, 2 points on each of two assignments, and does not complete one assignment, they have earned 16 points out of a maximum of 18, and will receive a grade of 88.9.

Class Discussion Contributions (10% of Final Grade)

Each class, you will have the opportunity to earn a classroom contribution point by making a significant contribution to class discussion by providing an excellent answer to questions, posing relevant questions, and providing insightful observations. To earn the contribution point, student comments should:

- Demonstrate a deep understanding of the topic
- Contribute an important insight based on the topic, or clarify an important issue
- Consider previous points raised in the class, building on them or providing an alternative point of view
- Move the discussion forward, not backwards

Comments that simply state the obvious or repeat prior points made by other students will not earn a contribution point. After many class sessions, an additional method for contributing to the discussion via a post-class discussion board will be available to students who do not do so verbally in class.

In some class sessions throughout the course, individual and/or team exercises will provide students with an opportunity to earn an additional class contribution point. Examples of these exercises include:

- Worksheets applying key concepts
- Brand Audit project-based team exercises
- Providing audience evaluations of team presentations

Note that these exercises will only earn a point if submission is considered sufficiently complete in the judgment of the TA.

There are no makeup opportunities for in-class contributions and exercises. Consequently, if you miss a class session, or arrive/depart such that you miss the exercise, you will not earn a point for the exercise.

Your cumulative earned classroom contribution and exercise points will be posted on Canvas at the midpoint of the semester, and the current class average will be announced. At the end of the semester, your final classroom contribution grade will be based on the distribution of points across the class as follows:

- Above the class average: 95 – 100 final grade
- Equal to the class average: 90 final grade
- Below the class average: 50 – 85 final grade

COURSE ENVIRONMENT

Each student should take personal responsibility for helping create a positive, productive class environment. This includes common courtesies such as arriving on time, silencing your cell phone, and refraining from texting, eating and having personal conversations during class. Please do your best to get the most out of each class session by avoiding multi-tasking, checking email, messaging, etc.

Use of personal digital devices (i.e., laptops, tablets, smartphones, etc.) will be allowed in class. However, use should be limited to activities that support the course's learning objectives – taking notes, researching/providing information relevant to class discussions (assuming it does not take time and attention away from class activities), and accessing class material on Canvas.

Due to interactive nature of this course, it is critical that all students make an effort to get to know all of their classmates, and that they help the instructor build a learning community that is fully inclusive and that respects the perspectives and input of all students.

In order to promote academic integrity and provide a fair environment for all students, all exam and project requirements will be strictly enforced. Any infractions will be reported to Student Judicial Services.

INSTRUCTOR BIO

I grew up in Waco, TX and earned an MBA in Marketing from the University of Texas after completing a BA degree in Economics and History at Duke University. A few years ago, I returned to UT in order to share marketing insights from my professional experience with the next generation of marketing and business leaders.

I began my marketing career by working at several advertising, direct marketing and branding agencies, including Leo Burnett (Chicago) and Landor Associates (San Francisco). My first "client-side" experience was at DirecTV (Los Angeles), where I led the customer acquisition and e-business marketing teams. Later, I served as a Regional VP of Marketing for Time Warner Cable (Los Angeles), with responsibility for marketing functions including brand development, product marketing, customer acquisition and retention, and revenue development.

I keep busy outside of class with administrative responsibilities (as Asst. Chair of the Marketing Department) and with consulting engagements. For example, prior to the COVID pandemic, I completed a yearlong engagement serving as the interim Chief Marketing Officer for Andrew Harper's Hideaway Report. And a few years before that, I launched my own entrepreneurial venture, GayFamilyTrips.com.

My personal interests include travel, outdoor fitness (running, hiking, bicycling, paddling and swimming), cooking, reading, and listening to music.

PRELIMINARY COURSE SCHEDULE

A roadmap for course content is outlined below, but is subject to change.

Students should refer the course's Canvas website for detailed, up-to-date information and the assigned readings for each class period. Students are responsible for monitoring announcements made in class and on Canvas for specific changes in the schedule.

Session	Day	Date	Topic
1	Tuesday*	18-Jan	Introduction - Brands & Brand Management
2	Thursday*	20-Jan	Customer-Based Brand Equity & Brand Value Chain (Part 1)
3	Tuesday*	25-Jan	Customer-Based Brand Equity & Brand Value Chain (Part 2)
4	Thursday*	27-Jan	Brand Culture; Brand Purpose; Brand Associations
5	Tuesday	1-Feb	Segmentation & Targeting (Review)
6	Thursday	3-Feb	Positioning (Part 1)
7	Tuesday	8-Feb	Positioning (Part 2)
8	Thursday	10-Feb	Positioning (Part 3)
9	Tuesday	15-Feb	Brand Identity (Part 1)
10	Thursday	17-Feb	Brand Identity (Part 2)
11	Tuesday	22-Feb	Brand Architecture (Part 1)
12	Thursday	24-Feb	Brand Architecture (Part 2)
13	Tuesday	1-Mar	Exam #1 Due
14	Thursday	3-Mar	Brand Audit Worksession
15	Tuesday	8-Mar	Brand Audit Presentations
16	Thursday	10-Mar	Brand Audit Presentations
n/a	Tuesday	15-Mar	[Spring Break]
n/a	Thursday	17-Mar	[Spring Break]
17	Tuesday	22-Mar	Brand Design (Part 1)
18	Thursday	24-Mar	Brand Design (Part 2)
19	Tuesday	29-Mar	Brand Storytelling
20	Thursday	31-Mar	Brand Recos Research Worksession
21	Tuesday	5-Apr	Brand Communities & Social Media
22	Thursday	7-Apr	Extending Brands
23	Tuesday	12-Apr	Managing Brand Portfolios
24	Thursday	14-Apr	Brand Growth Strategy
25	Tuesday	19-Apr	Brand Value (Part 1)
26	Thursday	21-Apr	Brand Value (Part 2)
27	Tuesday	26-Apr	Exam #2 Due (incl. Kraft/Heinz)
28	Thursday	28-Apr	Guest Speaker/Course Recap
29	Tuesday	3-May	Brand Recommendations Presentations
30	Thursday	5-May	Brand Recommendations Presentations

Important Notifications

Statement on Learning Success

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. I also encourage you to reach out to the student resources available through UT.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Online Instruction

Getting Help with Zoom

Students needing help with Zoom should refer to the [McCombs Student Instructional Wiki](#) for a set of comprehensive instructions. All McCombs Canvas course pages have this link on the left menu bar for quick and easy reference.

UT Zoom Account

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events. For detailed instructions on how to sign up for a UT Zoom account, see [Getting Started with Zoom](#). You will be denied access to Zoom sessions if you attempt to access without a valid UT account.

Joining a Class or Office Hours in Zoom

The preferred method of joining a class or office hours is through Canvas. Students must log into their Canvas course site and click on Zoom on the left menu bar to locate links to join the class in Zoom in the calendar on Canvas. Zoom links for a class or office hours may also be emailed by the instructor. Regardless, students must use their UT Zoom account to participate. For more information, see [How to Join Class or Office Hours](#).

Zoom Professionalism and Etiquette

Following are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable classroom when accessing remotely:

- Keep your video on at all times.
- Be mindful of your surroundings when on camera to minimize distractions.
- Avoid display of inappropriate materials or expressions, either visual, textual, or otherwise. Such displays may be subject to disciplinary action.
- Turn your camera off when leaving the meeting temporarily and use the away feedback icon.
- Include a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions if you keep your video off.
- Mute yourself unless you are speaking. This will reduce background or feedback noise and limit distractions.
- Pose questions or comments using the “raise” your hand feature or typing in the chat window. Try to keep questions and comments brief, especially in large classes.
- Turn off your video if the video or audio is choppy. After the class or meeting, try these [Internet Connection Tips](#).
- Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](#).

For more information, please see [Zoom Etiquette](#).

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.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this. You should treat the Texas BBA classroom as you would a professional corporate environment.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The Texas BBA classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

- Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Students attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience and safety.
- Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Diversity 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.

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. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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 at least fourteen days prior 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.

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 is 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 (512) 410-6644 (video phone).

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. A [Counselors in Academic Residence \(CARE\) Program](#) is available in each college from the [Counseling and Mental Health Center](#).

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 [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

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.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the [Behavior Concerns and COVID-19 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.

Classroom Safety And COVID-19

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

- Adhere to university [mask guidance](#).
- [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.
- Visit protect.utexas.edu 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 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,

- 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](#).