

# The Politics of Protecting the Great Barrier Reef

LA 119 Spring 2024 – Current as of 16 January 2024

Unique No: 29924

Course Delivery Mode: In person only.

Meeting Dates: Wednesdays, 3-4pm

Classroom: MEZ 2.124

## Professor

**Rhonda Evans, J.D., Ph.D. (she/her/hers)**

Email: [revans@austin.utexas.edu](mailto:revans@austin.utexas.edu)

### Office Hours:

Tuesdays, 4:15-5:15pm zoom only.

Every other Thursday in person (BAT 4.150) and zoom, 12:30-2:30pm: 01/17, 01/31, 02/14, 02/27, 04/10, 04/24.

All other Thursdays are zoom only.

Zoom link: <https://utexas.zoom.us/my/rhonda.evans>.

Appointment required for a zoom meeting through Calendly. 15-minute slots only. See Canvas for details.

Dr. Rhonda Evans directs the Edward A. Clark Center for Australian and New Zealand Studies and is an Associate Professor of Instruction in the Department of Government. She was previously an Associate Professor in the Department of Political Science at East Carolina University. Dr. Evans holds a Ph.D. in Government from UT-Austin, a J.D. from the University of Pittsburgh, and a B.A. in Political Science from Kent State University's Honors College, graduating *phi beta kappa*. As a lawyer licensed to practice in her home state of Ohio, she served as an Assistant Prosecuting Attorney for Tuscarawas County and as a Staff Attorney with Southeastern Ohio Legal Services. Her research is interdisciplinary in nature and reflects her training in law and political science. Dr. Evans is working on a book on the Australian Human Rights Commission. She is co-author of *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* with Oxford University Press (2014). For a more personal bio, see Canvas.

## Teaching Assistant

**Angelina Ramirez (she/her/hers)**

Email: [angelina-ramirez@utexas.edu](mailto:angelina-ramirez@utexas.edu)

No office hours.

Angelina is a law student at UT-Austin School of Law. Her involvement with the Edward A. Clark Center for Australian and New Zealand Studies began while pursuing a B.A. in IRG at UT Austin. Initially working as a Research Intern, Angelina became an Executive Project Manager in 2021, overseeing a research team evaluating the efficacy of individual complaints of human rights breaches submitted to the Australian Human Rights Commission. In addition to her work at the Clark Center, Angelina was also President of Minority Women Pursuing Law and interned at the Texas Law Rapoport Center for Human Rights and Justice, the Texas Law Human Rights Clinic, and the Equal Justice Center Law Firm. After graduating in 2022, Angelina worked as a Social Sciences/Humanities Research Associate for the Clark Center. She is pursuing a career in public interest law/human rights law and has participated in pro bono projects with the Gender Affirmation Project and the Immigration Clinic, helping immigrant families navigate the asylum process. She is also a member of the Chicano/Hispanic/Latino Law Students' Association, the Texas Hispanic Journal of Law & Policy, and the Public Interest Law Association.

## Near Peer Mentor

**Avery Robertson (she/her/hers)**

Email: [a Robertson0310@gmail.com](mailto:a Robertson0310@gmail.com)

Office Hours:

Avery is a junior majoring in Geography and Sustainability in COLA. Her work with Dr. Evans began in spring of 2023 when she participated in the May Term to Australia to study the politics of protecting the Great Barrier Reef. Avery began working as a Clark Scholar in the fall of 2023, helping to build out course content for the 2024 May Term pre-departure course that students are required to take this semester. Her academic interests include studying social inequities that stem from environmental issues and environmental policy and research. Avery plans to attend graduate school for a sustainability or policy-related graduate degree and hopes to work in environmental consulting after that.

**Avery's Pod:** Diego Arredondo; Insha Badami; Elias Baez; Kennedy Broadhurst; Jocelyne Covarrubias; Connor Dickson; Julia Flack; Olivia Gerhart; Katherine Hughes; Kayleigh Kan; Ellen Lan; Lauren Lawson.

### Near Peer Mentor

**Casey Pack (he/him/his)**

Email: [caseypack@utexas.edu](mailto:caseypack@utexas.edu)

Office Hours:

**Casey's Pod:** Jared Levy; Caroline Lilly; Lucy Ma; Elise Moran; Katelyn Nguyen; Michelle Nguyen; Krithika Rajesh; Maheshwari Rajesh; Ian Robertson; Georgia Rocap; Elena Talarico Ribeiro; Riley Ward; Lauren Wilson.

### Course Description

Comprised of 900 islands that stretch over 1,600 miles, the Great Barrier Reef (GBR) is roughly half the size of Texas. It is the only living organism that is visible from space. Despite its status as an Australian icon and UNESCO World Heritage Site, the GBR's very existence is under threat. In 2016, it experienced the worst episode of coral bleaching in recorded history—around 90 percent of corals in Far North Queensland died. This led *Outside* magazine to publish an [obituary](#) for the GBR. As with Mark Twain, reports of the GBR's death were an exaggeration, but the Reef indeed faces numerous and formidable challenges—coastal development, agricultural run-off, ocean acidification, coral bleaching, damage from shipping traffic, overfishing, and global warming, among others. How could such a beloved environmental treasure be in such a beleaguered state? This course takes students to Townsville, Australia—home to the Great Barrier Reef Marine Park Authority—to unravel that puzzle.

Doing so requires a level of engagement that transcends glossy tourist brochures and sensationalist news headlines. Students will learn firsthand the complex political, economic, and societal contexts within which the GBR exists. The Reef is located in Queensland, a state that is roughly two-and-a-half times the size of Texas. Like Texas, Queensland is known for having a conservative political culture, and agricultural and energy industries play important roles in its economy. The GBR lies in close proximity to important farming and mining regions. Large ports, like the one in Townsville, enable Australia's agricultural and mineral commodities to enter the stream of global commerce. Bound mainly for Asia, large container ships ferry their

cargo through the GBR's fragile ecosystems. And, of course, the GBR is, itself, a tourist magnet—more than two million visitors each year inject roughly AU\$6 billion into Queensland's economy. In addition, over 70 Aboriginal and Torres Strait Islander Traditional Owner groups maintain longstanding and continuing relationships with the GBR region. These various interests complicate policymaking processes with respect to protecting the Reef.

In examining these processes, this course addresses the following questions: What, according to the most rigorous scientific studies, is the current state of the GBR's ecosystems? What policies are in place to manage and protect the GBR, and what levels of government are responsible for implementing those policies? What explains the adoption of those policies—in other words, what are their political and economic foundations? How well are existing policies working? Are there better policy options? And, if so, what are the political prospects for their adoption? In sum, to what extent is GBR policy driven by scientific evidence versus political imperatives? In answering these questions, the course considers the role of political institutions, party politics, economic interests, societal values, activists, and experts in shaping policy outcomes.

## **Accommodations for Students with Disabilities**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have an 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 and Access (D&A). Please refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>.

While it's true that Professors can see your SSD accommodations letters in the faculty portal, you are nevertheless **required to meet with me to discuss your accommodations within the two weeks of the course** or shortly after your accommodations have been approved if that occurs **mid-semester** so that we can be sure to meet your accommodations needs and facilitate your learning experience in the class.

**Accommodations will not be provided until you have met with me.** Of course, you are not required to disclose any information about your disability. Your SSD information will be kept confidential. Help us help you.

## **How to Know What's Going on (Email/Canvas Policy)**

Email is recognized as an official mode of university correspondence. We will email you at your officially registered email address, **and** notifications will be sent to that address via the Announcements function in Canvas. You are responsible for reading your email for University and course-related information and announcements. It is your responsibility to keep the University informed about changes to your e-mail address. You can find UT Austin's policies and instructions for updating your e-mail address [here](#).

You should check your e-mail regularly and frequently—we recommend daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-critical.

**Before emailing questions about some aspect of how the course operates, review this syllabus and the Canvas page.** They will likely contain the answer that you seek. Substantive questions about the course material will be answered at office hours **not via email and especially not at the eleventh**

hour before an exam or assignment is due. Come and talk to us, or raise your hand in the classroom. I enthusiastically welcome such questions in class.

## Required Learning Assessments

I have a zero-tolerance policy on cheating. **If you cheat, you don't go to Australia. Period.** This course employs a variety of mechanisms to assess student learning. All of the following requirements must be met in order to receive a passing grade for the course, i.e., you don't submit one of them, you fail the entire course.

## Performance Assessments

Assignment	Points	Due Date
Office hours visit: Dr. Evans	2	By February 15
Office hours visit: Your Pod's Near Peer Mentor	2	By February 15
Participation	20	All semester; no more than one absence permitted
Discussion Posts	20	Throughout the semester
Reflection Essay 1	25	January 24 by 3pm
Reflection Essay 2	30	May 1 by 3pm
Simulation exercise	50	You will be assigned a date: 03/27, 04/03, 04/10 or 04/17

### Simulation:

Performance will be assessed in two ways. First, it will be assessed in terms of the substantive quality of your written strategy document (i.e., did you do what you were supposed to do, and did you do it well?) and in terms of the quality of the writing. Yes, the quality of your writing counts (either for you or against you) just like it will in your postgraduate lives. We encourage you to make use of the [University Writing Center](#). I mean, why not? You're paying for it. Second, your performance will be based on your contribution to your group.

### Class Participation:

I take attendance and require class participation, which can take various forms depending on the particular day. Being “prepared for class” means that you completed the reading before class. I will randomly call on people. **You may miss no more than one class without incurring a penalty.**

## Course Materials

All course materials are freely available to you through Canvas or online through the PCL library. Materials for each class meeting are specified below. If you have difficulty opening a URL link in Canvas, simply click the blue box labelled “Open Site in New Window.”

## Class Meetings & Course Schedule

All class meetings will be held in MEZ 2.124—**except for 02/07**, which will be held at the Blanton Museum (on campus).

Canvas contains a series of modules. They are listed by date and topic. For some class meetings you may be required to work through two or more modules. Pay attention to the syllabus and the dates on

the modules. You should work through the modules before coming to class. There will be in-class quizzes on the material. Be sure to complete the discussion posts in the modules.

## **WEEK 1**

**01/17: Introduction to Australia, the Professor, TA, Near Peer Mentors & the Course.**

**Canvas:** One module; reflect on the self-care worksheet; read the syllabus!!!!

**Assignment:** **Reflection essay 1 due by Friday, January 19 at 11:59pm.**

## **WEEK 2**

**01/24: Introductions to the Great Barrier Reef & Queensland**

**Canvas:** Two modules.

## **WEEK 3**

**01/31: Pre-departure orientation.**

No Canvas assignment.

Julia Pfeiffer of Texas Global will join the class for a pre-departure orientation. Bring your questions!

## **WEEK 4 \*\*\* Blanton Museum of Art \*\*\***

**02/07: [If the Sky Were Orange: Art in the Time of Climate Change](#)**

No Canvas assignment.

A staff person from the museum will lead us through the exhibition, which closes on February 11.

Meet at the Blanton Museum promptly at 2pm -- arrive early if you can.

Admission is free with your Student ID.

Prior to class, peruse this [digital resource](#) about the exhibition. At a minimum, read the Introduction by Jeff Goodell and select no fewer than three of the remaining entries to read.

Come prepared to discuss the work with your fellow students, teaching team, and museum staff!

## **WEEK 5**

**02/14: Introductions to Townsville, Magnetic Island & Hidden Valley**

**Canvas:** Five modules.

## **WEEK 6**

**02/21: Introductions to Cairns and Brisbane**

**Canvas:** Two modules.

## **WEEK 7**

**02/28: Queensland's Indigenous Peoples & their continuing relationships with land & sea country**

**Canvas:** Two modules.

## **WEEK 8**

**03/06: Interest Groups**

**Canvas:** Two modules.

## **WEEK 10**

**03/13: No class. Spring break – Rejoice!**

## **WEEK 9**

**03/20: Simulation preparation workshop + a radical proposal**

**Canvas:** One module; read Thomas Curran, *The Perfection Trap: Embracing the Power of Good Enough*, Chap. 13, “Postscript for a Post-Perfectionism Society or Life in the Republic of Good Enough,” pp. 215-38. This is a very easy read. Curran offers a radical proposal for reframing our economy. Think about the consequences of our economic-growth mindset for the environment, specifically the Great Barrier Reef. Are the alternatives Curran proposes viable? What might it take to make them viable?

I recommend the entire book if you struggle with perfectionist tendencies (as I do). Perfectionism is often portrayed as a virtuous vice, but it can have quite pernicious effects on our productivity and mental health. Curran discusses those aspects of the book on the [Hidden Brain podcast](#), but note that he does not cover the material in Chapter 13 so the podcast is not a substitute for doing the reading.]

## **WEEK 11**

**03/27: Simulation, Day 1**

## **WEEK 12**

**04/03: Simulation, Day 2**

## **WEEK 13**

**04/10: Simulation, Day 3**

## **WEEK 14**

**04/17: Simulation, Day 4**

## **WEEK 15**

**04/24: Departure prep and course evaluations.**

No Canvas assignment.

Julia Pfeiffer of Texas Global will join the class for a pre-departure orientation. Bring your questions!

**Assignment: Reflection essay 2 due by Wednesday, May 1 by 3pm.**

**See you in Australia!!!!!!**

## **Disability and Access Accommodations**

I strive to create a supportive learning environment for all students and to ensure that all students enjoy equal access and opportunity in the course of their educational experiences at UT-Austin. Some students require accommodations in order to achieve these objectives. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

While it's true that the professor can see your SSD accommodations letters in the faculty portal, you are nevertheless **required to meet with the TA to discuss your accommodations within the two weeks of the course** or shortly after your accommodations have been approved if that occurs **mid-semester** so that we can be sure to meet your accommodations needs and facilitate your learning experience in the class. **Accommodations will not be provided until you have met with the TA.** Of course, you are not required to disclose any information about your disability. Your SSD information will be kept confidential. Help us help you.

In some instances, a student has not gone through the formal process of documenting their disability with the University. If you find yourself in this situation, visit this [website \(Links to an external site.\)](#).

If you require note-taking accommodations, notes can be collected from a student in the class and provided to you. The TA will coordinate this. The TA is your primary point of contact regarding notes.

## **Grading Policies**

Final course grades will be calculated according to the University's +/- system. Do we round up? It depends. To illustrate, a 93.5 (for example) would be rounded up to an A, whereas a 93.4 would be an A-. Expect ten points to be deducted for every day that an assignment is late.

90-93 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+  
74-76 C  
70-73 C-  
67-69 D+  
64-66 D  
60-63 D-  
59 and below F

## **How might I get feedback on my performance in the course?**

Glad you asked! We highly recommend that you seek out feedback on your assignments. Here's what to do.

We ask that you first invest some time in evaluating your work. Our own writing can read quite differently a day or more after it was written. [That's why it's a great idea to get an early start on writing assignments.] So, for writing assignments, before meeting with the Professor we ask that you take some time to re-read and self-assess your work against the general feedback provided to the class on Canvas. Consider the paper's strengths and weaknesses. Think about how you would characterize your paper. What parts of it are excellent, very good, just good, satisfactory, or unsatisfactory? Which of those terms would you use to characterize its overall quality? You can share this self-assessment with the Professor in an email. Your assessment will be used to inform your discussion with the Professor.

Why do this? We learn by reviewing our own work in a meaningful way. This process is meant to facilitate your own active role in your educational experience. By critically assessing your own work, you are better prepared to engage in a more substantive conversation with the Professor. This process is not meant to be an onerous burden or obstacle to getting feedback. Rather, it is meant to help you learn how to improve your analysis and writing skills.

## **What if I want to contest my grade?**

The Professor will grade all exams and writing assignments.

Before lodging a grade complaint for a writing assignment, we ask that you first follow the process described in the previous section, entitled “How Do I Get Feedback on my Work?” Before lodging a grade complaint for an exam, you must first meet with the Professor to review your work. You must email the Professor that you would like to contest your grade within seven days of grades being posted to Canvas. The Professor will meet with you and may exercise discretion to alter the grade. Students who remain dissatisfied with a final course grade may elect to pursue action at the College-level. More on that [here \(Links to an external site.\)](#).

### **Do you offer extra credit or make-up work?**

No. Work hard. There will be none, nada, zilch. This is my line in the sand. Understand that when you ask a professor to offer you extra credit or make-up work you are asking *them* to do *extra work* to help you, someone who clearly didn’t do the requisite work or who failed to achieve a particular grade.

### **But, what if I need a particular grade in this course in order to graduate, get into law school, or maintain my scholarship, my academic standing, or my parents’ love or financial support?**

The burden is on you (not us) to hit that mark. Your best strategy is to work hard, make use of the TA’s office hours, get feedback on your work, etc. from the beginning of the course in order to maximize your performance throughout the course. *Your grade* is entirely up to *you*. Apprising us of your plight at or near the semester’s end, pleading for special treatment, and attempting to lay a guilt trip on us will not work. The Professor has zero patience for this sort of entitled, manipulative, and unprofessional behavior.

### **What if I’m really struggling in the course or with life more generally?**

We’ve all been in a tough spot a time or two in our lives, so we get it. We really do. First step, let us know you’re struggling. We don’t need all the details. Just reach out for help. The Professor and TA are here to help you. Visit our online office hours as soon as you experience difficulty. Do not delay! Come by and discuss the material with us. Solicit feedback on drafts of your assignments. Request feedback on assignments on which you performed poorly. We want to see you succeed. Help us help you in a timely fashion!

If you experience a personal or family emergency (e.g., COVID-19 issues, death in the family, protracted sickness, serious mental health issues, etc.) that prevents you from participating in the course, contact [Student Emergency Services in the Office of the Dean of Students \(Links to an external site.\)](#). They will work with you to communicate with your professors (including me) and let them know of your situation. Taking this step makes it easier for professors to accommodate students in distress. If you do not have off-campus access to a computer and/or Wi-Fi, please contact [Student Emergency Services \(Links to an external site.\)](#) for support.

The University also provides resources to help if you experience a mental health crisis (e.g., depression, anxiety, etc.). Call the confidential [Counseling and Mental Health Center \(Links to an external site.\)](#) Crisis line at 512-471-CALL (2255). Call from wherever you are even if you aren’t sure you’re in a full-blown crisis but sincerely need help. Staff are there to help you. You’re paying for these services. Please use them if you need them.

## **Important (Must-Read) Administrative Policies**

### **Academic Integrity:**

Academic integrity is a fundamental value of higher education at UT; therefore, we will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify with regard to exams or the writing assignment. Should we determine that an academic integrity violation has taken place, we will follow the University's formal process for dealing with such matters. You are expected to be familiar with the UT Honor Code: <https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>. We refer you specifically to *Subchapter 11-400. Prohibited Conduct* in its entirety. Also consult the section on **sharing course materials and intellectual property policies** that appear in the final, **must-read** section of the syllabus. **I define plagiarism to include using text written by a generation system as one's own (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper).**

**I am a former Assistant Prosecuting Attorney for the State of Ohio. Do not give me a reason to slip back into prosecutorial mode. Note that failure to know and understand the policy (i.e., ignorance) is no defense.**

### **Accommodations for Religious Holidays and Students with Disabilities:**

The TA will manage all accommodations. By UT Austin policy, you must notify us of your pending absence at least 14 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. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Sharing of Course Materials is Prohibited:**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (exams or writing assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well 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 in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

### **The Professional Environment:**

Unless instructed otherwise, you should address professors as either “Dr.” or “Professor,” which would make me either “Dr. Evans” or “Professor Evans.”

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 professor with the student's legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). We will strive to honor **your request** to address you by a name that is different from what appears on the official roster, and we will strive to address you by the gender pronouns you use (she/he/they, etc.). **Bear in mind that**

**there are roughly 100 students in this class (which is one of three courses that I'm teaching this semester).** Please advise us of any changes early in the semester so that we may make appropriate updates to our records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

**Email Policy:**

See also the policy at the start of the syllabus. The text of your email should clearly state the nature of your inquiry, the name of the course, and either your name as it appears on the course roster or the preferred name that you provided to us. All email correspondence from us to you will be automatically sent to your official UT email address. Therefore, you should know your official UT email address, and as a matter of practice, you should check your account regularly. I have endeavored to make this syllabus as thorough and clear as possible. Before emailing questions about the course, review the syllabus. It just may contain the answer that you seek. Substantive questions about the course material that require lengthy explanations or discussion will only be answered in class (where they are especially welcomed) or during office hours. I will not respond to these types of questions by email.

**Classroom Behavior:**

This applies with equal force in the online world. It's important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Here are some guidelines for classroom behavior: (1) pay attention during class; (2) classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing; and, (3) any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations. It is a good rule to let professors know at the start of class if you will need to "leave" early.

**Safety Matters:**

Occupants of buildings on the UT-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 professor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class professors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, the UT-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](http://www.utexas.edu/emergency). The Office of Campus Safety and Security can be reached at 512-471-5767, <http://www.utexas.edu/safety/>, and the Behavior Concerns Advice Line (BCAL) can be reached at 512-232-5050.

**Title IX Reporting and Texas SB212:**

Reporting Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, 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 unprofessional or inappropriate conduct of a sexual nature 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.

Beginning 1 January 2020, Texas Senate Bill 212 **requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking** that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

**We are Responsible Employees and MUST (we are legally required to) report any Title IX related incidents that are disclosed to us in writing, discussion, emails, or one-on-one exchanges. Before talking with us, 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 would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.