# Sustainable Marketing

Spring 2022

Class Meets: Mondays, 5-8pm (one exception- Wednesday, January 19th)

**Instructor:** Liana Frey

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Pronouns: she/her/hers Office hours: Thursdays, 4-5pm

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### Course Overview

# To use Philip Kotler’s definition, “sustainable marketing holds that an organization should meet the needs of its present consumers without compromising the ability of future generations to fulfill their own needs.” To do this well, marketers need to expand their traditional scope and leverage new tools and frameworks. There has been a shift in consumer expectations around transparency and responsibility of a company’s environmental impact. Consumers expect companies to not only be responsible for their environmental impact while making a product or service, but also in the sourcing, use, and disposal. Many companies have struggled to communicate on these topics which has led to marketing that is often inadvertently misleading. Also, consumers are seeking out and buying more sustainable products. Marketers want to leverage this behavior, but they struggle with what, where, when to communicate during the customer journey.

This course aims to provide a broad range of tools and framework for understanding how businesses can interact with issues related to sustainability. The first module of this course will focus on the fundamentals of sustainability. We’ll review some the competing sustainability frameworks, learn how to use systems thinking to approach business sustainability, and utilize a stakeholder analysis approach for business solutions. Then in module two, we’ll focus in on the role of business and marketing. We’ll analyze marketing strategies around sustainability and what sets the winners and losers apart. We’ll review how sustainable marketing differs from regular marketing and how sustainability can be a competitive differentiator.   We’ll explore the opportunities and challenges with sustainable product design and measuring impacts .

# In this class, we’ll focus on environmental sustainability, with the understanding that environmental sustainability requires people sustainability.

### Learning Objectives:

1. Why is this topic important to you as a future marketing leader
2. The importance of purpose
3. Changing customer expectations around business’s role in climate change
4. How to change customer behavior
5. Learn how to adapt the 3C’s and 4P’s for sustainable marketing
6. Best practices in this field
7. How marketers can leverage systems thinking to create business and marketing opportunities
8. Understanding how to identify and work with partners in the business ecosystem to achieve purpose-driven objectives
9. How to avoid greenwashing and other challenges
10. Sustainable product design and marketing

### Class Schedule, Readings, and Preparation Questions

# **1/19 (Wed)- Session 1: Introduction, the Role of the Firm, Businesses as dynamic and complex systems**

* Introduction to Course
* The role of the firm
* Firm incentives
* FishBanks simulation and discussion around outcomes
* Introduction to Systems Thinking
* “Systems in Action” simulation

Assigned Readings

* Friedman, M. (1970): “The Social Responsibility of Business is to Increase its Profits”. The New York Times Magazine, September 13, 1970.
* Polman, P. (2014). “Business, society, and the future of capitalism”. McKinsey Quarterly, https://www.mckinsey.com/business-functions/sustainability/our-insights/business-society-and-the-future-of-capitalism
* Fink, L. (2019). “Purpose & Profit”. Annual letter to CEOs, https://www.tradinginsider.fr/2019/03/larry-finks-letter-ceos-2019-purpose-profit/
* Martin, R. & Kemper, A (April 2012). Saving the Planet: a Tale of Two Strategies, Harvard Business Review, https://hbr.org/2012/04/saving-the-planet-a-tale-of-two-strategies
* Aronson D. Overview of Systems Thinking. Retrieved July 19, 2018 http://www.thinking.net/Systems\_Thinking/OverviewSTarticle.pdf (3 pages)

Week 1 Assignments:

* Milestones in Sustainability Assignment: From the Google spreadsheet that I will provide, please choose two milestones in sustainability and write a one to two paragraph description of the event and impact. Due at midnight 1/23.
* Participate in Online Discussion Forum

**1/24 (Monday) Session 2: Sustainability Frameworks and Stakeholder Engagement**

* Milestones in Sustainability discussion
* Discussion of sustainability framework concepts such as Triple Bottom Line, Natural Capitalism, cradle-to-cradle design, and the natural step framework
* Stakeholder engagement
* Scope 1,2, and 3 emissions
* Guest speaker: Robert Stephens, Head of Sustainability, National Instruments

Assigned Readings:

* Bernoville, T. (August 20, 2020). What are Scopes 1, 2 and 3 of Carbon Emissions? https://plana.earth/academy/what-are-scope-1-2-3-emissions/Baxter, K., Boisvert, A., Lindberg, C. and Mackrael, K. (2009) The Natural Step Primer, The Natural Step Canada
* Elkington, John(17/8/04), Enter the Triple Bottom Line History
* Lovins, A., Lovins, H., and Hawken, P. (May June 1999). A Road Map for Natural Capitalism. Harvard Business Review.Retrieved 6/24/21 <http://www.csun.edu/~dtf46560/630/Misc/Lovins_NaturalCapitalism_1999.pdf>
* McDonough, W. Cradle-2-Cradle http://www.ted.com/talks/william\_mcdonough\_on\_cradle\_to\_cradle\_design.html (20min)

Week 2 Assignment:

* Participate in Online Discussion Forum. Please answer the questions posted in the online discussion forum and comment on two peer posts.

**1/31 (Monday) Session 3: Consumer Positioning**

 Understand customer purchase decision process for sustainable consumption

* The “green consumer”
* Beyond the Green Consumer- Mainstream Appeal
* Workshop around target segments, positioning, customer insights, stakeholders, and research

Assigned Readings:

* Big Brands, Big Impact: A Marketer’s Guide to Behavior Change

**2/7 (Monday) Session 4: Sustainable Marketing Best Practices and Challenges**

* Explore topics like leveraging norms and virtue signaling
* Discuss challenges around greenwashing and the green premium
* Guest Speaker: Scott Marcus, former CMO, Vital Farms

Assigned Readings:

* Goldstein, Cialdini and Griskevicius (2008) “A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels,” Journal of Consumer Research

Week 4 Assignment:

* Participate in online discussion forum. Please answer the questions posted in the online discussion forum and comment on two peer posts.

**2/14 (Monday) Session 5: Building and Marketing Sustainable Products and Measuring Impact**

* Guest speaker: Caroline Cotto, COO, Renewal Mills, on circular design and economy
* Sustainable Product Design
	+ Circular Economy
	+ Packaging
* Measurement Frameworks

Assigned Readings:

* No assigned readings

Week 5 Assignment:

* Individual Marketing Plan- due 2/13 at midnight

**Grading:**

|  |  |
| --- | --- |
| Class Participation | 30% |
| Milestones in Sustainability | 6% |
| Discussion Forum Participation | 24% |
| Individual Marketing Plan | 40% |

Milestones in Sustainability Exercise – 5%

Students will be asked to share a short summary explanation or description of one

or two key milestones, events, theories, or organizations related to the development of the field of sustainable management. The descriptions should be short and concise. In addition to sharing research in an informal oral report to fellow classmates, students are expected to document their findings in a shared Google sheet provided by the teaching team. Each student entry should be posted in the shared database document and include the following information:

* Date of the event (or time period in which it occurred)
* Name of the student researcher
* Description (1-2 paragraph summary)
* Sources of the information gathered

Online Discussion Forum- 20%

Participate in online discussion forum. Please answer the questions posted in the online discussion forum and comment on two peer posts before the deadline. Note that you will need to post a day or two before the deadline in order to participate in a dialogue with your peers. You will asked to post in weeks 2,3, and 4. Posts should be 500 words or more.

Class Participation- 35%

* Supporting your statements with proper analysis of the data and information from readings and/or cases
* Using the assigned readings to structure your analysis and evaluate the soundness of your recommendations
* Being open to the questions and critiques of your classmates
* Defending your point of view on the case persuasively but not “defensively”
* Questioning your colleagues’ assumptions and statements in a constructive and thoughtful way
* Actively listening to, building on, and enriching the discussion rather than going off on tangents or repeating what has been said before
* Being in class before the starting time so that we can start and end on schedule.
* If we have a case that day, constructing(a) well-structured advance preparation of each day’s assignment with deeply thought-out analytical support as well as (b) rapid “on your feet” analysis, critique, and synthesis during the class discussion. Let me also remind you that “what actually happened” in a specific case is not important. Some cases may showcase a success story and others may highlight a marketing strategy gone wrong. We will learn from both, but no case depicts a perfect strategy or one that is totally flawed. So, there is rarely just one right recommendation but there are several wrong or ill-supported recommendations. If you happen to know what happened in a particular case, you should try not to let that influence your analysis. Neither should you use any post-discussion information I give you about what happened as an indicator of the quality of your own recommendation. How organized and careful is your thought process? How well do you combine analytical thinking with creativity in evaluating a situation and suggesting solutions? Are you able to draw on frameworks from assigned readings and from discussions of previous cases? These are the benchmarks to evaluate your analysis.
* If we have a speaker, looking them up on LinkedIn and/or Google before the class. Preparing three questions in advance of class that go beyond the obvious to get to critical business issue. “For example, to sustainably produce your product is more expensive than other products on the market, how did you decide on your pricing strategy?”.

Marketing Plan- 40%

At the end of the class, each student will submit a marketing plan focused on a firm strategy that can increase the sustainability of the firm’s actions while also creating stakeholder value. Maximum length is 10 pages.

The marketing plan should include.

* The current state of the product, with regards to the 3 Cs (Customer, Company, and Competition).
* The market opportunity
* The proposed strategy
* Customer Positioning
* Stakeholder Engagement strategy
* What marketing mix (tactics) you will use (4 Ps plus additional “P” on partnerships that we learned about in class).
* A projected income statement
* The KPIs (key performance indicators) you will monitor to assess whether the goals are achieved.

It is essential that you justify your strategy with data.

### Course Requirements

### Required Devices

* Laptop

### Classroom expectations

Course participation does not just mean attending class. It means participation in the class as a whole and the quality of that participation.

* Attendance is essential and expected. With only five classes, attendance is critical component for this course.
* PLEASE USE YOUR NAME CARDS FOR EVERY CLASS SESSION to help me record your participation.
* Class participation is evaluated on the quality of your participation and its contribution to improving the learning experience of the class. Note that quality is not necessarily a function of quantity. Quality is assessed by preparation, argument strength (well-supported points), and the extent to which the entire class benefited from your comments.
* Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice! Getting comfortable with public speaking will give you a HUGE career advantage. Here's the secret to cutting your stress level - BE PREPARED. Your class participation grade is weighted heavily in favor of quality over quantity.
* To help encourage participation, I will call on a rotating group of students each week to share their in-class work on the hands-on portion of the lecture.

# Policies

## Classroom Policies

### 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. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

### Grading Policies

|  |  |
| --- | --- |
| Grade | Cutoff |
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 84% |
| B- | 80% |
| C+ | 77% |
| C | 74% |
| C- | 70% |
| D | 65% |
| F | <65% |

### Late work

Late work will be penalized.

### Absences

Class attendance is mandatory. Absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency.

### 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.mccombs.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](https://wikis.utexas.edu/display/MSBTech/Student%2BOnline%2BInstruction%2BWiki) 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](https://wikis.utexas.edu/display/MSBTech/Getting%2BStarted%2BWith%2BZoom). 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](https://wikis.utexas.edu/display/MSBTech/How%2Bto%2BJoin%2BClass%2Bor%2BOffice%2BHours).

##### 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](https://wikis.utexas.edu/display/MSBTech/Internet%2BConnection%2BTips).
* Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](https://wikis.utexas.edu/display/MSBTech/Internet%2BConnection%2BTips).

For more information, please see [Zoom Etiquette](https://wikis.utexas.edu/display/MSBTech/Zoom%2BEtiquette).

### 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](http://deanofstudents.utexas.edu/conduct) in the [Office of the Dean of Students](https://deanofstudents.utexas.edu/). 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 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 distractions. 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, but it also 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](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/), you must notify me of your pending absence as far in advance as possible 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](https://diversity.utexas.edu/disability/about/), 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](https://www.utexas.edu/campus-life/health-and-wellness) 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](https://cmhc.utexas.edu/CARE_leblanc.html) is available in each college from the [Counseling and Mental Health Center](https://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 [Sanger Learning Center](https://ugs.utexas.edu/slc) or call 512-471-3614 (JES A332).

### Student Emergency Services

UT’s [Student Emergency Services](http://deanofstudents.utexas.edu/emergency/) 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](http://deanofstudents.utexas.edu/emergency/). 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](https://safety.utexas.edu/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.

### Classroom safety and covid-19

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

* Adhere to university [mask guidance](https://t.e2ma.net/click/fuzy1f/7f70iib/3gdvdxc).
* [Vaccinations are widely available](https://t.e2ma.net/click/fuzy1f/7f70iib/j9dvdxc), 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](https://t.e2ma.net/click/fuzy1f/7f70iib/z1evdxc) remains an important part of the university’s efforts to protect our community. Tests are fast and free.
* Visit [protect.utexas.edu](https://t.e2ma.net/click/fuzy1f/7f70iib/fufvdxc) 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](https://titleix.utexas.edu/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](https://titleix.utexas.edu) or email titleix@austin.utexas.edu.

### Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](https://financials.utexas.edu/about/leadership/avp-campus-safety), 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](https://preparedness.utexas.edu/).