



MKT382 – Product Management

SECTION 05380

Fall 2020

**DRAFT – SUBJECT TO
CHANGE**
(from MBA class in S20 semester)

CLASS MEETS: MW 12:30-2:00 in RRH 4.416 and online

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Office hours:

Tuesday 10-11am (<https://utexas.zoom.us/j/98389528473>)

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and by appointment

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Course Description

WHAT WILL I LEARN?

Growth is the core challenge of business. The pressure to grow never stops. And when it comes to topline organic growth, more than any other business function, it is marketing which must provide the leadership. That profound responsibility is what attracted many of us to the discipline in the first place.

As marketers, we know that topline organic growth is the result of one thing: providing more value to our customers than our competitors do. Of course, we have four primary tools to provide this value; we call them the four Ps of marketing. While we should strive to provide value through each of the four, arguably the most important P is PRODUCT. It is the product that the customer is left with after the exchange and ultimately satisfies their needs (or doesn't). It is the product on which customers primarily base their purchase decisions. Lee Iacocca accurately said, "When the product is right, you don't have to be a great marketer".

This class is about just that: getting the product right.

This class covers all of the important activities leading up to the launch of "right" products:

- Identifying and selecting market opportunities
- Creating a product strategy
- Ideating and planning products
- Facilitating efforts to develop products
- Preparing the company to launch new products

The scope of the class is inclusive of a wide spectrum of industries, company stages, and product types. Unlike many product management curricula, the focus of this class is not limited to technology-based startups.

Consistent with most definitions of "product management", this class will not explicitly cover marketing activities which occur at or after the launch of a product (tasks commonly referred to as "Product Marketing").

LEADERSHIP AND THIS COURSE

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

This course will provide concepts for (and experience with) the product management function from a variety of vantage points: product manager, company founder, consultant, other business functions that will interface with



product management, and general management which will oversee it. Successful students in this class will hone their ability to assess product opportunities, make the many decisions associated with managing the new product process, and lead the cross-functional teams which have a role in product success at a company.

HOW WILL I LEARN?

Product Management classes will include lecture, class discussion, in-class exercises, a multi-part team project, cases, guest speakers, and meetings with the instructor.

The team project is a critical component of the learning in this class (and a major part of the course grade). Students will be assigned into 4-6 person teams for the semester-long project. Each team will select an actual or hypothetical company to serve as the focus of their project, allowing students the opportunity to tailor the course toward their interests. Throughout the semester, teams will work through a complete product management process for that company. There will be three primary deliverables and at the end of the semester teams will present a summary of their work to the class.

Several cases will be discussed throughout the semester. Students are expected to be fully prepared for each. Students are additionally required to individually submit written analyses for two cases of the cases.

Individual contribution is an important part of this class. Students are expected to be fully prepared for each class activity and to constructively share their insights with their teammates, other students, teaching assistant and instructor.

This class has been designated to be delivered in a “Hybrid” format. This Hybrid format is new for all of us and likely to evolve further as conditions require. Most Product Management class sessions will likely originate from our assigned classroom but will also be accessible on Zoom. More information about the exact implementation of this Hybrid format (including when students may be present in the classroom) will be provided when available.

While any Zoom recordings of class sessions will be made available online, students are encouraged to participate synchronously with class sessions to allow for real-time contribution.

PRE-REQUISITES FOR THE COURSE:

Graduate standing.



HOW TO SUCCEED IN THIS COURSE:

Preparation. Product Management is a rigorous course and students are expected to fully apply themselves. Generally, there will be preparation required in advance of each class session. Specific guidelines for this preparation will be communicated no later than the class prior. Deadlines for assignments (e.g. case write-ups and project deliverables) will be communicated at least one week in advance (tentative dates are listed in the “Course Outline” section of this document).

Resourcefulness. Product management is a very broad topic. This course provides the generic background necessary for identifying, understanding and responding to customer needs; students have the opportunity to tailor the course toward their interests by the market/product opportunity selected. Thus, the course can be a consumer product, industrial product, service, or even not-for-profit course depending upon the project. Students are encouraged to apply previous work experiences, learnings from other classes, and outside research to their project deliverables (properly attributed, of course). Additionally, student teams will meet with the instructor in scheduled and ad hoc meetings to discuss the specifics of their project.

Verbal Persuasion. The ability to be verbally persuasive is a key determinant of the success for a businessperson. Often it is an interview, pitch, conversation or other verbal interchange that determines the success of our ideas and ourselves. We must be able to communicate our ideas effectively and to persuade others. This is especially true in product management, where often we must lead cross-functional efforts even though we have no organizational authority to do so. The important “Individual Contribution” grade component of this class is designed to encourage students to exercise their verbal persuasion skills. Students are expected to share their ideas, questions, and differing opinions freely and constructively, just as a practicing product manager would. (If you would like to become more confident and skilled in your verbal persuasion abilities, let’s meet offline to discuss. I can help.)



Course Requirements

REQUIRED MATERIALS

Coursepack: <https://hbsp.harvard.edu/import/747528>

REQUIRED DEVICES

A client device capable of:

- Accessing Canvas (and the internet generally)
- Participating in Zoom meetings (i.e. with a camera and microphone)
- Authoring MS Word documents

CLASSROOM EXPECTATIONS

Class attendance. Students are expected to participate synchronously in the class sessions (either in the classroom or online). Unless an accommodation is made through the University, students not synchronously participating in a class session cannot receive Individual Contribution credit for that session.

Class participation. Minimally, students are expected to be fully prepared for each class session (and instructor meeting) and respond effectively to questions. Additionally, successful students will seek opportunities to proactively contribute their insights, ask questions, respectfully challenge others' positions, and generally contribute to a vibrant environment where we can all learn from one another.

Behavior expectations. Simply stated, when in class or an instructor meeting, we all should behave as if we were in an important business meeting with respected colleagues (which we are). Any behavior not consistent with the McCombs Classroom Professionalism Policy is unproductive and distracting, and will be reflected in the Individual Contribution grade.

ASSIGNMENTS

1. **Market Opportunity Identification Team Project Deliverable:** For the selected company, an effective data-driven assessment of all relevant factors required to identify compelling growth opportunities for the company. For opportunities which might be exploited with an effective product effort, an effective approach to selecting the one market opportunity which will serve as the focus for subsequent parts of the project. Suggested format, contents, and grading rubric for the deliverable will be communicated during class. (20% of grade)



2. **Product Strategy and Planning Team Project Deliverable:** For the opportunity identified in the “Market Opportunity” phase of the project, creation of an effective product strategy which aligns the company with the opportunity. Within that strategy, teams will ideate potential product concepts and, using an effective prioritization approach, identify and document the most compelling product opportunity which will serve as the focus for subsequent parts of the project. Suggested format, contents, and grading rubric for the deliverable will be communicated during class. (25% of grade)
3. **Go-to-Market Planning Team Project Deliverable:** For the product identified in the “Product Strategy and Plan” phase of the project, a go-to-market strategy which considers positioning, identifying initial customer prospects, approaches to the other three Ps, engaging a cross-functional team, and other relevant components. Suggested format, contents, and grading rubric for the deliverable will be communicated during class. (10% of grade)
4. **Class Presentation:** Each team will present a brief presentation of their project to the class during the last part of the semester. Suggested format, contents, and grading rubric for the deliverable will be communicated during class. (5% of grade)
5. **Written Case Analyses #1 & 2:** For two of the cases to be formally discussed during the semester, each student will individually prepare a written case analysis. The selection of the two cases for write-up is at the discretion of the student, based on their interests and schedule. Suggested format, contents, and grading rubric for the deliverable will be communicated during class. (10% of grade each)
6. **Individual Contribution:** Students are expected to be active contributors during class sessions, in instructor meetings, and in all activities associated with the team project. 50% of the Individual Contribution grade will be determined by team members’ assessment of the student’s contribution to the team project. The other 50% will be based the TA’s and instructor’s assessment of individual contribution in every class discussion, presentation, and instructor meeting using this rubric:
 - Present and contributing especially insightful comments which enhance the learning of other students*: 9-10 points
 - Present and actively contributing to the discussion: 8 points
 - Present and not obviously unprepared: 7 points
 - Present but unprepared: 5 points
 - Not present: 0 points

* e.g. asking insightful questions, redirecting a case discussion when the current point has been adequately covered, providing appropriate quantitative analysis, summarizing or reconciling previous comments, drawing key learning points from a particular case or class discussion, etc.

GRADING FOR THIS COURSE

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

Component		Percent of Semester Grade			Evaluator		
		Team	Individual	Total	Instructor	Peers	Team
Team Project	Market Opportunity	20%		20%	✓		
	Product Strategy & Plan	25%		25%	✓		
	Go-To-Market Plan	10%		10%	✓		
	Class Presentation	5%		5%	✓	✓	
Written Case Analysis #1			10%	10%	✓		
Written Case Analysis #2			10%	10%	✓		
Individual Contribution			20%	20%	✓		✓
		60%	40%	100%			

Semester grades will be assigned as follows:

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

To avoid any misunderstanding regarding rounding methodology, grades will NOT be rounded up – e.g. an 89.99 (as close as it is to 90) will still be a B+.

Note that the grade calculations shown on Canvas are occasionally in error. The official grades for this class will be calculated as described in this syllabus and may be different than any grade averages calculated by Canvas.

Out of fairness to all students, I do not arbitrarily change grades or give extra credit opportunities. There will be no exceptions. The way to get the grade that you want is by earning it during the semester, and not by asking for a favor at the end of it.



COURSE OUTLINE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Date	Day	Class	Module	Topics	Format	Assignments Due
8/26/20	W	1	Class Intro	Course Overview	Online	
8/31/20	M	2	Market Opportunities	Market Opportunity Discussion #1	Hybrid	
9/2/20	W	3		Guest Speaker	Online	Project Proposal
9/7/20	M	--		(Labor Day holiday)	--	
9/9/20	W	4		Market Opportunity Discussion #2	Hybrid	
9/14/20	M	5		Market Opportunity Discussion #3	Hybrid	
9/16/20	W	6		Guest Speaker	Online	
9/21/20	M	7		Instructor Meetings	Online	
9/23/20	W	8		Instructor Meetings	Online	
9/28/20	M	9		Case: RoboTech	Hybrid	Case Writeup*
9/30/20	W	10		TBD	TBD	
10/5/20	M	11	Product Strategy & Planning	Product Strategy & Planning Discussion #1	Hybrid	Mkt Opportunity
10/7/20	W	12		Product Strategy & Planning Discussion #2	Hybrid	
10/12/20	M	13		Guest Speaker	Online	
10/14/20	W	14		Product Strategy & Planning Discussion #3	Hybrid	
10/19/20	M	15		Product Strategy & Planning Discussion #4	Hybrid	
10/21/20	W	16		Case: Cree	Hybrid	Case Writeup*
10/26/20	M	17		Instructor Meetings	Online	
10/28/20	W	18		Instructor Meetings	Online	
11/2/20	M	19		Case: Balanced Snacking	Hybrid	Case Writeup*
11/4/20	W	20		TBD	TBD	
11/9/20	M	21	Product Development	Case: MediSys	Hybrid	Case Writeup*
11/11/20	W	22	Guest Speaker	Online	Prod Strat & Plan	
11/16/20	M	23	Go-to-Market	GTM Discussion #1	Hybrid	
11/18/20	W	24		TBD	TBD	
11/23/20	M	25		Case: Soren Chemical	Hybrid	Case Writeup*
11/25/20	W	--	(Thanksgiving Holiday)	--		
11/30/20	M	26	Team Presentations	Team Presentations	Online	GTM Plan
12/2/20	W	27		Team Presentations	Online	
12/7/20	M	28		Team Presentations	Online	

* students are required to submit written case analyses for any two cases of their choosing.



Policies

(standard UT/McCombs guidelines are noted by grey font)

CLASSROOM POLICIES

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.

LATE WORK

Team project deliverables are due by the date and time communicated in class. Deliverables which are received late are subject to a minimum 10% grade penalty. Case write-ups are due by 6pm CT the day before class discussion of the case. Late case write-ups will not be accepted.

ABSENCES

Absence from class (or a scheduled instructor meeting) will be reflected in the "Individual Contribution" component of the grade. We will drop the two lowest individual contribution grades prior to calculating the Individual Contribution component of the grade to allow for two absences. With the exception of religious holy days or other University-mandated exceptions, synchronous attendance in class sessions is required and there are no "excused" absences.

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 MBA experience hinges on this. You should treat the Texas MBA classroom as you would a corporate boardroom. 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 MBA 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 MBA 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 do not confuse the classroom for the cafeteria. The classroom (boardroom) is not the place to eat your breakfast tacos, wraps, sweet potato fries, or otherwise set up for a picnic. Please plan accordingly. Recognizing that back-to-back classes sometimes take place over the lunch hour, energy bars and similar snacks are permitted. Please be respectful of your fellow students and faculty in your choices.
- Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.
- 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.

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 by 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](#)

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.

CLASSROOM SAFETY

We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this is means that all students are required to follow two important rules.

- Every student must wear a cloth face covering properly in class and in all campus buildings at all times.
- Every student must engage in documented daily symptom screening. This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.
- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).
- COVID-19 violations can be reported [here](#).



If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for obtaining an accommodation working with Services for Students with Disabilities.

Other guidelines include:

- Students in A/B cohort classes should attend their in-person section only on the day and at the time that they are scheduled to attend.
- Students should not alter the layout of a classroom under any circumstances from its original configuration that is designed to maintain social distancing guidelines.
- Students should remain outside the building until the passing time prior to their designated class time. Use designated campus study areas as needed.
- Consumption of food and drink is not allowed in classrooms or public areas of university buildings except for designated break areas.
- Enter the building at the designated entrances. Use the hand sanitizer as provided or your own personal hand sanitizer after entering the building.
- Follow the corridor and stairway directional signage where applicable, maintain proper social distancing and noted paths of travel.
- All physically-able students should use stairs whenever possible. If an elevator is required there should be no more than the number of occupants noted on the elevator signage in the elevator at a time, maintaining social distancing.
- All classrooms doors should remain propped open before, during, and after class if it is not disruptive. This decision is at the discretion of the instructor using the classroom.
- Students should enter the classroom at the designated entrance and fill the room by row from the first row to the last row and from the seat furthest from the entrance to the seat closest.
- Only specific seats in classrooms will be available due to social distancing requirements.
- Students should carry their own personal sanitizing wipes to ensure that they can clean surface areas including classroom stations as needed. Wipes should be disposed of after class in the nearest trash receptacle.
- Students should exit the building immediately after the class completes at the designated exit. Each student should exit the room by row from the last row to the first row and from the seat nearest the exit to the seat furthest from the exit. Students who wish to speak with the instructor after class should do so at the location that will be designated by the instructor outside the building so that the next class can get set up and social distancing can be maintained.
- Dispose of any waste after class in the nearest trash receptacle.



- Exit the building at the nearest designated exit. Use the hand sanitizer as provided or your own personal hand sanitizer after exiting the building.

COVID Caveats: To help keep everyone at UT and in our community safe, it is critical that students (and faculty and staff) report COVID-19 symptoms and testing, regardless of test results, to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

SHARING OF COURSE MATERIALS IS PROHIBITED

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 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.

FERPA AND CLASS RECORDINGS

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.

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.

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.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: deanofstudents.utexas.edu/conduct



UNIVERSITY RESOURCES FOR STUDENTS

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

SERVICES FOR STUDENTS WITH DISABILITIES

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

COUNSELING AND MENTAL HEALTH CENTER

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. cmhc.utexas.edu/individualcounseling.html

STUDENT EMERGENCY SERVICES:

If at any time you experience an emergency that necessitates your absence from a class requirement (e.g., attendance, assignment submission, or exam), please report your circumstances and absence via the Student Emergency Services website: deanofstudents.utexas.edu/emergency

IMPORTANT SAFETY INFORMATION

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.



TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, operations.utexas.edu/units/csas

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: emergency.utexas.edu