

INF385E Information Architecture and Design, Spring 2026

Unique No.: 28910
Class time: Wednesdays: 9:00AM – 12:00PM
Classroom: UTA 1.208
Instructor: Yan Zhang, PhD
Office hrs: By appointment
Email: yanz@utexas.edu
TA: Hsiao-Hsi (Shirley) Chiu, shicchiu@utexas.edu

Course description

User-centered design of web-based information-rich systems based on interaction design principles and user information needs and behavior research.

Course objectives

By the end of the semester, students will be able to:

1. Understand the basic principles of user-centered design, usability, and usability testing in the context of information architecture (IA)
2. Understand IA development process, including research, design, and evaluation
3. Analyze and design IA, primarily including content organization, labeling, navigation, and search systems, for web-based user interfaces using a variety of methods and tools (e.g., card sort)
4. Understand and analyze how IA design may influence users' perceptions of the credibility of the information and the source
5. Become versed in developing IA process documentations, such as content inventory, concept map, persona, and site map.

Required Text

Rosenfeld, L., Morville, P., & Arango, J. (2015). Information Architecture: For the Web and Beyond (4th edition). Digital book available through UT library. Search the book in the UT catalog system: <https://www.lib.utexas.edu/>

Additional readings will be posted on the class website.

Recommended reading [digital book available in UT library]

Redish, J. (Ginny). (2012). Letting Go of the Words: Writing Web Content That Works. Elsevier Science & Technology. <http://ebookcentral.proquest.com/lib/utxa/detail.action?docID=953186>

Policies

Policies concerning assignments

- Assignments must be submitted by midnight (11:59PM) on the due date.
- In fairness to students who turn in assignments on time, all late papers will be penalized by lowering the earned grade one grade level (e.g., from A- to B+; from B to B-) for each day that the assignment is late.
- No assignment submitted more than one week after the due date will be accepted.
- These penalties will not apply to students who know in advance that they will be submitting an assignment late and let me know in advance. "In advance" means up until 24 hours before the class session in which the assignment is due.

Policies on class attendance and participation

- Reading assignments must be done before class so that you can ask questions and participate in discussions in class.
- You must participate in class discussions. In-class discussions and activities play an important role in this class. Extensive participation in class discussion will be an essential element of your learning success on the subject of understanding and serving users. Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. Class participation will be graded as part of your final grade.
- Attending each class is highly recommended. If you know in advance that you must miss a class, let me know in advance (up until 24 hours before the class session).
- If you miss a class session, unexpectedly, get in contact with me or the TA ASAP.

University of Texas Honor Code

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.”

This means that work you produce on assignments is all your own work.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear 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 Policy which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/>

Here are some tips about avoiding academic misconduct, including plagiarism: <https://deanofstudents.utexas.edu/conduct/avoiding.php>

Grading

Grading scale

In the School of Information, the following guidelines are used in grading:

A	4.00	Excellent. High degree of mastery of the course material.
A-	3.67	Very good.
B+	3.33	More than satisfactory.
B	3.00	Satisfactory. Work consistent with academic expectations of graduate students.
B-	2.67	Less than satisfactory.
C+	2.33	Unsatisfactory. May indicate the instructor's reservations about the student's ability to meet the iSchool’s academic requirements.
C	2.00	Unsatisfactory. Indicates the instructor's reservations about the student's ability to meet the iSchool’s academic requirements.
C-	1.67	Unsatisfactory. Indicates the instructor's strong reservations about the student's ability to meet the iSchool’s academic requirements. Any course with a grade lower than C cannot be counted toward a student’s degree.
D	1.00	Unacceptable. Indicates the instructor's very strong reservations about the student's ability to meet the iSchool’s academic requirements and to earn a graduate degree. Any course with a grade lower than C cannot be counted toward a student’s degree.
F	0.00	Failing.

Semester grades will be computed as follows:

A = 94-100; A- = 90-93

B+ = 87-89; B = 84-86; B- = 80-83

C+ = 77-79; C = 74-76; C- = 70-73

D = 60-69
F = anything below 59

Grading rubric for presentations in the class

For all your presentations in this class (topic presentations and final project presentations), you are encouraged to use Powerpoint or some other presentation program (such as Open Office or Lotus Symphony). The grading rubric for the presentation is listed below (Note: This [rubric](#) was developed by [Information Technology Evaluation Services, NC Department of Public Instruction](#). However, it was slightly modified for our purposes.)

Organization	
Unacceptable	Audience cannot understand presentation because there is no sequence of information
Acceptable	Audience has difficulty following presentation because presenter jumps around
Good	Presenter presents information in logical sequence which audience can follow
Excellent	Presenter presents information in logical, interesting sequence which audience can follow
Subject Knowledge	
Unacceptable	Presenter does not have grasp of information; presenter cannot answer questions about subject
Acceptable	Presenter is uncomfortable with information and is able to answer only rudimentary questions
Good	Presenter is at ease with expected answers to all questions, but fails to elaborate
Excellent	Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration
Graphics	
Unacceptable	Presenter uses superfluous graphics or no graphics
Acceptable	Presenter occasionally uses graphics that rarely support text and presentation
Good	Presenter's graphics relate to text and presentation
Excellent	Presenter's graphics explain and reinforce screen text and presentation
Spelling & Grammar	
Unacceptable	Presenter's presentation has more than one misspelling and more than one grammatical error
Acceptable	Presentation has exactly one misspelling and/or exactly one grammatical error, which a spell- or grammar checker would catch
Good	Presentation has exactly one misspelling and exactly one grammatical error, which a spell- or grammar checker would not catch
Excellent	Presentation has no misspellings or grammatical errors
Eye Contact	
Unacceptable	Presenter reads all of report with no eye contact
Acceptable	Presenter occasionally makes eye contact, but still reads most of report
Good	Presenter maintains eye contact most of the time but frequently returns to notes
Excellent	Presenter maintains eye contact with audience, seldom returning to notes
Elocution	
Unacceptable	Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of room to hear
Acceptable	Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation.
Good	Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation.
Excellent	Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Assignments

Overview

This is an overview of the assignments for this course:

	Assignment	Points
1	Attending class and participating in class discussion	15
2	Case presentation	15
3	<i>Final project</i>	
	Project proposal	5
	User needs analysis	10
	Competitive analysis	10
	Content inventory	10
	Final report	15
	Final project presentation	10
	Peer evaluation	10
		100

Requirements for each assignment

1. Attend class and participate in class discussion

Students are required to physically attend each class and arrive at each class promptly. Class attendance will be graded. If you know that you must miss a class, let me know in advance (up until 24 hours before the class session). If you miss a class session, unexpectedly, get in contact with me ASAP. You are also encouraged to participate in class discussion. Class participation will also be graded.

2. Case presentation

This assignment is designed for us to familiarize ourselves with IA principles and practice analyzing and assessing the IA of a website or application. Each group of students will select one website or an App, which could be desktop- or mobile-based, and present its IA.

The presentation lasts about 10-15 minutes, followed by a Q&A session. Use visual aids (e.g., PowerPoint) in your presentation. The presentations will be evaluated based on the rubric on p.3.

	Presentation case	Date of presentation	Name
1	Website/App 1	2/4	
2	Website/App 2	2/11	
3	Website/App 3	2/18	
4	Website/App 4	2/25	
5	Website/App 5	3/4	
6	Website/App 6	3/11	
7	Website/App 7	3/25	
8	Website/App 8	4/1	
9	Website/App 9	4/8	
10	Website/App 9	4/15	

3. Final project

This is a group project. Each group can have 4 students at maximum. In this project, you are going to design a web-based solution (websites, web-based applications, or mobile apps) for an organization or for a particular population to serve a particular purpose. The steps and deliverables for this project include:

- 1) Decide on the website/application you would like to design and the population you would like to serve. Discuss your idea(s) with the instructor.
- 2) Prepare and submit **a brief proposal** (no more than 1 page) outlining
 - a. The purpose of the site/application
 - b. Its scope
 - c. Design process and the activities, including research, design, and evaluation activities, that you plan to perform for the completion of the project. For each activity, outline *methods* you plan to use for user/product research and evaluation (e.g., interviews, focus group, card sorting, user testing, and heuristic evaluation) and *documentations* that you will produce in the process (e.g. personas, concept maps, wireframes, and usability test plans, et al.).
 - d. A timeline for completing each activity
- 3) Upon receiving approval from the instructor, work on the project based on your proposal. Perform the activities/tasks that you outlined in your proposal (e.g., conducting user research and competitive analysis, composing content inventory, constructing conceptual maps, designing templates or sample pages, and verifying your design with heuristic evaluation or other user testing methods) and produce corresponding documentations. You will turn in the following deliverables at different stages of the project:
 - (1) **User needs analysis**. Applying user research methods, such as interviews, surveys, focus groups, or contextual inquiries to examine user needs and requirements in relation to the technology you propose to develop.
 - (2) **A competitive analysis** of similar products
 - (3) **A content inventory**, documenting content that will be included in your product
 - (4) **A final report** that includes all documentations that you produce in your design process (including the competitive analysis and content inventory that you turn in earlier. You can modify these documents if needed when compiling them into the final report).
 - (5) **Final presentation** of the project. The presentation should include, but not limited to, a graphical view of the website/application, functions of the site/application, rationale for various IA decisions, challenges that you have met, and potentials for improvements. The presentation should be 20 minutes long, with 5-10 additional minutes for Q&A. The grading criteria for this presentation are the same as the criteria for evaluating your individual topic presentations (see p. 4).
 - (6) **Peer evaluation form**. You will answer a survey (will be posted in Canvas) about your peers' performance for the group assignment. Your grade for this component will be based on your peers' evaluations. The following questions will appear in the survey:
 - Your estimate of each peer's contribution, including your own (i.e., you, peer 1, and peer 2):
1 = poor 2 = fair 3 = good 4 = very good 5 = excellent
 - Any members who were particularly strong, helpful, or enjoyable to work with?
 - Any members who were less productive, disruptive, or difficult to work with?
 - Any comments, ideas, or advice on how to improve the group project?

Schedule & Readings

Schedule

	Date	Subject	Due
1	1/14	Introduction	
2	1/21	What is IA	
3	1/28	Principles of IA	<i>Project proposal</i>
4	2/4	Search systems and search interface	
5	2/11	Metadata and controlled vocabulary	
6	2/18	Creating controlled vocabulary	<i>User needs analysis</i>
7	2/25	IA development process: Research, strategy, and design (1): Context	
8	3/4	IA development process: Research, strategy, and design (2): Content	<i>Competitive analysis</i>
9	3/11	IA development process: Research, strategy, and design (3): User	<i>Content inventory</i>
10	3/18	<i>** Spring break, no class **</i>	
11	3/25	Credibility and design for credibility	
12	4/1	IA development process: Evaluation	
13	4/8	Designing for conversation, collaboration, & sharing (social web)	
14	4/15	Affordances, in-class Q&A, and final project presentation	<i>Final presentation (if needed)</i>
15	4/22	Final project presentation	<i>Final report Final presentation</i>

Readings

<p>1. 1/14 Introduction</p> <p>RM&A, Ch 1-2</p>
<p>2. 1/21 What is IA</p> <p>RM&A, Ch 3-4</p> <p>Dillon, A., & Turnbull, D. (2010). Information architecture. In Encyclopedia of Library and Information Science. (3rd ed). 1:1, 2361-2368.</p> <p>Toms, E.G. (2002). Information interaction: Providing a framework for information architecture. Journal of the American Society for Information Science and Technology, 53(10), 855-862.</p> <p><u>Additional recommended readings</u></p> <p>Dillon, A. (2002). Information architecture in JASIST: Just where did we come from? Journal of the American Society for Information Science and Technology, 53(10), 821-823.</p>

Brown, D. (2010). Eight principles of information architecture. *Bulletin of the American Society for Information Science and Technology*, 36 (6).

Jacob, E. K., & Loehrlein, A. (2009). Information architecture. *Annual Review of Information Science and Technology*, 43(1), 1-64.

3. 1/28 **Principles of IA: Organizing, labeling, and navigation**

RM&A, Ch 5-8

4. 2/4 **Search systems and search interface**

RM&A: Ch 9

Wilson, M.L., Kules, B., Schraefel, M.C., & Shneiderman, B. (2010). From keyword search to exploration: Designing future search interfaces for the web. *Foundations and Trends in Web Science*, 2(1), 1-97. Accessed at: <http://www.cs.swan.ac.uk/~csmx/pubs/FnTWebSci-Wilson.pdf>

Hearst, M. A. (2011). 'Natural' search user interfaces. *Communications of ACM*, 54(11), 60-67.

Additional recommended readings

Hearst, M. (2006). Design recommendations for hierarchical faceted search interfaces. ACM SIGIR Workshop on Faceted Search. <http://flamenco.berkeley.edu/papers/faceted-workshop06.pdf>

Russell-Rose, Tony, Tate, Tyler (2013). *Designing the search experience: The information architecture of discovery*. Morgan Kaufmann. [ebook available at UT library]

5. 2/11 **Metadata & controlled vocabulary**

RM&A: Ch 10

Hearst, M. (2006). Clustering versus faceted categories for information exploration. *Communications of the ACM*, 49(4), 56-61.

Hedden, H. (2010). Taxonomies and controlled vocabularies best practices for metadata. *Journal of Digital Asset Management*, 6(5), 279–284. <https://doi.org/10.1057/dam.2010.29>

Weibel, S. L., & Koch, T. (2000). The Dublin Core Metadata Initiative: Mission, Current Activities, and Future Directions. *D-Lib Magazine*, 6(12). <https://doi.org/10.1045/december2000-weibel>

Additional recommended readings

Morrison, P. J. (2008). Tagging and searching: Search retrieval effectiveness of folksonomies on the world wide web. *Information Processing and Management*, 44, 1562-1579.

6. 2/18 **Creating controlled vocabularies**

Leise, F. (2003). Creating a controlled vocabulary. Accessed at: <http://boxesandarrows.com/creating-a-controlled-vocabulary/>

<p>Luckow, R. (2010). Unnamed things: Creating a controlled vocabulary for the description of animated moving image content. <i>Journal of Digital Asset Management</i>, 6(3), 153–157. https://doi.org/10.1057/dam.2010.13</p> <p>Zaharee, M. (2013). Building controlled vocabularies for metadata harmonization. <i>Bulletin of the American Society for Information Science and Technology</i>, 39(2), 39–42. https://doi.org/10.1002/bult.2013.1720390211</p>
<p>7. 2/25 Development process for IA: Research, strategy, and design (1): Context</p> <p>RM&A Ch 11</p> <p>Li, J., Cao, H., Lin, L., Hou, Y., Zhu, R., & El Ali, A. (2024). User Experience Design Professionals’ Perceptions of Generative Artificial Intelligence. Proceedings of the 2024 CHI Conference on Human Factors in Computing Systems, 1–18. https://doi.org/10.1145/3613904.3642114</p>
<p>8. 3/4 Development process for IA: Research, strategy, and design (2): Content</p> <p>RM&A: Ch 12</p>
<p>9. 3/11 Development process for IA: Research, strategy, and design (3): User</p> <p>RM&A: Ch 13</p>
<p>10. 3/18 <i>Spring break</i></p>
<p>11. 3/25 Establishing credibility</p> <p>Metzger, M. J., Flanagin, A. J., Eyal, K., Lemus, D. R., & Mccann, R. M. (2003). Credibility for the 21st Century: Integrating Perspectives on Source, Message, and Media Credibility in the Contemporary Media Environment. <i>Annals of the International Communication Association</i>, 27(1), 293–335. https://doi.org/10.1080/23808985.2003.11679029</p> <p>Lee, J. Y., & Sundar, S. S. (2013). To Tweet or to Retweet? That Is the Question for Health Professionals on Twitter. <i>Health Communication</i>, 28(5), 509–524. https://doi.org/10.1080/10410236.2012.700391 https://credibilitycoalition.org</p>
<p>12. 4/1 Development process for IA: Evaluation</p> <p>Usability 101: http://www.useit.com/alertbox/20030825.html</p> <p>Dekkers T, Melles M, Vehmeijer SBW, de Ridder H. (2021). Effects of information architecture on the effectiveness and user experience of Web-based patient education in middle-aged and older adults: Online randomized experiment. <i>Journal of Medical Internet Research</i>, 23(3):e15846 doi: 10.2196/15846</p> <p>Kuang, E., Li, M., Fan, M., & Shinohara, K. (2024). Enhancing UX Evaluation Through Collaboration with Conversational AI Assistants: Effects of Proactive Dialogue and Timing. Proceedings of the 2024 CHI Conference on Human Factors in Computing Systems, 1–16. https://doi.org/10.1145/3613904.3642168</p>
<p>13. 4/8 Designing for conversation, collaboration, & sharing (Social web)</p>

<p>Karahanna, E., Xu, S. X., Xu, Y., & Zhang, A. (2018). The Needs–Affordances–Features Perspective for the Use of Social Media. <i>Management Information Systems Quarterly</i>, 42(3), 737–756.</p> <p>Kent, M. L., & Taylor, M. (2021). Fostering Dialogic Engagement: Toward an Architecture of Social Media for Social Change. <i>Social Media + Society</i>, 7(1), 2056305120984462. https://doi.org/10.1177/2056305120984462</p>	
14. 4/15	Affordances & In-class Q&A, and final project presentation (if needed)
<p>Conole, G., & Dyke, M. (2004). What are the affordances of information and communication technologies? <i>ALT-J</i>, 12(2), 113–124. https://doi.org/10.1080/0968776042000216183</p> <p>Koutamanis, A. (2025). The Case for Design Affordances. <i>Ecological Psychology</i>, 0(0), 1–25. https://doi.org/10.1080/10407413.2025.2559356</p> <p>Oliver, M. (2005). The Problem with Affordance. <i>E-Learning and Digital Media</i>, 2(4), 402–413. https://doi.org/10.2304/elea.2005.2.4.402</p>	
15. 4/22	Final project presentation

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious Holy Days

By UT Austin policy, 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.

Names and Pronouns

Class rosters are provided to the instructor with the student’s legal name, unless they have added a chosen name with the registrar’s office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar’s office, you can do so [here](#), and reference [this guide](#).

- For additional guidelines prepared by the Gender and Sexuality Center for changing your name on various campus systems, see the Resources page under UT Resources [here](#).

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.

University Resources for Students

Personal or Family Emergencies

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of Students. As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation.

Services 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 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 Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support

students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The University Writing Center

The UWC provides free programs to support and empower all UT graduate students. UWC consultants provide one-on-one feedback on any project at any stage of your writing process. For group accountability and instruction, check out UWC monthly writing groups, workshops, and retreats.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

Student Emergency Services

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

Land Acknowledgment

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Title IX Reporting

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

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

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone

for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).