

ELP 384H: Policy Implementation
12520
Spring 2026



Class Meets: Wednesday, 4:00-7:00 pm; Sánchez Building, Room 2.222

Course Mode: In-person/Face-to-face

Instructor: Dr. Chloe Latham Sikes

Pronouns: she/her/hers

Email: via Canvas message or
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Office: Virtual

Office Hours: By appointment

TA: Dan Dawer

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Office Hours: Wednesdays 3-4 PM or by
appointment

Course Description

University Catalog Course Description

Examine the challenges and implementation of systemic school reform in the context of American cities.

What will I learn?

This graduate course is designed to prepare students to critically analyze education policy implementation and understand how activities and outcomes align—or fail to align—with the goals of practitioners. The course aims to develop students' understanding of policy structures and how policies are implemented by people within organizations. This course presents students with several frameworks for investigating the implementation of a range of policies.

The course, therefore, explores macro, meso, and micro perspectives on education policy implementation. Macro perspectives concentrate on structural aspects of education policy, including historical patterns, federal regulations, and racialized systems. Meso perspectives

address how organizational conditions shape the enactment of policy. In contrast, micro perspectives attend to how people engage with, interpret, and navigate policy. This class incorporates conceptual and empirical literature to expand students' knowledge and understanding of policy implementation across levels of the system.

Main skills and dispositions to be developed

- Understand key tenets of policy implementation frameworks
- Comprehend the interrelationships between policy structures, implementation practices, and pervasive inequities in educational opportunities, experiences, and outcomes
- Understand how to investigate the nature and consequences of education policy implementation
- Gain skills in dissecting and applying empirical research on education policy implementation

Learning Outcomes

At the successful conclusion of this class, each student will be able to:

1. Articulate key tenets of policy implementation frameworks
2. Describe structures and practices that enable (or constrain) equity-oriented education policy implementation
3. Critique and design research on education policy implementation
4. Read, synthesize, and apply empirical research on education policy implementation to support future research

How will I learn?

We will learn through discussions as well as other activities linked to assigned readings. Many activities will involve the class collectively making sense of ideas about education policy implementation. Further, activities will often ask you to make connections to your professional experiences as well as scholarly interests. You will complete assignments that bridge research, policy, current events, and practice.

How to succeed in this course

As described in the course requirements and as we will discuss, you will succeed—and thrive—in our policy implementation course by: reading assigned resources prior to class sessions; sharing ideas and questions as well as listening reflectively during class; collaborating with other course members; following course announcements/updates on Canvas; and completing written assignments in a thoughtful manner.

Course Requirements

Required Materials

- Most materials will be posted on the class Canvas site. It will be necessary to purchase/obtain one book to conduct the Book Club assignment.

Required Devices

- You are strongly encouraged to use a laptop/tablet to engage in class activities relying on tech platforms (e.g., Google docs).

Classroom expectations

- As an instructor, I prioritize students' humanity, and I expect we will treat each other with respect at all times. I aim to provide intellectual nourishment on education policy implementation while fostering social connections across our class. I expect that, together, we will create a trusting community so that we can build collective capacity as scholars and practitioners. We will hold high expectations for each other, so we develop knowledge, skills, and strategies regarding policy implementation and research.
- My concrete expectations for students include reading assigned pieces closely, participating respectfully in class activities, and open communication of needs. To help ensure everyone is on the same page, we will unpack and brainstorm expectations and norms during the first two class sessions.

Assignments

1. Article Bank (due Wed., February 18)

You will assemble a bank, or set, of publications concentrating on a focal education policy issue and then draft an annotated bibliography on these pieces. This set will include pieces representing varied types of research.

Doctoral students should include approx. 10 pieces, Masters students should include approx. 6 pieces. As such, the bank should contain a mix of:

- Peer-reviewed empirical articles on the education policy issue (e.g., qualitative, quantitative, mixed methods);
- Peer-reviewed conceptual articles (e.g., systematic literature review in [RER](#));
- Publications offering a historical perspective on the policy issue (e.g., pieces published prior to 2000);
- Research organization reports and/or media pieces addressing the policy (e.g., AIR/RAND reports, NY Times articles, NPR pieces, podcasts).

Note: The article bank functions as an initial step for the final paper. Additional details will be provided. (20% of grade)

2. Book Club (due Wed., March 25)

For this assignment, you will work in groups to read, discuss, and analyze a book linked with education policy and practice.

Potential book club texts include:

- *Ghosts in the Schoolyard* (Ewing): <https://press.uchicago.edu/ucp/books/book/chicago/G/bo27506579.html>
- *The Labor of Lunch* (Gaddis): <https://www.ucpress.edu/book/9780520300033/the-labor-of-lunch>
- *All Through the Town* (Garcia): <https://www.amazon.com/All-through-Town-Educational-Forerunners-ebook/dp/B0BHV7KL4K>
- *Youth Held at the Border* (Patel): <https://www.tcpress.com/youth-held-at-the-border-9780807753897>
- *Cutting School* (Rooks): <https://thenewpress.com/books/cutting-school>
- *Progressive Dystopia* (Shange): <https://www.dukeupress.edu/progressive-dystopia>
- Other suggested nominations that relate to the course

Each group will draft a 2-3 page, single-spaced memo that:

- summarizes major arguments of their book;
- explains links to educational policies as well as policy implementation concepts; and
- discusses how the book addresses disparities or inequities in implementation.

Each group will also prepare and facilitate a 25-minute presentation for our class on either March 25 or April 1. This serves as an opportunity to teach key arguments/takeaways of the book in an engaging manner.

Additional details will be provided. (25% total of grade - 15% for memo, 10% for presentation)

3. **Final paper** (*due Tuesday, April 28*)

You will write a policy research paper addressing education policy implementation. Doctoral students will write a research proposal that should be approximately 8 pages, double-spaced, but no more than 10 pages (excluding references).

Master's students can write either a research proposal as outlined above OR a policy research brief that should be no longer than 6 pages, double-spaced (excluding references).

The *research proposal* will provide background on the implementation issue, briefly review literature on the policy as well as theoretical lenses for studying the issue, and then describe proposed methods for answering a research question related to education policy implementation (e.g., How do parents make sense of voucher programs?; How do district leaders design and implement CTE programs?).

The *policy research brief* will also provide background on an implementation issue, briefly review literature on the policy including key aspects of implementation frameworks for effective implementation, and then describe proposed policy recommendations related to the implementation issues (To develop recommendations, consider questions such as: How the

state can improve teacher training to implement new curricular requirements? What do district leaders need to draw down additional state funding for schools?).

Note: This aligns to the dissertation proposal genre as well as many fellowship requirements. The *mini-literature review* will synthesize and critique existing literature on the implementation of a focal policy (e.g., vouchers, instructional coaching). Thus, it's a building block for the ELP Specialization Paper. For Master's students, the option for a brief offers a more applied final product.

Additional details will be provided. (25% of grade)

4. In-class article responses

Each student will complete three brief written responses to key articles during class sessions. These formative assessments will provide information to the instructor as well as promote accountability for reading assigned texts. (10% of grade)

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.

Assignment	Points Possible
Article Bank	20
Book Club: Report & presentation	25
Final Paper	25
In-class article responses	10
Attendance and participation	20
<i>Total possible points</i>	<i>100</i>

Course Outline

All instructions, assignments, readings, and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to answer questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. I will do my best to ensure that you receive the changes with as much advance notice as possible. It is your responsibility to note these changes when announced, and I encourage communicating with other class members about such changes.

Course Overview

Session	Topic & Readings	Notes
Wk 1: January 14	Introduction to education policy ● Dawson-Amoah, M., Smith, S. L., O’Neal, D., Clay, I., Alonso-Morris, E. A., & Kho, A. (2024). Understanding the Education Policymaking Process in the United States. Encyclopedia, 4(1), 46-59. https://doi.org/10.3390/encyclopedia4010005 ● [PODCAST] NEPC Talks Education: An Interview With Kevin Welner and Robert Kim About Recent Changes to K-12 Federal Education Policy (website here) ● [SKIM - In class activity] A Civil Rights Framework for the Reauthorization of ESEA (DeBray et al., 2022): https://nepc.colorado.edu/sites/default/files/publications/PB%20DeBray_1.pdf	Other resources: Education Commission of the States - https://www.ecs.org
Wk 2: January 21	Policy design and instruments ● Chapter 4 of Horsford, S. D., Scott, J. T., & Anderson, G. L. (2018). <i>The politics of education policy in an era of inequality: Possibilities for democratic schooling</i>. Routledge. ● McDonnell, L. M., & Elmore, R. F. (1987). Getting the job done: Alternative policy instruments. <i>Educational evaluation and policy analysis</i>, 9(2), 133-152. ● [SKIM for in-class activity; close read if choosing	In class exercise: How to Read a Bill - TX SB 12, 89R - TX HB 1481, 89R - TX SB 37, 89R

	ESEA as focal policy] <i>ESEA: A Primer</i> (2024) • [Optional] Ladd, H. F. (2017). No Child Left Behind: A deeply flawed federal policy. <i>Journal of Policy Analysis and Management</i>, 36(2), 461-469.	
Wk 3: January 28	Overview of education policy implementation • Chapter 1 of Honig, M. I. (Ed.). (2006). <i>New directions in education policy implementation: Confronting complexity</i>. SUNY Press. • Burch, P. (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. <i>Educational researcher</i>, 36(2), 84-95.	Focal policy activity
Wk 4: February 4	Dynamics of education policy implementation • Sabatier, P., & Mazmanian, D. (1980). The implementation of public policy: A framework of analysis. <i>Policy studies journal</i>, 8(4), 538-560. • Donaldson, M. L., & Woulfin, S. (2018). From tinkering to going “rogue”: How principals use agency when enacting new teacher evaluation systems. <i>Educational Evaluation and Policy Analysis</i>, 40(4), 531-556. • Optional: [article or website on current policy implementation issue - based on panel]	Educator Panel - TBA
Wk 5: February 11	Cognitive perspective on implementation • Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. <i>Review of educational research</i>, 72(3), 387-431. • Bertrand, M., & Marsh, J. A. (2015). Teachers’ sensemaking of data and implications for equity. <i>American Educational Research Journal</i>, 52(5), 861-893.	In class article bank activity
Wk 6: February 18	Accountability policy implementation • Booher-Jennings, J. (2005). Below the bubble: “Educational triage” and the Texas accountability system. <i>American educational research journal</i>, 42(2), 231-268. • Dawer, D. I., & Wronowski, M. L. (2026).	Article Bank due by class time

	Control+Alt+Delete: Authoritarian educational leadership and the state takeover of Houston ISD. <i>Educational Administration Quarterly</i> .	
Wk 7: February 25	Racialized structures and practices of education policy implementation ● Chapter 8 of Honig, M. I. (Ed.). (2006). <i>New directions in education policy implementation: Confronting complexity</i>. SUNY Press. ● Ray, V. (2019). A theory of racialized organizations. <i>American Sociological Review</i>, 84(1), 26-53. ● Yazdiha, H. (2022). Racialized Space: How Socio-spatial Divisions Activate Symbolic Boundaries in a Charter School and a Public School. <i>Sociology of Race and Ethnicity</i>, 8(4), 468-482.	
Wk 8: March 4	Texas education policy ● Cowen, J. & Nowak, R.D. (2024). How can states make school voucher systems more accountable, accessible, and transparent? Boulder, CO: National Education Policy Center. http://nepc.colorado.edu/publication/voucher-accountability ● REVIEW links for Case Study - Texas Private School Vouchers: Agency Rules, Program Site	Book Club Workshop
Wk 9: March 11	Leaders as implementers ● Honig, M. I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. <i>Educational administration quarterly</i>, 48(4), 733-774. ● Rubin, J.S., & Danley, S. (2022). Boiling the frog slowly: Reducing resistance to neoliberal education reform through window dressing strategies. <i>Urban Affairs Review</i>, 1-33. ● Hernandez, M., Lokensgard, J., Rosales, H., Montemayor, A. & Quintanilla-Munoz, C. (March 2024). MAS for Our Schools: A Youth Participatory Action Research Project on the Status of Mexican	

	American Studies in San Antonio. IDRA, https://www.idra.org/wp-content/uploads/2024/03/MAS-for-Our-Schools-Research-Report-IDRA-2024.pdf .	
Wk 10: March 18	Spring Break	
Wk 11: March 25	Implementing the “other stuff” ● Sattin-Bajaj, C., Jennings, J. L., Corcoran, S. P., Baker-Smith, E. C., & Hailey, C. (2018). Surviving at the street level: How counselors’ implementation of school choice policy shapes students’ high school destinations. <i>Sociology of Education</i>, 91(1), 46-71. ● Singer, J. (2023). The Effect of Suspensions on Student Attendance in a High-Absenteeism Urban District. <i>Urban Education</i>.	Book Club Memos due by class time Book Club presentations
Wk 12: April 1	Multiple methodologies for studying implementation ● Domina, T., Carlson, D., Carter III, J., Lenard, M., McEachin, A., & Perera, R. (2021). The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments. <i>Journal of Policy Analysis and Management</i>, 40(4), 1197-1229. ● Golann, J. W. (2015). The paradox of success at a no-excuses school. <i>Sociology of education</i>, 88(2), 103-119. ● Yoon, E., & Lubienski, C. (2017). How do marginalized families engage in school choice in inequitable urban landscapes? A critical geographic approach. <i>Education Policy Analysis Archives</i>, 25(42).	Book Club presentations
Wk 13: April 8	Workshop ● TBA	TBA
Wk 14: April 15	Designing solutions ● Jackson, C. K., Wigger, C., & Xiong, H. (2021). Do school spending cuts matter? Evidence from the Great Recession. <i>American Economic Journal: Economic Policy</i>, 13(2), 304-335. ● Moynihan (2022): https://donmoynihan.substack.com/p/how-to-think-about-social-	

	science?utm_source=substack&utm_medium=email&utm_content=share Hayes & Kaba, <i>Let This Radicalize You</i> [chapters TBA]	
Wk 15: April 22	Roundtables Details will be provided	Final Paper due April 28 by midnight

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need to be adaptable 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.

Statement on Flexibility

In acknowledgement of COVID-19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended, and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing an issue with me, please visit [Student Emergency Services](#).

For additional campus resources, please visit <https://coronavirus.utexas.edu/students>.

Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff	Points needed
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A	94%	940
A-	90%	900
B+	87%	870
B	84%	840
B-	80%	800
C+	77%	770
C	74%	740
C-	70%	700
D	65%	650
F	<65%	<650

Absences

Being present during class is critical to achieving our goals for this course. You are welcome to utilize one (1) class absence during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions, as needed. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get information and notes on what was missed. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time.

AI Use in Assignments

AI can be a useful tool to support student learning. However, it also is limited and cannot substitute your own reading, content comprehension or generative output for this course. AI may serve as a tool to distill high-level concepts from readings and otherwise aid your research, but all students are expected to still read and understand the course material.

The use of AI to write any document that you turn in is not permissible in this class. This

applies to using AI to summarize, describe, discuss and otherwise interpret information or a prompt for the purpose of a course assignment.

Turning in AI-produced writing violates the course policy for acceptable use of AI and would result in the student being reported to the [Student Conduct and Academic Integrity office](#) for a violation of academic honesty.

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.

Personal Pronouns

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 on file. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

University Resources for Students

COVID-19 Update:

Please refer to <https://protect.utexas.edu/>

“Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my 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.

Land Engagements and/or Commitments

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin’s student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

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: <http://diversity.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 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 <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Important Safety Information:

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://protect.utexas.edu/>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

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:

www.utexas.edu/emergency

Title IX Reporting

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

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

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **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 would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

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

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>