

THESIS/PROJECT IN HUMAN-COMPUTER INTERACTION (Part 2)

I694 SPRING 2023 I 107
M 5:20 PM–7:50 PM

Instructor

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DESCRIPTION

Thesis course marks the final year showcase of graduate student's independent design projects, supported and mentored through the course. Students will apply their design learning as individual HCI/d practitioners; with scaffolds provided by the instructor.

The capstone project will be completed in two semesters. The goal of the first semester is to identify a topic/design opportunity, perform initial research and problem analysis as well as framing, maintain a project workbook that documents project progress, and develop a plan that will be followed in the second semester.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Lead, Formulate, Manage, and Execute one's design research plan independently.
2. Identify resources, supports, and scaffolds required to you as a HCI/d researcher and designer.
3. Conduct a range of research and design activities suitable for you to solve your thesis/project.
4. Learn, Share, Guide, and Critique your peers' design process, decision-making, and outcomes.
5. Communicate your work as a design practitioner.

REMINDERS

Some reminders for the students throughout the semester:

1. This is a specialization where you are the driver of all the decisions to be taken.
2. This thesis/project is for you to explore your capacities and need for improvement as a design professional/ practitioner.
3. Instructor on Record/AI would act as a mentor and facilitator of your process than instructing you through a fixed course material.

Students build their own [Learning Contract](#) (structure provided below).

REQUIREMENTS AND GRADING

Project Deliverables	60% [10% for Presentation Materials]
Gallery Walks	15%
Reflections	10%
Attendance + Peer Reviews	15%

Project Deliverables

Project Deliverables include all the submissions that you decide as part of your milestones (as defined in your learning contract), midterm/ final documentation, and posters. This counts to 60% of your final grade.

Students build their own Learning Contract (structure provided below). All the deliverables are documents which must follow the following guidelines. The guidelines provide details on how to frame/ structure your documentation throughout this class and mistakes to avoid that might result in reduction in grades.

Reflections

Reflections are a part of the process of you conducting yourself as a design practitioner. The prompts and instructions for the reflections are provided in Canvas. These can be used as Check-ins with yourself, your peers, and instructors. There are 3 Reflections required for this class and the instructions + deadlines are set on Canvas. Final reflection is designed to be a written "Design Philosophy" for students to reflect on their design practices, challenges, and methodologies which they might want to use as practitioners to begin with.

Gallery Walks

Gallery Walks and Peer Reviews are forms of class engagement and feedback cycles for students on their project progress. Gallery Walks have a visual reference on whiteboards(same as Part 1).

Attendance + Peer Reviews

Attendance is critical to this type of course structure, especially since there is no exam. Accordingly, attendance is mandatory for all studio sessions, and the AIs will take attendance at the beginning and end of each session. Peer Reviews are desk-critique and buddy-based class engagement where students will be in pairs or small groups to discuss their weekly progress and get feedback for their questions + conduct work times. These have submission on Canvas and are graded by the instructor. Additionally, all students will be expected to present their Capstone project to the class at different times in the semester; be ready to do such a presentation every session, without advance notice.

Class sessions will be dedicated to design activities, desk crits with the instructional team, student presentations, group critique sessions, pin-up presentations, as well as group reflections and discussions. During each class session, students will be expected to discuss their work-in-progress, participate in activities, provide peer critique, and take notes during instructor meetings. For additional feedback, students can freely reach out to other section Instructors and AIs. Students are expected to provide "recorded" feedback to their peers via Canvas for the questions posted by the students.

Each student is expected to meet one-one with the instructor during her office hours **at least 3 times** during the semester. The students are suggested sign-up through the Office-hour Sign up Sheet; [Spring] sheet.

Note: 60% of the grade for this class will be decided and assigned by the student.

CLASS SCHEDULE AND STRUCTURE

Schedule for 16 weeks (Subject to Change)

WEEK/ WEEK OF	MONDAY	WORK DUE (Due every Friday of Week#, 11:59pm; unless mentioned otherwise)
1 Jan 9	INTRODUCTION (ONLINE)	
2 Jan 16	NO CLASS [Martin Luther King, Jr. Day]	Learning Contract
3 Jan 23	Recap Presentations	Recap Presentation Deck (Monday, Jan 23, 2pm) Plagiarism Certificate
4 Jan 30	<u>Lecture: Design Ideation</u> Desk Critique + Peer Review#1	Milestone#1
5 Feb 6	Gallery Walk#1	Reflection #1 (Monday, Feb 6, 2pm) Gallery Walk #1 (Monday, Feb 6, 11:59pm)
6 Feb 13	Gallery Walk#2	Gallery Walk #2 (Monday, Feb 13, 11:59pm) Milestone #2
7 Feb 20	<u>Lecture: Prototyping [TBD]</u> Desk Critique + Peer Review#2	
8 Feb 27	Gallery Walk#3	Gallery Walk #3 (Monday, Feb 27, 11:59pm) MidTerm Critique
9 Mar 6	<u>Lecture: Design Evaluation [TBD]</u> Desk Critique + Peer Review#3	Reflection #2
10 Mar 13	SPRING BREAK	
11 Mar 20	Gallery Walk#4	Gallery Walk #4 (Monday, Mar 20, 11:59pm)
12 Mar 27	<u>Lecture: Poster Design [Jenny El-Shamy]</u> Desk Critique + Peer Review#4	Milestone#3
13 Apr 3	Gallery Walk#5	Reflection #3: Sharing Poster Examples (Monday, Apr 3, 2pm) Gallery Walk #5 (Monday, Apr 3, 11:59pm)

14 Apr 10	Desk Critique + Peer Review#5	Poster Draft#1 Video
15 Apr 17	Gallery Walk#6 [Poster Review]	Gallery Walk #6 (Monday, Apr 17, 11:59pm)
Apr 20th	FINAL POSTER PRESENTATION (Details-TBD)	
16 Apr 24	[FINAL CLASS MEETING]	Final Poster Final Documentation Design Philosophy (Monday, Apr 24, 2 pm)

RESOURCES

Design Method Links

Here are some links of design method collections (to learn more about prototyping) that can be used for the course:

- Design. Think. Make. Break. Repeat.: <http://designthinkmakebreakrepeat.com/>
- IDEO: <https://www.designkit.org/methods>
- Delft Design Guide: Design Strategies and Methods:
https://arl.human.cornell.edu/PAGES_Delft/Delft_Design_Guide.pdf
- Service Design Tools: <https://servicedesigntools.org/tools>
- Hyper Island Toolbox: <https://toolbox.hyperisland.com/>
- Ethics-focused Methods Collection: <https://everydayethics.uxp2.com/methods/#all>

Tools for Prototyping

Prototyping Tools and Resources required for this course (Make sure you all have accounts to these services):

- Screen Stencils: <https://www.sketchize.com/>
- Voiceflow: <https://www.voiceflow.com/>
- Makey Makey: <https://makeymakey.com/>
- Micro-bits: <https://microbit.org/>
- IFTTT: <https://ifttt.com/>

POTENTIAL DESIGN DELIVERABLE EXPECTATIONS/SUGGESTIONS

Depending on the goals and scope of their project, students will produce several different deliverables to make progress on their projects. *These are only a few examples of potential design components/artifacts that can be produced through your design process. *taken from Dr. Dana Habib's syllabus.

In general, students will create design components to:

- Stimulate creativity, refine design thinking, and push forward through the process. This often occurs in design workbooks, which can be messy, and idiosyncratically organized. It is also supported on a regular basis by design crits.

- Deliver a product or outcome of the design activity itself. It can be an interaction design, a user study, a service design plan, or a scholarly contribution.
- Present design products and processes to others: team members, stakeholders, investors, managers, and the public. Will stress the creation of polished and communicative documents to explain and accompany your primary product. Among other benefits, these will be great for your portfolios and job search.

Appropriate components include but are not limited to:

- Contextual inquiries and other ethnographic or contextual research.
- A completed user research plan, along with early data collected, ready for analysis (more research can be done early in the second semester).
- A set of design research interviews, transcribed, annotated, and ready for analysis.
- A completed focus group that can inform future work.
- User journey map based on research.
- Competitive analysis on industry studied.
- Developed persona, based on research of potential users.
- Design session descriptions and results.
- Outcomes of ideation methods such as collages, mood boards, concept maps, speculative design proposals, sketches, etc.
- Scenarios/stories, experience prototypes of design.
- Design critiques and evaluations.
- Prototypes and other exploratory artifacts that materialize early design insights.
- User testing descriptions and results

LEARNING CONTRACT

I694-THESIS/PROJECT IN HCI- Part 2

<Your Name>

**Credits: Structure inspired by examples from [Dr. Colin Gray](#) and [Dr. Austin Toombs](#).

Design Frame

[Write your design frame derived or worked on in Thesis-Part1]

Thesis/Project Focus

interaction design; research for design; service/strategy; academic research; research through design(RtD); Speculative Design

Thesis/Project Outcome [Envisioned]

definition, with relevant area(s) of topical, conceptual, or practical expertise

Link to my day-to Day Workbook:

<link> <Make sure it has Commentor or View access given to "Anyone with the Link">

Learning Objectives

1. list of learning objectives at an appropriate level (using [Bloom's verbs](#)) to attain the thesis/project outcome in a way that is **measurable and specific**; each learning activity should be linked to at least one learning objective. At max 4.

MILESTONES

1. clearly identify three milestones throughout the semester, including the activities and outcomes that will be completed at each milestone stage. Each milestone will be graded for 10% of your Project (50%) grade. Each milestone will be evaluated and assessed separately by the instructors.

NO WATERFALL PROJECT PLANS!

Milestone #1

TBD

Milestone #2

TBD

Milestone #3

TBD

WEEKLY PLAN [IN-CLASS in Red]

WEEK/ WEEK OF	PLAN	DESCRIPTION	WORK DUE (Due every Friday of Week#, 11:59pm; unless mentioned otherwise)
1 Jan 9			INTRODUCTION TO CLASS
2 Jan 16			Learning Contract Presentation Deck (Monday, Jan 16, 2pm)
3 Jan 23			
4 Jan 30			Gallery Walk#1 Milestone#1
5 Feb 6			Desk Critique + Peer Review#1 Reflection #1
6 Feb 13			Gallery Walk#2 Milestone #2
7 Feb 20			Desk Critique + Peer Review#2
8 Feb 27			Gallery Walk#3 MidTerm Critique
9 Mar 6			Desk Critique + Peer Review#3 Reflection #2
10 Mar 13	SPRING BREAK		
11 Mar 20			Gallery Walk#4
12 Mar 27			Desk Critique + Peer Review#4 Milestone#3
13 Apr 3			Gallery Walk#5 Reflection #3

<p>14 Apr 10</p>			<p>Desk Critique + Peer Review#5 Poster Draft#1</p>
<p>15 Apr 17</p>			<p>Gallery Walk#6 [Poster Review]</p>
<p>Apr 20th</p>	<p>FINAL POSTER SHOWCASE (Details-TBD)</p>		
<p>16 Apr 24</p>			<p>Final Documentation Design Philosophy</p>

DOCUMENTATION REQUIREMENTS

(Milestones/ Midterm/ Final)

Documentation is a very essential part of the design process. We go through so many decision making processes and divergence paths; often all of them are very instantaneous.

A milestone document is NOT your workbook or your designer notes.

A milestone document is NOT a diary of what happened every week in your process (IoR has the syllabus for it). It is not a slidedeck, either!

Format

A Single PDF. Not a PDF with an external link to another document. NOTE: Submission will not be graded if submitting an external link/ pdf with an external link/ directly exported from documentation tools (e.g., Notion) with ill-formatting.

What is expected of the Milestone document?

A milestone document is a stand-alone document (**not a one page with a link to another working document**) that you create to provide an *organized* overview of what you have done and achieved in your design process. This document is something you share outside your own daily documentation with (potentially) following aspects:

- **A Title Page:** Often a cover page with a title (e.g., designing for...), an image that quickly catches attention to what your topic might be about, your name (who are you? What is your name? Are you a grad student?)
- **Table of Contents:** Description of what can be expected of this document and page numbers to quickly jump to that page
- **Executive Summary Page:** Summary or Abstract of what the project is about or that particular milestone. Why is the reader looking into this document? What can they expect from this document? **Probably a reference to your promised milestone from your learning contract.**
- **Synthesis/ Takeaways relevant to Design Conjectures/ Insight:** Synthesis from all the design work you are doing might have to indicate the direction towards your next design steps or conclusion of the current design step. The story does not stop at "I did this...". The story must end at **"So what for your design process?"**
 - **Use of (adopted/ created) Info-graphics:** Information about design stages or design process to contextualize your work for the readers. This can be about process stages, or infographics you created to easily present your synthesis of research/ design (e.g., empathy maps, annotations, mind maps, images, etc.)
- **Progression indication:** Clearly identify what you did before this milestone (even a quick summary), what you are to achieve in this document, what are the next steps (in the future). You can use infographics for such purposes.
- **Uniform Visual Language:** A set style of heading styles, font, colors, typeface, etc throughout the document to identify the sectioning and for easy reading through the dense document. A suggestion is to set a document style and use it for the rest of the semester.
- **Rationale-focused text and details:** Text oriented with details of what you did, why you did it, what was the result of what you did (success/ failure), who was involved in the process, why did you read or explore a topic, what was your aim, etc.

- **Story-telling:** Often, the design process is a designer's story. Identify how you want to share that. If there are instances of divergence in your design frame or anything you have totally taken a re-route from, share those stories with your readers.
- **Balance between Text and Figures:** Too much text is difficult to follow, too little text is also difficult to understand what you have done and achieved. Maintain a balance between text and imagery.
- **Figure and Table Captions:** Proper numbering and captioning of figures and tables to identify the purpose of the figure and table. Plus, proper cross-referencing of the Figure and table numbers in the text. What should be seen in the figure? Did you create the figure/ table? Did you adopt from somewhere?
 - **Figure Annotations:** Clearly annotate a figure to help us identify what we are looking for in a figure.
- **Detailed text and Description| Contextualized for your Topic:** If listed anything as a part of your take-aways from a reading or created as a part of your synthesis, write/ describe through clear text about what that listed item means. Why is it important for your project? How is that relevant? What does it mean? The same word can mean different things for different readers.
- **Links:** Often these should be a part of your reference list, but if you are to link to any videos you have created as a part of your design process, make sure you clearly identify what that video is about in the document and give viewing access.
- **Citations/ References:** Use APA style format to clearly inline cite your sources and create an alphabetical ordered reference list at the end of the document.

MUST AVOID: Some Common mistakes student make

DOCUMENTATION CORRECTIONS

Kindly make sure you correct or improve in these aspects of your documentation:

- **Visual Hierarchy:** Clearly make sure your heading 1, heading 2, etc are clearly differentiated through font size, color, numbering, etc.
- **Legibility of Images:** Make sure you use different techniques to make sure your images (affinity mapping, journey/ experience maps, visual libraries, etc.) are clearly readable for the readers. You can either place it in Landscape over a full page/ external "Accessible" links/ magnifying some parts of the image/ annotating the images.
- **If you were to print this?:** Imagine how you would section, visualize, or present the information organization on a page as well as a document level if you were to print this document for someone to read it.
- **PROOFREAD:** Kindly re-read your text for grammatical errors, reducing sentences that do not provide any information, and/or improve the text to avoid lack of information.
- **Re-format your document:** If you are not creating this document from scratch and exporting from your digital workbooks, re-format your documents to avoid the clutter it creates with overflowing text into footers or images dividing over two pages, etc.

THAT ONE LINE- CLEARLY BOLD AND IDENTIFY YOUR DESIGN FRAME

Lot of you had changes in your frame over time (topic wise or narrowing), kindly make sure you identify that "one line" in bold on a page or section for us to clearly know how things changed or what is the design/ problem frame you are solving for.

EXECUTIVE SUMMARY

An executive summary is a quick read to learn about the content and the project being discussed in your document. An executive summary could be a combination of an ABSTRACT + PERSONAL STORY + WHAT ABOUT THIS DOCUMENT.

Let's section it and see how you could organize and write it.

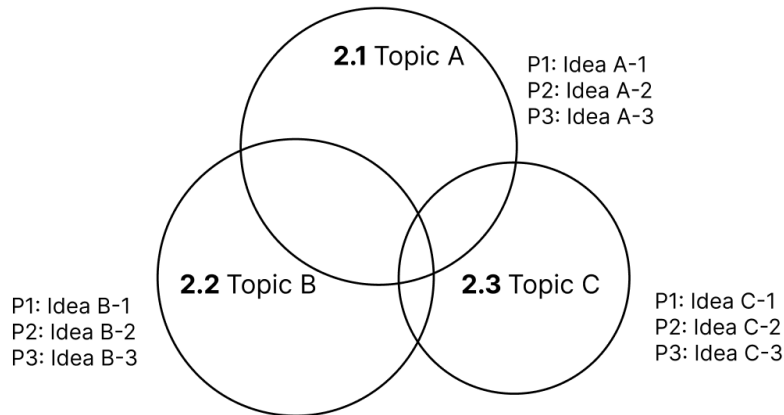
- **Abstract (Main Section)**
 - What is the broad topic, what part of the broad topic domain are you targeting as a designer, what are you intending to achieve (your design frame and/or problem frame), what are you intending to achieve (not a specific product, but the conceptual direction).
 - Read Examples from your peers: [Akriti Thakur](#), [Nikhil Dinesh](#), [Young Na](#) (From F'22, just picking some from the lot, apologize to have not asked before publishing).
 - **TIP:** Clearly identify key audiences
 - **TIP:** Think how you can talk about your topic/ domain/project goals in 200-250 words. If I were to talk to a domain expert or domain illiterate, what would I tell them about the goals of my project as established in literature or current tech market/research.
 - THIS HAS **NOTHING TO DO** WITH YOU PROCESS STAGE, I694, CHIVUKULA/WANG, LEARNING CONTRACT, WEEKLY UPDATES, etc.
- **What is this document about?**
 - Within your topic domain/ design frame/ goals/ vision, what does this document share information about? What does this particular document help the reader understand about your design project? Where are you in your design process and what do you plan to do next or what is still left to do?
 - **TIP:** This is NOT a table of contents.
- **[X] Personal Story Or Motives (If Any- need not be a part of executive summary)**
 - This is an OPTIONAL section if you want to talk about personal motives around your project. But, this need not intentionally be as a part of your executive summary, it could be its own page before the introduction to the content to give the reader a personal side of the designer's story.

LITERATURE REVIEW

Ariel Wang contributed to this section and can reach out to her for more questions and tips.

- **What is important for readers to know before they read?**
 - What is ____ (terms you included in your topic)
 - You can make use of the areas you included in the framing activity

2 Background



- **Categorize the articles you have read into sections**
 - Now you have read XX articles, each related to the topics in your framing. (If not, you might need to read more / adjust the topics you have set!)
 - Do not only write notes for each individual paper. Write **paragraphs that state your learnings from these articles**. Your sentences might look something like this:
 - When two papers contribute to idea A-1:
 - (Idea A-1.) X and Y paper said_____.
 - A research and B research all pointed out that (Idea A-1).
 - Other than A-1, there are A-2 and A-3:
 - Furthermore, Z paper said_____ (Idea A-2)
 - Other than idea A-1 and A-2, W and V paper talked about _____ (Idea A-3). ____.
 - End with a summary about what the current research lacks____, and **why you need further research to answer the questions you set.**
 - As the authors note earlier, we need more research to understand/explore_____.
 - Additional studies to understand ___ are required.

ANALYSIS + SYNTHESIS

Every design phase you have such as Secondary Research, Primary Research, Conceptualization, etc., has a Synthesis step that helps you with your design insight or conjecture. These are some things you all could work on:

- **Secondary Research:**
 - Clearly identify the top three **sections** of literature review (as heading 1, probably) within your design frame. What did you read in that space? What was the take-away OVERALL? Not per reading.
 - Here, Synthesis is not an annotated bibliography.
 - **Sub-Synthesis/ Takeaways vs. Triangulated Synthesis:** There can be a small synthesis per each literature review section, but an OVERALL synthesis for the whole of secondary research (across all the methods you use such as competitive analysis, readings,
- **Primary Research:**
 - Clearly identify what is the kind of data (fieldnotes, transcripts, artifacts, etc.) and methodology (affinity, case-study, artifact/content analysis, etc.) for analysis.

- Elevate the findings with **theme definitions** (tell the reader what that particular theme meant for your project), and **quotes** from participant interviews (ofc, anonymized).
- Make sure you represent perspectives from the majority or all your participants. It is NOT to prove a point, but to share the thematic resonance among your participants.

Executive Summary Examples

Akriti Thakur

Project Abstract (YAY)

Both gratitude and empathy are important emotions. A person who is grateful (self-focused) focuses on the good things in their life, which can lead to happiness, optimism, a reduction in stress, and contentment. A person who is empathic, or other-centered, is able to perceive the world from the perspective of others, which helps to develop good connections and a stronger willingness to lend a hand and share. When empathy and gratitude are used skillfully, they have the ability to improve all kinds of relationships, both personal and professional. On the other hand, lacking empathy and gratitude might have unfavorable effects.

This project aims to explore – What can we do, therefore, to adopt, practice or improve these abilities? Or how do we provide people with the framework necessary to sustainably and effectively navigate their world with gratitude and/or empathy?

Midterm Document Abstract

The purpose of this document is to capture the progress of the project and discuss future direction. Beginning from a position of very little knowledge about the gratitude and empathy domains, my work thus far (Milestone #1 & Learning Activity #1) has focused on understanding and analyzing the gratitude and empathy domain for people from diverse walks of life in order to comprehend the problem space.

In a nutshell, the research on gratitude examined gratitude expressions, their impact on socially motivated behavior, and potential concepts for gratitude interventions (short- and/or long-term). Meanwhile, research on empathy has provided insight into what empathy is, how it is employed and how it links to gratitude.

Based on the information gathered from this research, a design frame is being finished at the time of writing this document (10/18/2022) in order to establish a concise and clear design direction.

Nikhil Dinesh

Project Brief

Urban design and town planning are domains that have a significant impact on our daily lives, yet it is very often overlooked by the public and brushed off as something professionals have to take care of. Although it is a profession that requires training to plan and make the right decisions, it is also a domain that has room for residents to have a say in the matters of the town. Unfortunately, in North American cities and towns, the approach is top-down. Residents and developers have to navigate through many planning-related jargons and confusing policies, that pose major barriers to inclusivity, in order to make sense of what effects planning decisions can have on their daily lives. Even though efforts are being made by architects and planners to make

it more transparent, the tools and methods they use usually are unappealing (don't draw enough people to the meetings and therefore decisions aren't really as democratic as they intended) and/or ineffective.

The objective of this project is to explore means that can make the planning process a more transparent and participatory one. What is lacking in the current process? What are the barriers to true participatory design in the field? These are merely a few questions that the project aims to answer.

Midterm Document Abstract

The purpose of this document is to capture the progress of the project and the rationale behind the design decisions I took so far. Starting from a point of little knowledge about the domain of planning and the challenges present in it, it was essential to explore the literature on planning processes and principles of participatory planning to build an understanding of the landscape of the participatory planning domain. In brief, the current and novel practices of participatory planning in academia employ the principles of gamification to engage and extract the knowledge of "local experts" to inform decisions in the planning domain. The secondary research culminated in an original visualization for the conceptual framework proposed by Kunze, A. et al in A Conceptual Participatory Design Framework for Urban Planning (2011) which consisted of three components; collaboration, design, and simulation. From this framework, I was able to determine the aspects of participatory planning that I could analyze and probe into in my primary research. However, there was a large gap in the knowledge of the industry-relevant participatory planning processes. Primary research in the form of interviews with practicing planning professionals was employed to fill the identified knowledge gap. At the time of writing this document (10/05/2022), 2 interviews with 3 participants have been conducted and recruitment for further interview participants is underway. Finally, based on the interviews already conducted, a preliminary analysis has been done identifying key insights as well as a visualization for the workflow for participatory sessions in the industry.

Young Na

ABSTRACT

The role of self-service kiosks has become more than just providing information in our lives. With the advancement of technology and the recent effect of the pandemic, many businesses began to implement the self-service kiosk not only to reduce in-person interaction but also to resolve the labor shortage. As a result, self-service kiosks are now a frequent fixture in many retailing spaces. A lack of experience and knowledge, however, about the fundamental understanding of technology among senior citizens and technological illiterates raises the question. **If the adaptation of technology in retail businesses is inevitable, how can we design a kiosk interface and system that lets them flawlessly interact with the service?** The research focuses on observing and analyzing the current kiosk system available in the US and hypothesizes the solution in a grocery store environment based on the research conducted.

Some Resources

- My design documentation process:
<https://designstrategy.guide/design-management/design-documentation-process-why-is-it-important/>
- How to build a design documentation culture from scratch:
<https://uxdesign.cc/how-to-build-up-the-design-documentation-culture-a425ef5ecbf7>
- Best Practices on Managing Design Documentation:
<https://northell.design/blog/managing-design-documentation>

POLICIES

Academic Misconduct

We are morally and procedurally bound by IU's policies on academic misconduct, the details of which you can read about here:

<https://handbook.iuhighschool.iu.edu/policies/code-of-student-rights-responsibilities.html>

Religious Observation

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations. The form must be submitted at least 2 weeks prior to the anticipated absence.

Title IX and IU's Sexual Misconduct Policy

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services) Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services) IU Health Center at (812) 855-4011 (health and medical services) It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more

COVID

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class. To ensure that you can do this, attendance in this class will:

- Only be taken to comply with accreditation requirements, or
- Not be taken, or
- Be taken but will be prorated and will not lower a student's grade when that student was absent due to compliance with campus isolation expectations. For those students, alternative assignments or make-ups will be offered on a case-by-case basis.

Please work with your instructor to determine a path to continue your progress in the class during these absences, in whatever way the instructor determines fits within course objectives.

Bias-Based Incident Reporting

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.