Syllabus

HBEH 748: Design Thinking for the Public Good
Fall 2022
3 Credits

Course Description

This course will train an interdisciplinary group of graduate students to apply the mindsets, methods, and process associated with design thinking (i.e. human-centered design) to solve real world problems. Design thinking is a creative problem-solving process that prioritizes ethnographic market research, convergent and divergent thinking, as well as rapid prototyping. Students will collaborate with community members and work towards designing solutions (products, services, etc.) that are desirable, feasible, and viable alongside community members.

Prerequisites: None. Registration priority will be given to students enrolled in the graduate Certificate in Innovation for the Public Good (CIPG) and the Master of Public Policy program. Note: HBEH 748 is cross-listed with PLCY 748.

Instructor

Liz Chen, PhD, MPH
Assistant Professor, Health Behavior MPH Concentration Lead
Department of Health Behavior
Email: lizcchen@unc.edu

Cristina Leos, PhD, MSPH
Adjunct Professor
Department of Health Behavior
Email: cleos@email.unc.edu

Teaching Assistant

Manjari Kumarappan, MPH Candidate
Department of Health Behavior
Email: mkumarappan@unc.edu

Office Hours:

Liz will host office hours via Zoom. To sign up for an appointment, please schedule an appointment through Calendly: https://calendly.com/lizcchen/30min.

Cristina will host office hours via Zoom. To request an appointment, please email her at cleos@email.unc.edu.

Manjari will host office hours via Zoom. To sign up for an appointment, please schedule an appointment through Calendly: https://calendly.com/manjari-ak/15min.

Course Website: On Sakai, use your ONYEN and password.

Class Days, Times, Location: Tuesdays from 5:30 pm - 8:30 pm EST on Zoom (invites will be sent via Outlook calendar separately)

Course Overview

The overall goal of this course is to facilitate student application of the mindsets, methods, and process associated with design thinking (i.e. human-centered design) to solve real world problems.

By the end of the course, students will be able to independently:
- Identify how to center solution designs as a response to the voices, experiences, wishes and aspirations of those most directly impacted by the solutions
- Develop an understanding of one's own experiences, intentions, strengths and limitations, motivations and biases as a changemaker relative to the impacted audiences
- Identify, define and clearly analyze a problem, recognize opportunities, challenges and the assets of communities as they address the problem, and generate optimal solutions through the application of social innovation in practice
- Understand how the context in which a problem is located and solution is imagined shapes and impacts the innovation design and implementation process
- Understand how to effectively engage stakeholders in co-design, implementation, evaluation and adaptive learning associated with the innovation
- Differentiate between designing *for* and designing *with*

Course Format

The course will meet once per week for the duration of the semester. This course will be entirely remote. All class sessions will be recorded and the recordings will be housed on Sakai.

Generally, each class session will consist of a lecture along with a combination of individual reflections, small group discussions, in-class exercises, case studies, examples from the design thinking literature, and time for group work. Students are expected to complete the readings before class and come to each class prepared to discuss the course materials. Asynchronously, students will be expected to complete written assignments and reflections.

Required Readings

All students should have paper or digital copies (on Sakai) of *The Field Guide to Human-Centered Design* by IDEO.org. Readings for each class session are linked below and are available on the Sakai course site.

Community Norms

We expect instructors, students, guest speakers, and others involved in HBEH 748 to adhere to the following community norms. These community norms come from the equity-centered nonprofit organization [Creative Reaction Lab](#).

Our community norms include:
1. Be respectful of others – on their terms.
2. Acknowledge we're all on a journey and part of the journey is growth.
3. Lean into discomfort.
4. Show up with humility and empathy even if opinions differ.
5. Be patient and hold yourself and others accountable to ultimately build trust with one another.
6. Address the issue; not the person.

We may add additional community norms to this list as the semester progresses, as needed.

Enabling Videos on Zoom

We recommend that faculty and students enable videos during synchronous learning so that we can see each other. Enabling videos will help instructors gauge student understanding and engagement so we can adjust instruction to better meet student needs.

We understand that students may prefer to disable their video if they need to minimize the activity on their internet connection. If this is the case, we ask that students continue to participate through the chat and other communications features in Zoom (e.g. raising hand, reactions for clapping or thumbs up).

We also recommend the use of Zoom backgrounds if that would facilitate students enabling their videos.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Date/ Session Number	Topics & Assignments Due	Course Content
Class 1: Introduction (8/16/22)	Overview of design thinking: ethical design and critiques	Required: 1. Read: Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. Development Outreach, 12(1), 29-43. 2. Read: Medium.com. Racism and inequity are products of design. They can be redesigned. 3. Watch/Listen: Critical and Emancipatory Design Thinking with Lesley-Ann Noel — DT101 E57 Recommended: 1. Read: Dorst, K. (2011). The core of 'design thinking' and its application. Design studies, 32(6), 521-532. 2. Watch: Justice by Design: A TED Talks About Equity, Community Design, and Living Experts 3. Listen: This is HCD. Bas Raijmakers 'How do we take a global perspective on HCD while respecting local differences'
Class 2: Inspiration (8/23/22)	Inspiration Methods: Part 1 Defining the problem: align your impact goals, define your audience, frame your design challenge Starting your project: build a team, create a project plan, recruiting tools Building empathy:	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit 2. Watch: IDEO.org. Empathy. 3. Read: The designer's gaze by Srishti Mehrotra 4. Listen: Problem Spaces, Understanding How People Think, and Practical Empathy with Indi Young — DT101 E6 Recommended: 1. Read: Framing a Design Challenge: What Do We Mean by the Income Problem in Jordan? By Sarah Fathallah

Date/ Session Number	Topics & Assignments Due	Course Content
	secondary research, immersion, analogous inspiration, peers observing peers *Self-Assessment Reflection Due*	2. Watch/Listen: TEDxSoMa - Dev Patnaik - Wired to Care: How Companies Prosper When They Create Widespread Empathy
Class 3: Inspiration (8/30/22)	Interviews Extremes and mainstreams, interviews, group interviews, expert interviews Inspiration methods: Part 2 conversation starters, photojournal, body language, the five whys, card sort, collage, guided tour, draw it, resource flow	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit 2. Read: Introduction to Liberatory Design by David Pinedo 3. Read: Liberatory Design Modes - Notice, Reflect, and See the System (#17-19) 4. Listen: Connecting to Community Organizing and Advocacy with Frontline Solutions Recommended: 1. Read: Peter Bregman. (2011). How to Really Listen. 2. Listen: Understanding Customers: Research, Insights, and Storytelling with Steve Portigal — DT101 E48
Class 4: Inspiration Design Sprint (9/13/22)	Guest Lecture and Design Sprint #1 *(In-class) Complete Peer Assessment for Empathetic & Self-Aware and Inquiring & Perceptive*	Required: 1. Read: Introduction to Equity Centered Design by Intentional Futures – Inherent Risks of HCD (page 11) 2. Read: When Blackface Goes Digital: How to Go Deeper Than Cosmetic Diversity by Jaryn Miller 3. Watch/Listen: Valerie Alexander. TEDxPasadena. How to Outsmart Your Own Unconscious Bias. Recommended: 1. Read: 6 Tips from IDEO Designers on How to Unlock Insightful Conversation 2. Read: Center for Creative Leadership. 10 Steps for Establishing Team Norms.

Date/ Session Number	Topics & Assignments Due	Course Content
Class 5: Inspiration Group Project Intro (9/20/22)	==Semester-Long Project Intro== ==Team time== *Design Sprint #1 Reflection due* (highlighted green)	Required: 1. Read: Design Education's Big Gap: Understanding the Role of Power by George Aye 2. Listen: What is Systems Design? by Melanie Bell-Mayeda 3. Read: Liberatory Design Modes - Empathize and Define (#20-21) Recommended: 1. Read: Chamorro-Premuzic, E., Knight, R., Saunders, E., & Bukholtz, A. (2020, March 04). How to Collaborate Effectively If Your Team Is Remote. 2. Watch/Listen: Designing Your Team + Teams in Design Education + Coaching Design Teams with Mary Sherwin and David Sherwin — DT101 E49
Class 6: Ideation (9/27/22)	Ideation: Day 1 Divergent thinking: brainstorm, brainstorming rules, get visual, mash-ups, share inspiring stories, how might we, Convergent thinking: download your learnings, top five, find themes, create insight statements Café without Coffee activity *Team Inspiration Plan due* (highlighted)	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit 2. Read: Liberatory Design Modes - Inquire and Imagine (#22-23) 3. Watch/Listen: Convergent v. Divergent Thinking. (2016). Harvard Professional Development. 4. Watch/Listen: Divergent thinking in the 21st century	Vihar Desu	TEDxNewarkAcademy Recommended: 1. Watch: IDEOU. Divergent Thinking and the Innovation Funnel. 2. Read: IDEO. (2008). What does design thinking feel like?
Class 7: Ideation (10/4/22)	Ideation Day 2 Divergent thinking co-creation session, storyboarding, role	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit

Date/ Session Number	Topics & Assignments Due	Course Content
	play, journey map, ways to grow framework Convergent thinking create frameworks, bundle ideas, design principles, create a concept, explore your hunch, gut check, determine what to prototype, build and run prototypes, rapid prototyping, get feedback, integrate feedback and iterate	2. Watch/Listen: Prototyping Insights + The Prototyping Canvas with Carlye Lauff — DT101 E46 3. Listen: Tackle Your Journey Map Roadblocks by Melanie Bell-Mayeda Recommended: 1. Watch: IDEO. Redesigning how Coca-Cola Works, Plays, and Profits.
Class 8: Ideation (10/11/22)	Guest Lecture and Design Sprint #2 (In-class) Complete Peer Assessment for Open-minded & User-focused and Collaborative & Inclusive	Required: 1. Watch: IDEOU. Why should you prototype? 2. Read: What We Learned Playing Monopoly Money in Uganda by Sarah Fathallah 3. Read: Andrew Askins and Laura Bosco. (n.d.) 5 examples of no-code prototypes: Invision, spreadsheets, and more. Recommended: 1. Watch/Listen: Teams, Sprints, Prototyping, and Better Meetings with Douglas Ferguson — DT101 E59
Class 9: Ideation (10/18/22)	Stakeholders Session: Inspiration Design Sprint #2 Reflection due	Required: 1. Read: Microsoft Inclusive Design – Inclusive Design 101 Toolkit 2. Read: Is Your Innovation Exclusive? by Pierce Gordon 3. Read: Ricard, S. (2020, January 08). Council Post: Five Strategies To Improve Communication With Team Members. Recommended:

Date/ Session Number	Topics & Assignments Due	Course Content
		1. Listen: Weaving Design Thinking into Teams, Leaders and Organizations with Holly O'Driscoll — DT101 E51
Class 10: Ideation (10/25/22)	Prototyping 101 Cross-sharing Team time	Required: 1. Read: [Unpublished] Darden technical note on experimentation available on Sakai
Class 11: Ideation (11/1/22)	Prototyping practice Team Ideation Plan due	Required: 1. Read: Abolish the Cop Inside Your (Designer's) Head by Sarah Fathallah 2. Read: Liberatory Design Modes - Prototype and Test (#24-25) 3. Watch/Listen: Growth Mindset vs. Fixed Mindset Recommended: 1. Watch: Developing a Growth Mindset with Carol Dweck
Class 12: Implementation (11/8/22)	Implementation overview Live prototyping, pilot, create a pitch, keep iterating, keep getting feedback, create a logic model, explore your theory of change, business model canvas Team time	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit 2. Read: Closing the participation gap for the Earned Income Tax Credit by Code for America Recommended: 1. Listen: Design for Mental Health by Denise Ho and Andrew Baker
Class 13: Implementation (11/15/22)	Stakeholders Session: Ideation Team time	No required readings.
Class 14: Implementation (11/22/22)	Pre-Mortem activity Stakeholders Session: Ideation (In-class) Complete Peer Assessment for Creative & Compelling	No required readings.

Date/ Session Number	Topics & Assignments Due	Course Content
	and Rigorous & Adaptive	
Class 15: Implementation (11/29/22)	Cross-sharing Roadmap for success, capabilities quicksheet build partnerships, staff your project, funding strategy, sustainable revenue, optimize and adapt for scale, explore scalability, define your indicators, monitor and evaluate Team time *Course Reflection due*	Required: 1. Read: Review methods for this week in *The Field Guide for Human-Centered Design* or the Design Toolkit 2. Watch/Listen: How I Built This. Away – Jen Rubio. 3. Read: Identifying Challenges for CalFresh Applicants Without Stable Housing by Code for America Recommended: 1. Read: IDEO. Helping Investors Align Their Dollars With Their Values.
Final Exam Block (TBD)	Final presentations *Team Experimentation Plan due*	No required readings.

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see the Sakai course site.

Graded Assignments	Due Date	Points/Percentages of Final Course Grade
1. Self-assessment reflection	8/23/22 at 5pm	10
2. Design Sprint #1 reflection	9/20/22 at 5pm	10
3. Team Inspiration Plan	9/27/22 at 5pm	15
4. Design Sprint #2 reflection	10/18/22 at 5pm	10
5. Team Ideation Plan	11/1/22 at 5pm	15
6. Course reflection	11/29/22 at 5pm	20
7. Team Experimentation Plan	TBD (Final Exam Period)	20
	TOTAL	100

Course Grading Scale(s)

Final course grades for graduate students will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the Graded Assignments section.

- **H**—High Pass (93-100): Clear excellence
- **P**—Pass (80-92): Entirely satisfactory graduate work
- **L**—Low Pass (70-79): Inadequate graduate work
- **F**—Fail (0-69)

Final course grades for undergraduate students will be determined using the following UNC Undergraduate grading system. Note: grades follow a student's status, meaning that undergraduate students who enroll in the course as MPP students still receive an undergraduate grade (ABC).

A (90-100): Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B (80-89): Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C (70-79): A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D (60-69): A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F (0-59): For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Expectations, Policies, and Resources

Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information or email ars@unc.edu.

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, class activities, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through the Assignments or Dropbox features on Sakai in accordance to assignment instructions. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

Attendance/ Participation

Your active participation and engagement are an integral part of your learning experience in this course. We know that attending class sessions synchronously (i.e. live) will not always be possible. If you are not able to join class synchronously, please email Liz (lizcchen@unc.edu) and Manjari (mkumarappan@unc.edu) as soon as possible so that they can provide you with information for how to access and complete class activities that were done synchronously. We want to ensure that all students have access to the content and learning experiences provided.

If you have more than two absences that are NOT University Approved Absences (UAAs), you will not be able to earn an H (for graduate students) or an A/A- (for undergraduate students) in the course. We recommend that you review the information about UAAs on the website linked above and be diligent about requesting approval for absences that apply.

Please also see the University's Absences Related to Covid-19 policy.

Communication

You are expected to follow common courtesy in all communication to include email, class discussions, and office hour appointments. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Community Standards in Our Course and Mask Use.

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. For additional information, see Carolina Together.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the CAPS website, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Email

Instructors will typically respond to email within 48 hours if sent Monday through Friday. Instructors may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. Instructors will provide advance notice, if possible, when they will be out of the office.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading

Instructors aim to grade and return assignments within two weeks of the due date. Early submissions will not be graded before the final due date.

Honor Code

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University's Honor Code.

If you have any questions about your rights and responsibilities, consult the Office of Student Conduct or review the following resources: Honor System; Honor System module; UNC Library's plagiarism tutorial; UNC Writing Center's handout on plagiarism.

As a student at UNC Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct (https://studentconduct.unc.edu/) or review the following resources:

- Honor System
  https://studentconduct.unc.edu/honor-system
- Honor system module
  https://studentconduct.unc.edu/students/honor-system-module
- UNC Library's plagiarism tutorial
  https://guides.lib.unc.edu/plagiarism
- UNC Writing Center's handout on plagiarism
  https://writingcenter.unc.edu/tips-and-tools/plagiarism/

Inclusive Excellence

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: Inclusive Excellence, Inclusive Excellence Action Plan, Minority Health Conference, and National Health Equity Research Webcast.

Additional campus resources include: the LGBTQ Center; Non-Discrimination Policies at UNC Chapel Hill; Ombuds; and Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill.

In this class, we practice the Gillings School's commitment to inclusion, diversity, anti-racism and equity in the following ways.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.

- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

Land Acknowledgement

Please read The Gillings School's Land Acknowledgement.

Late Work

Life happens and we want to work with students if they anticipate late submissions. We expect that students communicate with Liz (lizcchen@unc.edu) and Manjari (mkumarappan@unc.edu) prior to a due date if a student is not able to meet the deadline. For those students who contact us prior to the submission, we will make alternate arrangements.

For late submissions that we receive without prior notice, students will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points.

Readings

Readings (or other course content) should be completed/viewed before the class session and before completing associated activities.

Student Feedback and Equity Concerns

The Gillings School has in place a mechanism for students to provide feedback, including specifically equity concerns and bias-related issues. You can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the Student Feedback and Equity Concerns FAQ.
Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking, please visit Safe At UNC or the Equal Opportunity and Compliance Office (EOC) for additional information, including resources, contact, and reporting options.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Technical Support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If

you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email Manjari (mkumarappan@unc.edu) with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (4357), or by online help request, or by UNC Live Chat.

Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison), Report and Response Coordinators in the Equal Opportunity and Compliance Office, Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at the "Safe at UNC" website.