We acknowledge the land on which the University at Buffalo operates, is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy.

LIS 557: Information Visualization

Thomas Rowlandson, *Emanuel College, Cambridge*, 1811.

Table of Contents

Instructor Information

Instructor: Samuel Dodson, Ph.D. (he/him/his)
Office Location: 524 Baldy Hall (North Campus)
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Phone: (716) 645–1488
Office Hours: By appointment

Course Information

Program: Information and Library Science
Semester: Fall 2025
Dates: 8/25/2025–12/8/2025
Credits: 3
Type of Instruction: Lecture
Delivery Mode: Online
Location: Remote
Learning Management System: UB Learns
Course Prerequisites: None

This course satisfies the *Information Technologies Electives* category of the Plan of Study.

As per the Handbook, successful completion of this course is defined as completion with a grade of C or better or with a grade of S.

Course Description

This course provides an introduction to the art and science of information visualization. Students will gain familiarity with a range of visualization techniques for communicating relational, spatial, temporal, and other data. Through hands-on practice, students will learn to apply principles from visual arts, psychology, and statistics to the design and evaluation of information visualizations.

Course Topics

- Theories of human visual perception and cognition,
- Design principles for the representation of information,
- Understanding needs and use of information visualizations,
- Understanding of data types,
- Transforming data into visualizations,
- Understanding of information visualization types,
- Use of tools for designing information visualizations, and
- Critical issues and limitations of information visualization.

Learning Outcomes

Upon completion of this course, students will be able to:

- Explain the history and development of the field of information visualization,
- Explain and apply theories related to the visualization of information,
- Explain different ways information can be visualized and the advantages and limitations of each approach,
- Apply design principles and consider contextual factors when creating information visualizations,
- Analyze, describe, and classify information visualizations based on a variety of physical, contextual, and interpretive attributes,
- Critically evaluate information visualizations,
- Design and create information visualizations using open-source tools,
- Use information visualization to create and communicate knowledge, and
- Demonstrate visual literacy skills.

This course addresses the following Master of Science in Information and Library Science (MS ILS) program goals:

1. Graduates demonstrate theoretical and conceptual understanding of information

science, including the creation, representation, organization, retrieval, dissemination, use and curation of information.
2. Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.
3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.
4. Graduates demonstrate values, attitudes and behaviors that are essential for information and library professionals, including diversity, equity and inclusion.

Mode of Instruction

This is a remote and asynchronous course. All course materials will be available through UB Learns, UB Libraries, or the web.

The objectives for this course will be accomplished through the following:

- Instructional video lectures,
- Readings from the textbook, book chapters, journal articles, and conference papers, and
- Individual assignments.

Each week will begin on Monday at 9:00 AM EST / EDT, except for holidays officially observed by the University and Fall / Spring Break. Weekly course materials will be available on UB Learns at the beginning of each week. Weekly activities should be completed six days later, on Sunday at 11:59 PM.

Course Technologies & Required Technology Skills

You must have a UBITName to log in to UB Learns and access the course materials. If you do not have a UBITName, please contact the UB Information Technology (UBIT) Help Center at (716) 645–3542 or ubithelp@buffalo.edu.

Reliable access to the web on a device capable of accessing UB Learns is required. A detailed description of course technology requirements may be found in the UB Student Computer Standards.

For general questions about course technologies, please contact the UBIT Help Center. For questions about UB Learns, please see UB Learns Guides for Students. You can contact UB Learns at (716) 645–6188 or ublearns@buffalo.edu.

You are expected to have Prerequisite Technology Skills. It is your responsibility to gain

proficiency to successfully complete the course objectives and assignments.

University Libraries

You have full access to the University Libraries resources and services. Through the University Libraries, you have online access to many full-text databases, including: Library Literature & Information Science and Library, Information Science & Technology Abstracts. You can also request physical and electronic materials using the Delivery+ service.

Molly Dahl Poremski is the Information Science subject librarian, and is available by phone: (716) 645–7750 and e-mail: poremski@buffalo.edu.

If you have a general reference question, you can also use the Instant Librarian service.

Course Assignments

Assignment	Due Date	Weight	MS ILS Goals
Assignment 1: Data Diary	September 14 (Week 3)	20%	1, 2, 3
Assignment 3, Part 1: Final Project Proposal	September 28 (Week 5)	5%	1, 2, 3
Assignment 2: Information Visualization Critique	October 12 (Week 7)	20%	1, 2, 3
Assignment 3, Part 2: Final Project Presentation	November 9 (Week 11)	10%	1, 2, 3, 4
Assignment 3, Part 3: Final Project Report	December 7 (Week 14)	40%	1, 2, 3, 4
Participation	Throughout the semester	5%	1, 2, 3, 4

All assignment descriptions are available on the UB Learns course homepage by navigating to Content → Assignments → Assignment Descriptions.

Grading Policy

This course uses the letter grading scale established by the Office of the Registrar for both

individual assignments and the overall course grade:

Letter Grade	Percentage	Description
A	93–100	Well above expectations
A−	90–92	
B+	87–89	
B	83–86	Above expectations
B−	80–82	
C+	77–79	
C	73–76	Meets expectations
C−	70–72	
D+	67–69	
D	65–66	Below expectations
F	0–64	Well below expectations

You are expected to submit assignments to UB Learns by the due date. A 5% penalty will be applied for each day an assignment is late. For example, if an assignment is submitted one day late, the grade will be reduced by 5% (e.g., A− to B+). If the assignment is submitted two days late, the grade will be reduced by 10% (e.g., A− to B−). No submissions will be accepted more than one week after the due date.

Each assignment is graded starting from zero, and points are awarded based on how well you address the components in the assignment description. Completing all listed components means *meeting expectations*. Assignment feedback and grades will be posted throughout the semester in UB Learns. Final grades will be available through the HUB Student Center.

The assignment of an incomplete grade (I) is at my discretion, and is only given in exceptional circumstances. Furthermore, you must have a passing average in coursework already completed. You must make a request for an incomplete grade in writing with me before the last day of final examinations. A detailed description of an interim grade of

incomplete may be found in the [Graduate Incomplete Policy](#).

Weekly Course Schedule

You are responsible for completing all readings by the dates noted in the course schedule:

Date	Topic	Required & Recommended Materials
Week 1 Aug. 25–31	Introduction	*Required* Card, S. K., Mackinlay, J. D., & Shneiderman, B. (1999). Information visualization. In S. K. Card, J. D. Mackinlay, & B. Shneiderman (Eds.), *Readings in information visualization: Using vision to think* (ch. 1, pp. 1–33). Morgan Kaufmann Publishers. �];*PDF available on UB Learns.* Tufte, E. R. (1997). Visual and statistical thinking: Displays of evidence for making decisions. In *Visual explanations: Images and quantities, evidence and narrative* (2nd ed., ch. 2, pp. 27–53). Graphics Press. ➛*PDF available on UB Learns.* *Recommended* Friendly, M. (2008). A brief history of data visualization. In C. Chen, W. Härdle, & A. Unwin (Eds.), *Handbook of data visualization* (pp. 15–56). Springer. https://doi.org/10.1007/978-3-540-33037-0_2 ➛*PDF available on UB Learns.* Heer, J. (2017, March). *A brief history of data visualization* [Video file]. Retrieved from https://youtu.be/N00g9Q9stBo
Week 2 Sept. 1–7	Exploratory Data Analysis	*Nota bene:* Labor Day is observed on Monday.

	& Data Storytelling	*Required*

Dourish, P. & Gómez Cruz, E. (2018). Datafication and data fiction: Narrating data and narrating with data. *Big Data & Society, 5*(2), 1–10. https://doi.org/10.1177/2053951718784083

Segel, E. & Heer, J. (2010). Narrative visualization: Telling stories with data. *IEEE Transactions on Visualization and Computer Graphics, 16*(6), 1139–1148. https://doi.org/10.1109/TVCG.2010.179

Wilke, C. O. (2019). Telling a story and making a point. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 29, pp. 333–349). O'Reilly Media. https://clauswilke.com/dataviz/telling-a-story.html

Recommended

Knaflic, C. N. (2015, November). *Storytelling with data* [Video file]. Retrieved from https://www.youtube.com/watch?v=8EMW7io4rSI

Tufte, E. R. (1997). Explaining magic: Pictorial instructions and disinformation design. In *Visual explanations: Images and quantities, evidence and narrative* (2nd ed., ch. 3, pp. 54–71). Graphics Press.

➡️*PDF available on UB Learns.*

Week 3 Sept. 8–14	Data Types & Visual Encodings (Part 1)	*Nota bene:* Assignment 1 is due by the end of the week.

Required

Wilke, C. O. (2019). Visualizing data: Mapping data onto aesthetics. In *Fundamentals of data*

visualization: A primer on making informative and compelling figures (ch. 2, pp. 7–12). O'Reilly Media. https://clauswilke.com/dataviz/aesthetic-mapping.html

Wilke, C. O. (2019). Coordinate systems and axes. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 3, pp. 13–25). O'Reilly Media. https://clauswilke.com/dataviz/coordinate-systems-axes.html

Wilke, C. O. (2019). Redundant coding. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 20, pp. 243–254). O'Reilly Media. https://clauswilke.com/dataviz/redundant-coding.html

Recommended

Stevens, S. S. (1946). On the theory of scales of measurement. *Science, 103*(2684), 677–680. https://www.jstor.org/stable/1671815

Zhang, J. & Norman, D. A. (1995). A representational analysis of numeration systems. *Cognition, 57*(3), 271–295. https://doi.org/10.1016/0010-0277(95)00674-3

Week 4 Sept. 15–21	Visual Encodings (Part 2) & Visual Perception	*Required* Healey, C. & Enns, J. (2011). Attention and visual memory in visualization and computer graphics. *IEEE Transactions on Visualization and Computer Graphics, 18*(7), 1170–1188. https://doi.org/10.1109/TVCG.2011.127 Wilke, C. O. (2019). Color scales. In *Fundamentals*

of data visualization: A primer on making informative and compelling figures (ch. 4, pp. 27–35). O'Reilly Media. https://clauswilke.com/dataviz/color-basics.html

Wilke, C. O. (2019). Common pitfalls of color use. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 19, pp. 233–242). O'Reilly Media. https://clauswilke.com/dataviz/color-pitfalls.html

Recommended

Brewer, C. A. (1999). Color use guidelines for data representation. In *Proceedings of the Section on Statistical Graphics* (pp. 55–60). American Statistical Association.

➥*PDF available on UB Learns.*

Cleveland, W. S. & McGill, R. (1984). Graphical perception: Theory, experimentation, and application to the development of graphical methods. *Journal of the American Statistical Association, 79*(387), 531–554. https://doi.org/10.1080/01621459.1984.10478080

Heer, J. & Bostock, M. (2010). Crowdsourcing graphical perception: Using Mechanical Turk to assess visualization design. In *Proceedings of the Conference on Human Factors in Computing Systems* (pp. 203–212). https://doi.org/10.1145/1753326.1753357

Week 5 Sept. 22–28	Taxonomies & Design Principles	*Nota bene:* Part 1 of Assignment 3 is due by the end of the week.

Required

Few, S. (2005). *Effectively communicating numbers: Selecting the best means and manner of display* [White paper]. ProClarity. https://perceptualedge.com/articles/ Whitepapers/Communicating_Numbers.pdf

Heer, J., Bostock, M., & Ogievetsky, V. (2010). A tour through the visualization zoo. *Communications of the ACM, 53*(6), 59–67. https://doi.org/10.1145/1743546.1743567

Wilke, C. O. (2019). Directory of visualizations. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 5, pp. 37–44). O'Reilly Media. https://clauswilke. com/dataviz/directory-of-visualizations.html

Recommended

Wickham, H. (2010). A layered grammar of graphics. *Journal of Computational and Graphical Statistics, 19*(1), 3–28. https://doi.org/ 10.1198/jcgs.2009.07098

Week 6 Sept. 29–Oct. 5	Getting Started with R & RStudio	

Required

Healy, K. (2019). Get started. In *Data visualization: A practical introduction* (ch. 2, pp. 32–53). Princeton University Press. https://socviz.co/ gettingstarted.html#gettingstarted

Further Reading on R

Carroll, J. (2018). *Beyond spreadsheets with R: A beginner's guide to R and RStudio*. Manning.

Chang, W. (2018). *R graphics cookbook* (2nd ed.). O'Reilly Media. https://r-graphics.org

Cotton, R. (2013). *Learning R: A step-by-step function guide to data analysis*. O'Reilly Media.

Kabacoff, R. (2024). *Modern data visualization with R*. CRC Press. https://rkabacoff.github.io/datavis/

Lander, J. P. (2014). *R for everyone: Advanced analytics and graphics*. Addison-Wesley.

Week 7 Oct. 6–12	Relationships Between Two or More Variables	*Nota bene:* Assignment 2 is due by the end of the week.

<p align="center">*Required*</p>

Wilke, C. O. (2019). Visualizing associations among two or more quantitative variables. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 12, pp. 117–130). O'Reilly Media. https://clauswilke.com/dataviz/visualizing-associations.html

Wilke, C. O. (2019). Visualizing time series and other functions of an independent variable. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 13, pp. 131–143). O'Reilly Media. https://clauswilke.com/dataviz/time-series.html

Wilke, C. O. (2019). Visualizing trends. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 14, pp. 145–160). O'Reilly Media. https://clauswilke.com/dataviz/visualizing-trends.html

<p align="center">*Recommended*</p>

Chang, W. (2018). Line graphs. In *R graphics*

cookbook (2nd ed., ch. 4, pp. 55–76). O'Reilly Media. https://r-graphics.org/CHAPTER-LINE-GRAPH.html

Chang, W. (2018). Scatter plots. In *R graphics cookbook* (2nd ed., ch. 5, pp. 77–126). O'Reilly Media. https://r-graphics.org/CHAPTER-SCATTER.html

Week 8 Oct. 13–19	Amounts, Proportions, & Distributions	*Nota bene:* Fall Break is observed on Monday and Tuesday.

<div style="text-align:center">*Required*</div>

Wilke, C. O. (2019). Visualizing amounts. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 6, pp. 45–58). O'Reilly Media. https://clauswilke.com/dataviz/visualizing-amounts.html

Wilke, C. O. (2019). Visualizing distributions. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 7, pp. 59–69). O'Reilly Media. https://clauswilke.com/dataviz/histograms-density-plots.html

Wilke, C. O. (2019). Visualizing many distributions at once. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 9, pp. 81–92). O'Reilly Media. https://clauswilke.com/dataviz/boxplots-violins.html

Wilke, C. O. (2019). Visualizing proportions. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 10, pp. 93–104). O'Reilly Media. https://clauswilke.com/dataviz/visualizing-proportions.html

Wilke, C. O. (2019). Visualizing nested proportions. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 11, pp. 105–116). O'Reilly Media. https://clauswilke.com/dataviz/nested-proportions.html

Recommended

Chang, W. (2018). Bar graphs. In *R graphics cookbook* (2nd ed., ch. 3, pp. 23–54). O'Reilly Media. https://r-graphics.org/CHAPTER-BAR-GRAPH.html

Chang, W. (2018). Summarized data distributions. In *R graphics cookbook* (2nd ed., ch. 6, pp. 127–160). O'Reilly Media. https://r-graphics.org/CHAPTER-DISTRIBUTION.html

Week 9 Oct. 20–26	Geospatial Data	*Required* Hogräfer, M., Heitzler, M., & Schulz, H.-J. (2020). The state of the art in map-like visualization. *Computer Graphics Forum, 39*(3), 647–674. https://doi.org/10.1111/cgf.14031 Wilke, C. O. (2019). Visualizing geospatial data. In *Fundamentals of data visualization: A primer on making informative and compelling figures* (ch. 15, pp. 161–179). O'Reilly Media. https://clauswilke.com/dataviz/geospatial-data.html *Recommended* Dewey, C. (2019, March 15). How Google's bad data wiped a neighborhood off the map. *OneZero*. https://onezero.medium.com/how-googles-bad-data-wiped-a-neighborhood-off-the-map-80c4c13f1c2b

Tyner, J. A. (2010). Basics of symbolization. In *Principles of map design* (ch. 7, pp. 131–145). Guilford Press.

➡ *PDF available on UB Learns.*

Tyner, J. A. (2010). Symbolizing geographic data. In *Principles of map design* (ch. 8, pp. 146–177). Guilford Press.

➡ *PDF available on UB Learns.*

Week 10 Oct. 27–Nov. 2	Networks	*Required*
		Herman, I., Melançon, G., & Marshall, M. S. (2000). Graph visualization and navigation in information visualization: A survey. *IEEE Transactions on Visualization and Computer Graphics, 6*(1), 24–43. https://doi.org/10.1109/2945.841119
		Recommended
		von Landesberger, T., Kuijper, A., Schreck, T., Kohlhammer, J., van Wijk, J. J., Fekete, J. D., & Fellner, D. W. (2011). Visual analysis of large graphs: State-of-the-art and future research challenges. *Computer Graphics Forum, 30*(6), 1719–1749). https://doi.org/10.1111/j.1467-8659.2011.01898.x
		Venturini, T., Jacomy, M., & Jensen, P. (2021). What do we see when we look at networks: Visual network analysis, relational ambiguity, and force-directed layouts. *Big Data & Society, 8*(1), 1–16. https://doi.org/10.1177/20539517211018488
Week 11 Nov. 3–9	Data Wrangling	*Nota bene:* Part 2 of Assignment 3 is due by the end of the week.

Required

Wickham, H. & Grolemund, G. (2017). Data transformation with dplyr. In *R for data science* (ch. 5). O'Reilly Media. https://r4ds.had.co.nz/transform.html

Wickham, H. & Grolemund, G. (2017). Tidy data. In *R for data science* (ch. 12). O'Reilly Media. https://r4ds.had.co.nz/tidy-data.html

Recommended

Wickham, H. (2014). Tidy data. *Journal of Statistical Software, 59*(1), 1–23. https://doi.org/10.18637/jss.v059.i10

Week 12 Nov. 10–16	Ethics	*Required*

D'Ignazio, C. and Klein, L. F. (2016, October). *Feminist Data Visualization.* Paper presented at the Workshop on Visualization for the Digital Humanities (IEEE VIS Conference 2016), Baltimore, MD. Retrieved from http://www.kanarinka.com/wp-content/uploads/2015/07/IEEE_Feminist_Data_Visualization.pdf

Kennedy, H., Hill, R. L., Aiello, G., & Allen, W. (2016). The work that visualisation conventions do. *Information, Communication & Society, 19*(6), 715–735. https://doi.org/10.1080/1369118X.2016.1153126

Recommended

Correll, M. (2019, May). Ethical dimensions of visualization research. *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems* (pp. 1–13). https://doi.org/10.1145/3290605.3300418

Sula, C. A. (2013, January). *The ethics of visualization* [Video file]. Retrieved from https://youtu.be/tL7amXznq4A

Week 13 Nov. 17–23	Final Project Presentations	No readings.
Nov. 24–30	No Class (Thanksgiving Break)	No readings.
Week 14 Dec. 1–7	No Class (Final Project Paper Preparation)	*Nota bene:* Part 3 of Assignment 3 is due by the end of the week. No readings.

Required Course Materials

The textbook, *Fundamentals of data visualization* by Wilke (2019), is available for free online at: https://clauswilke.com/dataviz. It is also available in digital (~$45) and print (~$70) formats from Amazon. However, you may find a better deal from your preferred bookseller.

All other course materials will be freely available through UB Learns, UB Libraries, or the web. The required and recommended readings are listed in the course schedule.

Course Communication

I endeavor to create a learning environment in which people of all identities are welcomed and supported. I ask you to, optionally, share your name, gender identity, or pronouns with me at the beginning of the semester. Similarly, you can update your name, gender identity, or pronouns in the HUB Student Center.

I encourage you to actively participate in the UB Learns discussion forum throughout the semester. You will find that reading your peers' posts and writing your own will be beneficial to your understanding of the course materials. I read all discussion forum posts, but am not always able to respond. In this class, you are expected to engage in respectful communication. I will not tolerate any form of disrespect directed towards anyone in the class.

If you have any questions or comments about the course, please do not hesitate to contact me. Because this is an asynchronous online course, I prefer to communicate by e-mail. All messages sent to me should come from your @buffalo.edu e-mail address. When contacting me, please include the course number in the subject of your e-mail. I will do my best to respond to you within 48 hours between Monday at 9:00 AM and Friday at 5:00 PM.

Course Evaluation

Course evaluations are an important part of the University's commitment to academic excellence. Once you complete the course, you will receive an e-mail from UB Course Evaluations notifying you that course evaluations are open. When you complete a course evaluation, you give me the tools to strengthen the course offerings and improve student learning. I cannot see individual responses; I receive a summary report that compiles responses across all students in the class. I do not receive a copy of the report until after grades have been submitted.

Academic Integrity

The University is founded on civility, honesty, and integrity. As a member of the community, you are expected to understand and follow the codes of conduct regarding academic integrity. Academic integrity is critical to the learning process. It is your responsibility to work in an honest fashion, upholding my expectations. The goal is to ensure that students learn in accordance with the University's academic integrity principles, regardless of whether instruction is in-person or remote. The use of any tools, including artificial intelligence-based large language models (e.g., ChatGPT), to produce whole or parts of assignments in this course is prohibited. Thank you for upholding your integrity and ensuring the University's tradition of academic excellence. A detailed description of academic integrity, including the University's policies and procedures, may be found in the Graduate Academic Integrity Policy.

Accessibility Policies and Services

The University is committed to providing equal access to individuals with disabilities, in part, through Accessibility Resources. If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources and also me during the first week of class. It is your responsibility to make a request for academic accommodation with Accessibility Resources:

> **Accessibility Resources**
> University at Buffalo
> 60 Capen Hall (North Campus)

Updated: 8/1/2025

Buffalo, NY 14260
Phone: (716) 645–2608
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html

Accessibility Resources will review appropriate arrangements for reasonable accommodations. If Accessibility Resources determines a request is reasonable, a memorandum describing the recommended academic adjustments or auxiliary aids will be issued. It is your responsibility to provide the memorandum to me and to arrange to meet with me regarding implementation of the recommendations. I may contact Accessibility Resources for consultation if there are any questions or concerns about a recommendation.

Student Success and Wellbeing Policies and Services

The University provides resources to support student learning and wellbeing. You can learn more about these programs and services by contacting:

Counseling Services
University at Buffalo
120 Richmond Quadrangle (North Campus)
Buffalo, NY 14261
Phone: (716) 645–2720
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html

Health Promotion
University at Buffalo
114 Student Union (North Campus)
Buffalo, NY 14260
Phone: (716) 645–2837
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html

Health Services
University at Buffalo
Michael Hall, 3435 Main Street (South Campus)
Buffalo, NY 14214
Phone: (716) 829–3316
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/health.html

The University values and respects all members of the community. Harassment and

discrimination are not tolerated. A detailed description of discrimination and harassment may be found in the Discrimination and Harassment Policy.

The University provides appropriate accommodation for religious and cultural observances. Students who require a religious accommodation should make the request directly to me. A detailed description of religious accommodation may be found in the Religious Accommodation and Expression Policy.

If you have experienced violence or harassment on the basis of sex or gender, the University has resources to help. For more information, please contact the Title IX Coordinator:

Office of Equity, Diversity and Inclusion
University at Buffalo
406 Capen Hall (North Campus)
Buffalo, New York 14260
Phone: (716) 645–2266
Web: https://www.buffalo.edu/equity.html

For confidential assistance, you may also contact a Crisis Services Campus Advocate at (716) 796–4399.

University at Buffalo faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation involving violence or harassment, I will need to report it to the Office of Equity, Diversity and Inclusion. If you do not wish to have the University proceed with an investigation, your request will be honored unless the University's failure to act does not adequately mitigate the risk of harm to you or other members of the community. You also have the option of speaking with trained counselors who can maintain confidentiality. A full explanation of the resources and services available may be found in the Options for Confidentially Disclosing Sexual Violence.