Title IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX prohibits sex and gender based discrimination in education.
Sex Discrimination
Sexual Harassment
Sexual Assault
Sexual Misconduct
Interpersonal Violence
Stalking
Pregnancy, Nursing & Parenting
Responsible Employees

- Administrators
- Advisors
- Faculty
- Supervisory Staff
- Coaches
- RAs, TAs
- Grad Research Assistant
TA/AI Responsibilities
UT is here...

- Counseling and Mental Health Center
- Student Emergency Services
- Behavior Concerns Advice Line
- Advocates
- University Ombuds
- Interpersonal Violence Peer Support
- Employee Assistance Program
- University Health Services
- UTPD
LET US CONNECT THE DOTS.

compliance || accountability || resources || education || support

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Sample First Day Activities*

On the first day of class, begin to build a productive learning environment by engaging students in activities that help them meet each other and get comfortable speaking in class. These activities are also beneficial to you because it helps you become familiar with their names, personalities, and goals. You can also introduce content to begin emphasizing important themes of the course.

Things to remember:
- If the section is small enough, try to have students repeat one another’s names (or do this yourself – it impresses them and helps you to remember who they are). As an alternative, have them put their names on large note cards and place them on their desks for the first few days. This can help both you and the students learn each other’s names.
- In all activities where students are in pairs or small groups, ask them to introduce themselves to one another before beginning the activity.
- You can participate in many first day activities as well, which may help students feel that you are approachable/accessible.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td><strong>Object Search</strong></td>
<td>Students select an item from their wallet, purse, or bag that they feel represents them (a gym membership card, a frequent coffee card, a passport, a journal.) Each person then introduces his or herself (name, year, what s/he did this summer, general info) and explains the meaning behind the item.</td>
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<td><strong>Basic Question Prompt</strong></td>
<td>Develop a question for each student to answer. Possible topics include: what I wish I did this summer, favorite ice cream flavor, favorite vacation destination, something that surprised me today, last book read, best movie this past year, favorite restaurant.</td>
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* Adapted in part by Daphna Atias and Molly Hatcher from Melody Pugh and Steve Engel, “Getting Started”, CRLT Orientation Packet, Fall 2012, University of Michigan, Ann Arbor.
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<thead>
<tr>
<th><strong>Name History</strong></th>
<th>Students introduce themselves and explain why they have their name or any funny story associated with their name.</th>
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<td><strong>Paired Interview</strong></td>
<td>Students pair up and interview one another for five minutes, then come back and introduce the partner to the group.</td>
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<td><strong>Unique and Common</strong></td>
<td>Similar to the paired interview, students pair up (or work in groups) and determine what they have in common, then come back and report to the group.</td>
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<td><strong>Concentric Circles</strong></td>
<td>Students form two concentric circles so that each person from the outside circle is facing a partner from the inside circle. The group is given a question (what I wish I did this summer, something that surprised me today, if you could have lunch with any person who would it be?) and partners discuss the question for about a minute. Inside circle rotates one spot and partners discuss another question. Questions can also be designed to build on course content.</td>
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<td><strong>Shifting assumptions</strong></td>
<td>Present a course-related topic that most students think they have some knowledge about (the five paragraph essay, the discipline of anthropology, the notion of a single American culture, supply and demand). Ask students to jot down ideas about the topic in pairs or groups. Discuss the responses as a group and, ideally, explain how the class will push beyond their basic assumptions about the course material.</td>
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<tr>
<td><strong>True/False Quiz</strong></td>
<td>Similar to shifting assumptions, prepare a short quiz on topics in the course. Questions don’t need to actually have a strict true or false answer – these will enable more enlivened discussion. Students can complete quiz in pairs, groups, or alone. Once they have completed it, discuss as a class.</td>
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<tr>
<td><strong>Ideal section/lab</strong></td>
<td>In small groups or pairs, students discuss how they define an ideal class. As a large group, discuss what they come up with.</td>
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<td><strong>Classroom contract</strong></td>
<td>For sections that deal with sensitive issues, have students develop a “Classroom Contract”—students tell you what would help make a safe learning environment (such as respect for each other, confidentiality, etc.) and GSI lists them on the board. From those notes, GSI develops a contract all students will sign. If a student violates the contract, GSI can use the contract as a springboard to address their behavior.</td>
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<td><strong>Provocative question</strong></td>
<td>Present students with a provocative question regarding course content on the board/overhead. Have students discuss it in small groups and then as a class. Relate the question back to course material/goals.</td>
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<tr>
<td><strong>Course title brainstorm</strong></td>
<td>Ask students to brainstorm about the course title in small groups and then together as a large group. Use the student-generated responses to develop a mind map of course content on the board.</td>
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<tr>
<td><strong>Course Goals/Concerns</strong></td>
<td>Ask students (in pairs or small groups) to come up with some of their goals for the course as well as particular anxieties or concerns. Discuss as a class and relate their responses to your own goals and plan for the course.</td>
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Sample Participation Guidelines

Section Participation:
Participating in section involves attending each section and being attentive to the class discussion or activity. You should demonstrate your knowledge of the class discussion or activity. You should demonstrate your knowledge of the class readings by making thoughtful comments, as well as asking clarification questions about readings and concepts when necessary. Engaging in activities irrelevant to class or arriving late to class will result in point deductions from your grade. Not making a real attempt to complete tasks or failing to participating in the activities is unacceptable. (Psychology 000, from syllabus)

Whenever you have a question, please ask it! (...we are also well versed in a variety of subjects besides oceanography.) Learning in science is a very question-oriented process; discoveries and advancements in science are made through the process of asking questions and finding answers.

In introductory courses such as this one, it is also important that you develop a sense of how scientific problems are tackled, i.e., how to think “scientifically.” Most of the problems we tackle in class—and most scientific problems in general—involve the piecing together of different facts into a coherent, believable explanation of some phenomena.

In order to help you develop a knack for this, you will find that we often answer your questions with questions; a technique that is really annoying to some people, but much better for you in the long run. Such “question” responses are designed to help you try to approach the problem from a number of different angles—and will often prove to you that you really do know the answer! It is very easy to memorize a series of facts, but much more difficult, meaningful, and fun to really learn and apply them. (Oceanography Lab, from syllabus)

Classroom Contract
The following rules and conditions apply for all discussions and conversations that take place among members of this class, both in the classroom and in outside group work for this class:

• I will respect my fellow classmates, taking into consideration that everyone comes from diverse backgrounds and different levels of educational experience.
• I will be open-minded.
• I will be open to disagreement and difference of opinion while at the same time refrain from insulting my fellow classmates.
• I will be mindful of how I present myself to the class. I will not be aggressive, judgmental, or verbally attack anyone.
• I will engage in active listening when others in the class are speaking, which includes not interrupting, turning my cell phone off, and refraining from text messaging.
• I give myself and my classmates permission to change their minds about issues over the course of the term.
• I will actively participate in the class, which means I will come to class on time, read the materials assigned, and be prepared to discuss the materials.
• I will step up and make verbal contributions during class, and I will also step back and allow others to speak after I have had my turn.

Name___________________________ Date____________________
(Introduction to Women’s Studies, composed with student feedback during first day of class)