

MFA in Theatre Program Guide
Emphasis in Drama and Theatre for Youth and Communities
(Working Document, Revised August 2020)

*This document borrows language from UT’s Graduate School, as well as graduate units from across UT Austin, Arizona State University, and the University of Central Florida.

Table of Contents

Introduction/Land Acknowledgement 1
Program Overview 2
Admission and Application Information. 3
Program Goals and Outcomes 5
Program of Study..... 7
Progress towards Degree/Scholastic Dishonesty/Accommodations/Leaves 10
Our Commitments 13
Student Resources on the UT Campus 15

Introduction

This program guide provides an introductory overview of the program guide for the MFA in Theatre with an Emphasis in Drama and Theatre for Youth and Communities program for both prospective and current students. The DTYC program offers ample opportunities and training for entering the profession and the highly competitive job market. The Drama and Theatre for Youth and Communities program prepares graduate students for multiple career paths in education, community and nonprofit organizations, and professional theatre for young audiences. Through drama-based pedagogy, arts with and for youth, and rigorous scholarship, students and faculty in the program commit to exploring a diversity of ideas and experiences, innovation in the field, and models for social justice. The DTYC program focuses on embodied, performative, aesthetic, and dialogic approaches to building drama and theatre with/for young people and their communities.

Research and practice in DTYC is approached through an anti-racist and anti-oppression lens. Starting from the belief that Black Lives Matter, our faculty and students are working to unlearn and dismantle the ways that white supremacy shapes our thinking, learning, and creative practices. In recent years, our largely white faculty has taken direct action and on-going steps to make DTYC a more just and equitable learning environment. We recognize that this is and will be an ongoing effort towards improvement; we have and will make mistakes on our journey. We close this document with a list of some of our commitments toward becoming an actively anti-racist and anti-oppression graduate program. We look forward to adding your voice to these on-going commitments.

Our graduate program resides within the Department of Theatre & Dance, within the College of Fine Arts, within a large, multifaceted university, within a diverse and complex state, country, and world. Working within these layers and systems presents academic, bureaucratic, cultural, and social challenges and opportunities that inform our program's style and structure, including our intentional focus on relational practice, dialogue, and reciprocity.

LAND ACKNOWLEDGEMENT

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon us as faculty, students, and beneficiaries of The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, the DTYC program acknowledges that our work originates from (and may meet on) Indigenous land. Moreover, we acknowledge and pay respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

**Thank you to the Committee on Land Acknowledgements from whom this statement was borrowed and adapted. This committee has also made further recommendations for how we can support Indigenous students, faculty, and research at UT Austin.*

Program Overview

The Drama and Theatre for Youth and Communities program at The University of Austin began in 1945 with a focus on creative drama classes and plays for children. Decades later, the program remains an integral component of the departmental landscape through student productions, as well as innovative school, community, and theatre-based projects and programs.

The Master of Fine Arts in Theatre with an emphasis in Drama and Theatre for Youth and Communities (DTYC) is a nationally recognized program that focuses on the interdependence of theatre artistry, pedagogy and scholarship, underpinned by theories of justice and equity. Interdisciplinary in nature, the program draws on practice and scholarship from many fields such as theatre/drama, performance studies, education and critical pedagogy, youth theatre, youth development, feminist pedagogies and performance, and cultural studies among others.

The three-year MFA degree stresses flexibility and encourages participation in classes throughout the Department of Theatre and Dance and the University at large. Our department offers a world-class educational environment that serves as the ultimate creative incubator for the next generation of artists, thinkers, and leaders in drama, theatre, and performance. The DTYC students often engage with department faculty, students, and curricula in:

- UTeach Theatre (also called BFA in Theatre and Education and formerly named Theatre Studies)
- Dance and UTeach Dance
- Live Design (formerly Design and Technology)
- Directing and Playwriting
- Performance as Public Practice
- BA in Theatre and the BFA in Acting

The DTYC program culminates in a practical thesis project coupled with a written thesis document in which students apply theory from a wide range of disciplines to an area of practice in Drama and Theatre for Youth and Communities. Thesis projects generally employ reflective practitioner research to address research questions in applied drama/theatre, arts integration, community engagement, drama-in-education, theatre for young audiences, teaching artist praxis, theatre education, theatre-in-education and theatre for dialogue, youth theatre and/or the creation or production of original works for young audiences. Within higher education and the theatre profession, the M.F.A. with an emphasis in Drama and Theatre for Youth and Communities is considered a terminal degree for related fields of study. The degree does not lead to public school teacher certification; however, students interested in teacher certification may take additional classes to achieve this goal.

Admission and Application Information

Admission to the Program

Three to five DTYC candidates are admitted each year from a competitive group of applicants. After a preliminary round of application reviews, faculty invite a small group of applicants to our in-person interview days on campus (subject to change based on COVID restrictions). The interview process usually occurs over two full days at the UT campus and is required for admission into the MFA theatre program. An MFA degree is a substantial investment of time, money and other resources; our in-depth interview process offers applicants and faculty an opportunity to assess fit. Interviews are generally held on campus toward the end of February (COVID pivots may apply).

Graduate Studies in Theatre

The Graduate Studies Committee (GSC), consisting of tenure-track and tenured faculty in the department, establishes the policies and requirements for all graduate theatre and dance degree programs offered by the department. The GSC members have delegated the administration of those policies to the Graduate Studies Executive Committee (X-COM). Students communicate with the GSC and X-COM through the department's Graduate Advisor Dr. Megan Alrutz.

Application Process

The deadline for receipt of applications for the DTYC MFA program is usually in early January. Please check our website for this year's deadline.

The application for graduate admission is a multi-step process. Applicants must first submit an application to UT Austin's Graduate School. For detailed instructions, please visit The University of Texas at Austin Graduate School online.

To apply, applicants should go to ApplyTexas.org, create an account and fill out the form. Non-U.S. citizens should fill out the International Graduate Application. Choose "MFA in Drama and Theatre for Youth and Communities" as the Area of Interest on a pull down menu. This will ensure application to the DTYC program. Pay the application fee. Fee waivers are available with proper paperwork. Applicants should look for the email that includes a UT EID and a link to the Application Status website. This email may take up to 48 hours to be delivered.

Application Materials and Criteria

Our admissions process is intentionally holistic and aims to remove barriers to access by offering multiple ways for applicants to demonstrate interests, skills, and experiences that will support graduate study in this field. In addition to the Graduate School application and fee, the following materials are required in order to be considered for admission in the MFA in Drama and Theatre for Youth and Communities program:

Official Transcripts and GPA Requirements: Applicants must submit transcripts from all colleges and universities attended, both at the undergraduate and graduate levels. Online instructions for uploading transcripts (PDF format only). The University specifies a minimum grade point average of 3.0 (on a 4.0 scale) on all work taken after the first two years of college-level work (i.e., all upper-division courses), as well as any graduate-level courses already taken.

GRE Score: The GRE is required for admission to the M.F.A. in Drama and Theatre for Youth and Communities program. While there is no minimum GRE score requirement for admission, GRE scores are considered as part of our holistic approach to admissions for DTYC and may be used by the University when making scholarship and fellowship decisions. The University of Texas at Austin Institution Code is 6882. For more information, applicants should visit www.ets.org.

Three letters of recommendation: At least three letters of recommendation are required. To be most helpful, letters should be from people qualified to speak to the applicant's work in areas related the DTYC field and should comment specifically on the candidate's aptitude for graduate level creative activity, teaching and facilitation, and leadership, including writing, analysis, and synthesis skills, as well as other advanced work in their areas of interest and related career specialization(s). Moreover, letters should address the candidate's skills and experience (or potential for success) in applied drama/theatre, theatre for young audiences, and/or theatre education. Each reference will receive instructions on how to submit their letter online to the Graduate School's secured web site. Only one letter is required from each reference.

Resume: Applicants will upload a resume that details all relevant work, experience, and scholarship in the field. We welcome non-tradition and expansive definitions of professional and work experience in the field; we fully recognize the financial burden that internships and other unpaid experiences place disproportionately on BIPOC, Trans, first generation, and less financially resourced individuals. Applicants should include all relevant life experiences and curiosities that have prepared them for graduate inquiry and study, as well as their desired career path.

Personal Statement: Applicants will upload a personal statement that outlines and contextualizes their relevant experience, as well as future academic and professional goals in the field. Through form and content, this written statement should offer specifics about the candidate's purpose for pursuing graduate school in the DTYC program at UT Austin. The personal statement offers an opportunity for applicants to share their vision for graduate study at UT Austin, as well as their intended impact on the field. This is also an opportunity for the candidate to reflect on their desire to experiment, learn, grow, and collaborate with a small cohort of students and faculty.

Teaching Philosophy and/or Artist Statement: Applicants will upload a teaching philosophy and/or artist statement that addresses their beliefs and practices about teaching and learning and/or an artist statement that explains and contextualizes the applicant's artistic work and vision. Both documents require applicants to consider the relationship between form (What shape does the document take?) and function (What does the document aim to do?).

Other supporting materials might include: Sample drama/theatre curricula or program, a detailed concept and approach for a theatre for young audiences production, and/or a community-engaged program/partnership pitch.

All other materials should be submitted online at the Document Upload System.

Program Goals and Outcomes

All MFA students are expected to build advanced knowledge in a set of areas of practice, knowledge domains, and skills. These combine to deepen graduate students' skills and knowledge in artistry, pedagogy, and scholarship.

OUR INTERSECTING AREAS OF PRACTICE:

- Applied Drama/Theatre
- Theatre for Young Audience (TYA)
- Theatre Education

OPPORTUNITIES TO BUILD KNOWLEDGE IN:

- Aesthetics and artistry
- Arts integration, creative learning, and arts-based pedagogy
- Collaborative leadership
- Contemporary and emerging creative practices
- Contemporary, professional Theatre for Young Audiences
- Creative youth development and leadership
- Culturally responsive and sustaining education
- Curriculum and teaching methodologies
- Devising, play-building, playmaking
- Digital Storytelling
- Drama-based pedagogy and practice
- Education and community engagement practices
- Ethical considerations within areas of practice
- History and theory of theatre/drama with and for youth
- Identity politics in theatre
- Museum Theatre
- Operating structures and principles of arts and community organizations
- Playwrights and plays for young audiences
- Power, identity, and oppression
- Politics of representation
- Program evaluation and assessment
- Research and research methods
- Social justice and performance practices
- Theatre for social change
- Theatre for the very young
- Theatre of the Oppressed

SKILLS across Artistry, Pedagogy, and Research

- Aesthetic and craft development in areas such as directing, dramaturgy, playwriting for youth, community-engagement, and/or devising with youth and communities
- Applied drama/ theatre program and project development
- Context-based communication and collaborative practices

- Curriculum and learning design appropriate to a variety of contexts
- Application of ethical considerations of work and theory in practice
- Facilitation and teaching skills appropriate to a variety of contexts
- Arts-based educational research methods and program evaluation

Program of Study

Curriculum

The M.F.A. in Drama and Theatre for Youth and Communities degree is a three-year, 60 credit hour program that is considered a terminal degree for related fields of study. Students are required to take a minimum of 9 credits per semester to remain full time. Students may not complete the degree in less than three years.

Required Coursework

The following courses are required in order to matriculate. These courses are offered on a rotating basis throughout a three-year degree cycle:

- *MFA Colloquium* (3 credits- 1credit per semester) – This course is a student run, faculty supervised, 1-credit course. Colloquium provides a space for M.F.A. DTYC students gather on a semi-weekly basis to explore the artistic, theoretical, and pedagogical practices associated with drama and theatre for youth and communities. The shape and outcomes of this course will change each year to meet the current needs of students and faculty in the program. DTYC Students attend and actively participate in the MFA Colloquium across all six of their semesters in the DTYC program. Students enroll in Colloquium for credit (which includes additional mentorship and time with the Colloquium faculty supervisor) for three semesters. It is recommended that students register and complete their three 1-credit Colloquium semesters during their first three semesters in the program.
- *TD 388: Research Methods* (3 credits) - This course is for students to practice knowledge, skills and techniques needed to conduct research, to include organization, style and bibliographic forms. Students will take this course in the first semester of their first year.
- *TD 383P: Research and Practice* (3 credits) – This course supports students to develop a rigorous, original research question, research design/methodology and thesis project that engages with salient scholarship and practices in the field. This course is typically taken the spring of the second year in the DTYC program and leads into thesis work.
- *TD 698A/B: Thesis* (6 credits) - This faculty mentored, independent study, pass/fail course is taken in the Fall and Spring semester of the third year. Typically Thesis A is the practical portion of the thesis project and Thesis B is the written and defense portion of the thesis project. Thesis B must be taken during a student’s final semester in the DTYC MFA program.
- *TD 383P: Drama-based Pedagogy and Practice* (3 credits) - This course is a comprehensive pedagogical exploration and fieldwork experience in the use of drama-based instructional strategies (the use of active learning strategies, improvisation and role play) in a variety of contexts.
- *TD 383P: Theatre for Young Audiences Seminar* (3 credits) – This course is an exploration of histories, theories, and practices underpinning the field of theatre for young audiences.
- *TD 383P: Theatre for Young Audiences Literature* (3 credits) – This course is an exploration of plays, productions, and dramatic literature written for, about, and by youth, families, and their communities.
- *TD 387D: Applied Drama and Theatre* (3 credits) - This course is an examination of the theories, practices, pedagogies and politics associated with the various uses of theatre games, improvisation, role play and devised performance in a range of fields that extend beyond the formal theatre setting.
- *TD 383P: Community Engagement* (3 credits) – This course is project-based, focused on the exploration and application of theoretical knowledge and practical skills to engage communities in the work of drama and theatre in a variety of contexts.
- *TD 388J: “Design” Studio I* (3 credits)- This course introduces students to the practices and

problems of scenic design, costume design, lighting design, and theatre technology

- *T D 398T: Supervised Teaching* (3 credits) - This course examines the theories and practices of contemporary pedagogy to prepare for work as a scholar and artist in higher education.
**Supervised Teaching* is not required for graduation, however students must take this course to be eligible to be an Assistant Instructor for a course at UT Austin.

Electives

The Program of Study invites students to take up to 31 credits in elective courses; 6 of these credits must be taken outside of the Department of Theatre & Dance. Examples of electives offered on a rotating basis within the Department of Theatre & Dance may include:

- Critical Theory for Performance
- Devising
- Directing
- Dramaturgy
- Digital Storytelling in Community-Based Settings
- Drama and Theatre Applications in Museum Settings
- Kinetic Storytelling
- LatinX Theatre for Young Audiences
- Nonprofit Management and Strategy
- Playwriting for Youth
- Performing Justice
- Performance Ethnography
- Retrospective Devising
- Teaching Artists in Schools and Communities

Teacher Certification

Pursuing K-12 teacher certification is possible while pursuing the M.F.A. in Drama and Theatre for Youth and Communities. Faculty offer students a comprehensive curriculum in theatre, drama, technical theatre and educational methods combined with in-depth field and student teaching experiences. Interested students are encouraged to inquire about the UTeach Theatre option with Dr. Sara Simmons (sara.simmons@austin.utexas.edu) in the first semester of study.

Portfolio Programs

Portfolio programs provide opportunities for students to obtain credentials in a cross-disciplinary academic area of study while they are completing the requirements for their M.F.A.

Students often consider the following portfolio programs:

- Arts and Cultural Management and Entrepreneurship
- Cultural Studies
- Disability Studies
- Mexican American Studies
- African and African Diaspora Studies
- Museum Studies
- Native American and Indigenous Studies
- Nonprofit Studies

- Women's and Gender Studies

For a complete list of portfolio programs, descriptions and application requirements, visit the Graduate School.

Progress Towards Degree

Theatre and dance are intensely collaborative fields of practice that require reciprocal relationships, engagement, and dialogue. Within the Department, DTYC students often create and lead intra- and inter-disciplinary collaborations through engagement with each other and with people in Austin and beyond. As artists, educators, and scholars, graduate students are expected to meet program and University standards in their classes, as well as program-related assignments, employment, and collaborations. Students must also demonstrate the ability to successfully navigate various partnerships and collaborative projects, and to meet the expectations required by the multiple contexts where DTYC graduate students work and collaborate.

The Department of Theatre and Dance requires graduate students to:

- Maintain a minimum GPA of 3.67.
- Earn a grade of “B” or higher in all core coursework; if a lower grade is earned, a student may have to retake the course.
- Demonstrate ongoing and consistent progress on all work required to earn an M.F.A. degree, as determined by the DTYC faculty and the graduate school.
- Complete assigned work on time and at a satisfactory level of accomplishment as established by the professor of record and/or faculty advisor.
- Develop and maintain productive working relationships with faculty, staff, guest artists, community partners, and colleagues.
- Successfully navigate collaborative projects and processes.
- Communicate in a regularly scheduled manner with a primary advisor outside of classes, with regard to DTYC assignments/projects, assistantships, outside projects and/or coursework.

All graduate students are expected to make on-going progress toward completion of their degree. This progress includes satisfying the above expectations and achieving the benchmarks and requirements set by the DTYC degree program and the GSC, as administered and evaluated by the DTYC faculty.

Ongoing and holistic assessment of student progress happens each semester through:

- Class work (which is not equal to grades, but includes grades)
- End of semester chats and a written evaluation regarding progress towards degree
- Student employment observations and evaluations (written and/or verbal)
- Advising meetings
- Informal meetings and independent study
- Active participation in the DTYC program, as well as Department and University programming, including but not limited to guest artist visits, production and community engagement activities, conference attendance (local, national, and/or international), and opportunities to engage with schools, youth, and communities.

Students are expected to meet graduate school and DTYC industry/career standards in their work. The University expects students to progress toward degree in a timely fashion according to an approved program of study. If students do not progress toward degree or meet graduate school standards, the student may be placed on probation and graduation may be delayed. Students will be fully informed (via in person meetings with the faculty or written communication) regarding each step within the probation process. Students will be given the opportunity to explain extenuating circumstances.

Probationary Status & Academic Dismissal from the Department of Theatre and Dance

Conditions for placing students on Probationary Status & Academic Dismissal are established in consultation with the Graduate Studies Committee (GSC) of the Department of Theatre and Dance.

All graduate students entering the Department of Theatre and Dance will be evaluated at the end of each semester to ensure satisfactory progress towards degree, which includes but is not limited to meeting the departmental GPA requirement. A student whose graduate grade-point average falls below 3.67 at the end of any semester will be warned (in person or in writing) by the Area Head that their continuance in the program is in jeopardy. During the next semester or summer session for which the student is registered, the student must attain a grade-point average of at least 3.67 or be subject to dismissal. During this period, the student may not drop any course without the approval of the Area Head.

In addition to not meeting the GPA requirement, a student may be placed on departmental probationary status for any or all of the following reasons:

- Unauthorized and/or un-communicated periods of absence from the graduate program,
- Breaches of academic honesty (e.g., plagiarism, falsification of research data),
- Circumstances that cause a community organization, school or other partner to suspend or dismiss the graduate student due to egregious and/or repeated violations of professional responsibilities, violations of a professional code of conduct, district/organization policy, or state or federal law.
- Inability to meet Graduate School and DTYC Program standards, such as:
 - submit work on time, in a state of completion and at the level appropriate of a graduate student (as determined by program faculty or advisor).
 - engage in meaningful reflection with faculty and students on one's own work/progress.
 - respond to and/or incorporate faculty feedback into work/practice.
 - communicate clearly and effectively in coursework, employment, and collaborative practices with all participants.
 - collaborate and engage effectively with staff, faculty, guest artists, community partners, and colleagues in a manner that aligns with the expectations of the context/site.

Link to the University's probation and dismissal policies: <http://catalog.utexas.edu/general-information/academic-policies-and-procedures/scholastic-probation-and-dismissal/#graduatestudents>

Following a probationary semester, the area faculty will again review whether or not a student is making satisfactory academic progress toward their degree completion. In cases where students are determined to be "not making satisfactory academic progress" formal remediation or recommendations for dismissal will be made according to the policies and procedures in this program guide, as well as the graduate studies program guide.

Scholastic Dishonesty

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. According to the General Information Catalog, "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act." If you have any questions about what constitutes academic dishonesty, you may also contact the Dean of Students, or find information online at: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>

Accommodations and Leaves

Accommodations

The University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities from the Division of Diversity and Community Engagement, Services for Students with

Disabilities upon request. It is important for students to discuss approved accommodations with their advisor and professors as early as possible so that all parties can design an effective plan for academic success. For information about accommodations at UT please contact: 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

Leaves of Absence

Leaves of absence are highly discouraged, but will be considered in extenuating circumstances. Graduate students may apply for a leave of absence of no more than two semesters. A leave of absence does not alter the time limits for degrees or course work. For information on requesting a Leave of Absence or Readmission refer to the Graduate School: <https://gradschool.utexas.edu/academics/policies/leaves-of-absence>

OUR COMMITMENTS

DTYC offers a highly scaffolded program of study, with space for individual interests. We encourage graduate students to participate in graduate student life by connecting and collaborating within and beyond the classroom or official program requirements. Because of the program's size and the faculty's person-centered approach to learning, graduate students receive highly individualized mentorship from both their primary advisor and the DTYC faculty as a whole. The DTYC professors each bring different experiences, perspectives, and expertise to the DTYC program. The faculty are committed to providing guidance and mentorship to help students progress academically and to meet each student's goals. Students are encouraged to engage in faculty-led research and practice, and to invite faculty and peers to engage with their academic and creative pursuits. We also recognize the limits of our faculty in practice and perspective. Thus, we actively work to create and support mentorship experiences for students with other faculty and field experts outside the DTYC area when desired and required.

Graduate school often presents and amplifies systemic, academic, individual, and subject discipline related challenges. Students are encouraged to navigate these complexities through regular office hour visits with course professors and current DTYC advisor to discuss their work and progress. We also suggest students make a regular practice of reading and writing and exploring theory and practice with peers through outside reading groups and independent projects; to create a syllabus (with reading list, goals/assessment criteria, and timeline) for independent study courses and/or thesis work. Please ask for resources and support when needed.

In our ongoing work to unlearn white-body supremacy and to work from an anti-racist and anti-oppression lens, the MFA faculty in DTYC commit to:

- Facilitating a holistic recruitment process which values a wide range of skills, experiences, identities, and cultures.
- Clarifying faculty roles and how/where decisions are made--every year.
- Listening, responding, and taking action when issues are raised by any member of the DTYC community (students and/or faculty). Whenever possible and in line with FERPA and UT Austin policies, we will share information about grievances and conflicts that may arise. *This may not always be possible due to privacy protections in place at the university, state, and/or federal levels.
- Sharing resources for reporting harm, grieving, and gaining support outside of our area faculty (see end of this document).
- Advocating in our area, the department, and university for additional funding and support services for BIPOC students, faculty, and staff. This includes advocating for faculty hires of BIPOC and additional resources for Black and Trans survival and wellness in academia.
- Ongoing revision and transparency in our Teaching Assistant development and evaluation process to support anti-racist and anti-oppression practices.
- Ongoing revision and transparency in our DTYC Program Guide to include language and actions that support racial and gender diversity and center feminist practices and ways of working, learning, and knowing.

- Ongoing revision of all DTYC MFA curriculum to work toward anti-racist and anti-oppression practices and pedagogy, de-center whiteness, and increase and diversify the representation of BIPOC authors and practitioners.
- Ongoing inclusion of and funding for Black, Indigenous, and People of Color Guest Artists.
- Ongoing funding for anti-racist and oppression training for faculty and students, as well as yearly trainings to unlearn anti-Black bias and the ways that this harmful thinking and acting shapes academia and our lives at large.
- Creating a culture of open-dialogue and ongoing actions that build trust among members of our multiracial and gender diverse community of practice.

STUDENT RESOURCES ON THE UT CAMPUS

- Student Conduct
 - General Information Catalog (GIC): Appendix C, Chapter 11 – Student Discipline and Conduct <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>
 - Prohibited Conduct: Subchapter 11-400
 - 11-404: General Misconduct
 - Disciplinary Procedures: Subchapter 11-500
 - Sanctions: Subchapter 11-700
 - Dean of Students Overview of Student Conduct Process_ <http://deanofstudents.utexas.edu/conduct/processesandprocedures.php>
 - GIC: Student Services – Discipline <http://catalog.utexas.edu/general-information/student-services/discipline/>
- Student Grievances Policy
 - GIC: Student Services, Student Grievance Procedures_ <http://catalog.utexas.edu/general-information/student-services/student-grievance-procedures/>
- The Graduate School
 - Handbook of Operating Procedures (HOP) 9-1240_ <https://policies.utexas.edu/policies/graduate-school>
 - Section D.1. Adjudicating Grievances of Graduate Students
 - Graduate School – Grievances_ <https://gradschool.utexas.edu/academics/policies/grievances>
- Discrimination
 - GIC: Appendix I, Non Discrimination Policy <http://catalog.utexas.edu/general-information/appendices/appendix-i/>
 - HOP 3-3020: Nondiscrimination Policy_ <https://policies.utexas.edu/policies/nondiscrimination-policy>
 - Section II – General Procedures
 - Section IV – Complaint Resolution Procedure
 - OIE Investigation <http://equity.utexas.edu/investigations/>
 - OIE Procedure and Practice Guide_ <http://equity.utexas.edu/investigations/procedure-and-practice-guide/>
 - HOP 9-1810: Hate and Bias Incidents <https://policies.utexas.edu/policies/hate-and-bias-incidents>
- Title IX
 - HOP 3-3031: Prohibition of Sexual Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, Stalking_ <https://policies.utexas.edu/policies/prohibition-sexual-discrimination-sexual-harassment-sexual-assault-sexual-misconduct>
 - GIC: Appendix D – Policy On Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, Stalking_ <http://catalog.utexas.edu/general-information/appendices/appendix-d/>
 - Investigation Process <https://titleix.utexas.edu/investigation-process/>

- Protection from Retaliation for Suspected Misconduct Reporting
 - HOP 3-1022 <https://policies.utexas.edu/policies/protection-retaliation-suspected-misconduct-reporting-whistleblower>
- Research Misconduct
 - HOP 7-1230 Misconduct in Science and Other Scholarly Activities_ <https://policies.utexas.edu/policies/misconduct-science-and-other-scholarly-activities>
 - Section II.A. Reporting Misconduct or Retaliation
- TA/AI grievance procedure
 - HOP 9-2050 <https://policies.utexas.edu/policies/teaching-assistant-and-assistant-instructor-grievance-procedures>
 - IV – Grievance Procedures
- Employee Grievance procedures
 - HOP 5-2430 <https://policies.utexas.edu/policies/grievance-policy>

Places to report challenges with:

- Discrimination
 - Office of Inclusion and Equity, Campus Climate Response Team, Dean of Students, Compliance Office, Title IX
- Student Conduct
 - Dean of Students – Student Conduct Academic Integrity, Department Chairs, Deans
- Employment
 - Supervisor and Human Resources
- Research
 - VP for Research

Academic Accommodations

Any student with a documented disability (physical, cognitive, etc.) who requires academic accommodation for a course or courses should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY) as soon as possible to request an official letter outlining authorized accommodations.

Optimizing Learning

It is difficult--if not impossible--to thrive and learn to your full capacity if you are experiencing hunger. Studies show that about 22% to 25% students on college campuses face food insecurity challenges at some point in their college career. A few resources available to students include:

- School of Social Work Food Pantry <https://socialwork.utexas.edu/food-pantry/>
- Central Texas Food Bank <https://www.centraltexasfoodbank.org/>

