



Department of Art  
TA Guidelines  
**Fall 2020**

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[Center for the Advancement of Teaching](#) (CAT) ([www.teaching.ucla.edu](http://www.teaching.ucla.edu) )  
[CAT, TA Handbook](#): ([www.teaching.ucla.edu/tatp/ta-handbook](http://www.teaching.ucla.edu/tatp/ta-handbook) )  
[Center for Accessible Education](#) ([www.cae.ucla.edu](http://www.cae.ucla.edu))  
[UCLA Equity, Diversity and Inclusion](#) ([www.equity.ucla.edu](http://www.equity.ucla.edu))  
[UCLA Office of Ombuds Services](#) ([www.ombuds.ucla.edu](http://www.ombuds.ucla.edu) )

## September 2020

Pursuant to public health orders regarding COVID-19, the campus is currently closed to the general public, and most campus offices, services, and resources are operating remotely. Locations for campus offices as well as information regarding facilities and equipment are included in this reference guide, however **access is restricted at this time**. Please refer to online Web and email addresses for remote services, and to the handbook's appendices (beginning page 17) for additional guidance.

[UCLA COVID-19 news and updates](#)  
[BruinSafe Online](#)  
[CDC](#)

## Overview

The Department of Art has two general categories of Teaching Assistantships (TAs) appointments: appointments for studio-based classes and appointments for seminar or lecture-based classes. Most appointments for Teaching Assistants are either 25% time or 110 hours per term (i.e. approximately 10 hours per week, including final exam week); or, 33% time or 146 hours per term, (i.e. approximately 13.3 hours per week, including final exam week). For all areas in the department, hours worked include actual class time, preparation time, office hours, and other consultation time. For each area in the department, additional duties are required, as specified by faculty area heads

As TA appointments are for the duration of the full academic term, TA duties extend through the final exam period and until the submission of final grades. The Department will permit TAs to leave before then only with special permission of the instructor and if all grading matters have been resolved with the faculty.

**Academic Student Employees (ASEs) are covered by a collective bargaining agreement and, as such, contract language would supersede language in this handbook in the event of a conflict.**

The agreement can be accessed online at

<https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>

For questions regarding the agreement between the University and UAW, please contact the Campus Human Resources - Employee & Labor Relations Office at (310) 794-0860.

Please also refer to the Graduate Division Web site, [www.grad.ucla.edu](http://www.grad.ucla.edu) for updated information regarding Academic Student Employee and University procedures, policies, and guidelines, and to the [CAT TA Handbook](https://www.teaching.ucla.edu/tatp/ta-handbook), (<https://www.teaching.ucla.edu/tatp/ta-handbook>) for additional information and resources relevant to students' roles as Teaching Assistants.

## **Section 1: Policies and Procedures**

### ***Part 1: General Rights and Requirements***

**1. Training** - Each new student must enroll in and satisfy the requirements for Art 495 - TA Training Seminar, which is offered in the fall of each year. The course is taught seminar-style by the TA Consultant (TAC), under the supervision of the TA Faculty Advisor.

In addition, all TAs are required to attend at least once, "The TA Conference," held early in the fall. Further information is available from the TA Consultant or the Departmental Graduate Counselor.

**2. Quarterly Course and Section Assignments** - Specific TA assignments are made the quarter prior to the term of employment.

**3. Workload** – Most Department of Art TAs are for studio-based classes and are employed 25% time, and therefore are assigned a workload of no more than 110 hours per term. Some TAships are 33% time, and therefore have a workload of no more than 146 hours per term. Teaching assistant's responsibilities are not the same from week-to-week. Some weeks may require fewer hours and other weeks more over the duration of the quarter, until submission of final grades.

**4. Office Hours/Door Cards** - The days and times of office hours should be announced in class, and posted accordingly. TAs are expected to hold office hours during times that are convenient for students in the course. There is no requirement to hold extra office hours as midterm and final exams approach.

**5. Class meetings** - TAs are expected to attend all scheduled class meetings and field trips; when there are materials to be distributed or classroom set-up required, TAs are expected to arrive early in order to provide assistance.

**6. Exams and Critiques** – TAs are expected to attend all critiques. When applicable, they are required to attend all exams and to share in the responsibility for proctoring, including Final Exams as applicable. This means that they are expected to assist the professor in distributing and collecting exams, in

answering questions, and in actively circulating around the exam area. Exceptions should be approved in advance by the professor. TAs also are expected to participate in wrap-up activities when scheduled during exam week.

TAs also may be called upon to provide the professor with advice regarding the nature of exams and other assignments, and are entitled to read and comment on exams in advance; it is, however, not their responsibility to compose the exams themselves.

**7. Grading** - Any TA assisting a faculty is not responsible for assigning grades. A TA leading a course or section is responsible for grading the work of all students enrolled in that course or section under the supervision of the Faculty Supervisor. All final grades must be approved by the supervising faculty. As indicated above, all TA appointments are for the duration of the full academic term. As such, TAs are required to remain in residence until the end of the week following final exams and until the submission of final grades.

**8. Other Meetings with the Professor** - TAs may expect a meeting with the professor before instruction begins, and are required to attend any meetings scheduled by the professor throughout the term. A meeting at the end of the term will be scheduled by the professor to discuss and evaluate the performance of the TA during the quarter. Please be proactive in requesting an evaluation if it is not forthcoming.

**9. Illness and Other Emergency Absences** - TAs should refer to Article 17 of the UCLA/UAW Agreement for information regarding leaves, including short-term absences due to illness. In order to ensure proper coverage for leaves, TAs are expected to contact the supervising faculty member in advance.

**10. Performance** - Problems with a TA's performance generally require no more action than a meeting between the supervising professor (or the TA Faculty Advisor) and the TA. If more serious action is required it will be in accordance with the UCLA/UAW Agreement.

If the supervising professor is imposing unreasonable demands, the TA should refer to the UCLA/UAW Agreement and immediately discuss it with the TA Faculty Advisor.

## ***Part 2: Evaluations***

**1. Student Evaluations of TAs** - The Center for the Advancement of Teaching (CAT) coordinates quarterly evaluations of TAs by students. The evaluation period begins 8 am the Saturday before week 9 and ends 8 am the Saturday before finals week. During weeks 9 and 10, students receive an e-mail with a link to My.UCLA ( [www.My.UCLA.edu](http://www.My.UCLA.edu) ), for each class in the program and two additional emails to remind them of pending class evaluations throughout the

evaluation period. Responses are anonymous and confidential. Once responses are received, they are stored in the secure database and are no longer connected to the student's identity. Instructors and TAs are able to retrieve reports through My.UCLA shortly after finals end and grades are submitted by the Faculty.

These evaluations have a number of uses: they provide the TA with helpful feedback, they could have a bearing on teaching awards, and they can strengthen a placement dossier. In order to promote greater participation in online class evaluations, professors and TAs are encouraged to allot some class time for students to complete evaluations.

**2. Faculty Evaluations of TAs** - TAs assisting a professor in the classroom will meet with the professor at the end of the quarter to discuss the TA's performance during the quarter.

It also is assumed by the Department that discussions will be held throughout the quarter, by the TA and the Professor, regarding the TA's performance, and not just at the end of the quarter.

### ***Part 3: Criteria for Teaching Assistantships and Course Assignments***

**1. Eligibility** - To qualify for appointment, nominees must be UCLA graduate students in good standing and meet the following Graduate Division requirements:

- a. full-time student status (12 units minimum)
- b. 3.0 minimum GPA
- c. employed no more than 50% time in all positions combined during any quarter
- d. for International students whose first language is not English, pass the University's Test of Oral Proficiency (TOP) exam.
- e. expertise, demonstrated excellence or interest in area of assignment(s)
- f. serve under the active supervision of a regular faculty member.

In rare cases, exceptions are allowed to clause c). All exceptions must be approved by both the Department, the Associate Dean, and the Graduate Division; arrangements for exceptions must be made well in advance.

In addition to the Graduate Division requirements, the department requires every TA to have at least one of the following:

- a. Satisfactorily completed courses related to their area(s) of interests.
- b. Demonstrated equivalent prior experience, skills, and/or knowledge of subject area.

As noted above, entering graduate students are required to enroll in the department's one-quarter TA Training Seminar, Art 495, offered each fall. Further, the department requires of experienced TAs that their teaching performance in the past be satisfactory, as assessed by written student evaluations and supervising faculty observations.

To be compensated at the Teaching Associate level, a student must have at least three quarters of TA experience.

All appointments are made without discrimination on the basis of race, color, national origin, sex, handicap, age, or sexual orientation.

**2. Criteria** – All assignments are made on the condition that the student satisfies all conditions included in the preceding section on Eligibility. The procedure for the selection of TAs is as follows:

- a. Faculty from each area of study in the department determines who the TAs will be for the classes in their respective area.
- b. Student interests and faculty needs are taken into account in order that students may gain their desired experiences, while giving faculty/departmental needs priority.
- c. Usually students identified with a specific area will be chosen to be TAs in classes in that area.
- d. Though TAships are ordinarily assigned to students within their respective areas, students can request a TAship in areas outside their own. They should contact the specific Area Head; the Area Head and faculty in the requested area will decide if a TAship is to be awarded to someone outside the area, on a case-by-case basis.

Upon accepting a teaching assistantship award, the student is informed of procedures to process their award.

In the case of international students, the student must also satisfactorily pass the [TOP test](#), administered by the TA Training Program of the Center for the Advancement of Teaching.

**3. Responsibilities** - The duties of the Teaching Assistant in the Art Department vary according to the specific needs of the individual faculty member responsible for each course, but might include the following:

- A. Updating and maintaining the CCLE site for the class.
- B. Assisting with Zoom, and other remote meeting and file-sharing platforms.
- C. Assist instructor with submitting book orders, Academic Publishing Services and library reserve orders, and navigating digital library collections as needed, prior to the beginning of the quarter; audio/visual orders, scheduling field trips and guest lecturers, and final presentations.

- D. Attend each normally scheduled class session, note student attendance as per class requirements.
- E. Maintain student attendance and grade information.
- F. Assist faculty with collection and grading of all projects and exams.
- G. Establish office hours, i.e. be available to meet regularly with students outside of class time for various study sessions or consultations.
- H. Assist faculty in the preparation of all written materials completed for class distribution.
- I. If the TA wishes and the faculty member agrees, s/he may prepare and address the class on lecture topics or present studio projects agreed to by the faculty.
- J. Lead discussion sections, as assigned.

Additional duties by area are outlined at the end of this booklet, pages 8 - 11.

It is essential that TAs clarify their role and duties with the supervising faculty and lab technician. TAs should have a copy of the class syllabus and understand the policies of the instructor and the class objectives. Misunderstandings can be avoided by actively establishing open communication from the outset and maintaining a good rapport with the supervising faculty member and lab supervisor throughout the quarter.

Initial appointment to a teaching assistantship is based on academic excellence, promise as a teacher and other criteria established by the department. Reappointment is based on both academic progress and performance as a Teaching Assistant. TAs must receive an appointment notification letter and supplemental information regarding the details of their appointment. Specific details of what information should be included in the appointment notification may be found in the UCLA/UAW Agreement.

The duties of teaching assistants are varied and may include but are not limited to items listed under Part 3, section 3 and in the section titled TA Duties (by Area). If the duties are changed significantly, the University shall provide advance notice to the TAs.

Employment information, including employment documentation, employment security, and termination of employment, are detailed in the UCLA/UAW Agreement.

Questions concerning TAships can be addressed with the Student Affairs Officer, Caron Cronin.

#### ***Part 4: Administration***

**1. TA Consultant (TAC)** - The TAC is an experienced Art Department Teaching Assistant who is selected by Art Department faculty to provide training and support to departmental TAs. The TAC position is funded by the Center for the Advancement of Teaching.

Duties of the position include leading the TA seminar (Art 495) for first-time TAs; consulting with, facilitating and assisting the TAs about a variety of teaching-related matters; and consulting with the TA Faculty Advisor with regards to TA performance.

The TAC, though reporting to the Center for the Advancement of Teaching, is directly supervised by the departmental TA Faculty Advisor.

**2. TA Faculty Advisor** - This position is held by a qualified faculty appointed by the Chair. This person works directly with the TA Consultant in TA training (Art 495), and works with the Chair and Vice Chair in handling problems related to TA performance and workload.

**3. TA Supervisor** - This position is held by the respective faculty in charge of the course(s) or area(s) the TA is assigned to assist. The faculty supervisor meets regularly with the TA and provides observations and evaluations of the TA's performance of his/her responsibilities.

**4. Academic counselor** - The department's Student Affairs Officer (Caron Cronin) serves as graduate counselor on administrative matters, and in consultation with the student's academic faculty advisor (Graduate Committee Chair, or Area Head) assists the student's timely completion of degree requirements. TAs should refer undergraduate students who have questions regarding course selection to Caron Cronin.



## Section 2: Professional Behavior and Conduct

TAs -in their teaching role- should understand and keep in mind their rights and responsibilities as members of the university community.

Portions of the Faculty Code of Conduct related to faculty obligations to students are published in the [UCLA General Catalog](#), and available online here <http://catalog.registrar.ucla.edu/> . While intended for Faculty appointments, the guidelines are applicable—in practice and in principle—to TAs.

The Faculty Code of Conduct, as approved by the Assembly of the Academic Senate, is published in full by the [University of California Office of the President](#).

Apprentice personnel are bound by the ethical precepts of the academic profession and are subject to University policy which establishes their institutional obligations. Violations of these constitute the basis for disciplinary action, subject to the procedures outlined in the Academic Apprentice Personnel Manual, available online at [www.grad.ucla.edu](http://www.grad.ucla.edu) and the UCLA/UAW Agreement.

### Sexual Violence and Sexual Harassment

The University of California is committed to creating and maintaining a community in which students, faculty, administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Specifically, every member of the University community should be aware that the University is strongly opposed to sexual violence and sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct and if necessary, discipline behavior which violates this policy.

*In order to ensure that each TA is fully aware of university policies regarding sexual harassment all graduate students are required to participate in training on sexual violence and sexual harassment prevention in the fall quarter.*

The [UC Policy on Sexual Violence and Sexual Harassment](#) (“SVSH Policy”) defines sexual violence and sexual harassment. Sexual violence includes sexual assault, relationship violence and stalking. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The University prohibits -and will respond to reports of- any such conduct in accordance with the SVSH Policy.

Students are encouraged to report sexual violence or sexual harassment to the Title IX coordinator. TAs are Responsible Employees under the SVSH Policy

and **must** inform the Title IX coordinator if they learn that a student (undergraduate, graduate or professional) has suffered sexual violence, sexual harassment or other behavior prohibited by the SVSH Policy.

Visit the Title IX Web site, <http://www.sexualharassment.ucla.edu> for more information about confidential and reporting options.

Title IX Coordinator contact information:

Mohammed Cato  
2241 Murphy Hall  
310-206-3417  
[titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu)

The University has confidential resources for survivors of sexual violence and sexual harassment, including the confidential CARE Advocate at 310-206-2465 or [CAREAdvocate@caps.ucla.edu](mailto:CAREAdvocate@caps.ucla.edu).

A list of Confidential Resources is also available online, <http://www.sexualharassment.ucla.edu/Confidentiality> , and additional information is included in the appendices of this handbook.

## **Equity, Diversity, and Inclusion**

The mission of the [UCLA Office of Equity, Diversity and Inclusion](#) is to build an equal learning and working environment, by holding ourselves accountable to our professed ideals.

When someone alleges discrimination by faculty, staff, or students, it is the University's ethical and legal responsibility to conduct a thorough, independent, and objective investigation. The Office of Equity, Diversity and Inclusion plays a crucial role in those investigations. Review the Office of Equity, Diversity and Inclusion's [guidelines for reporting bias on campus](#).

For policies regarding Discrimination, Grievances, and Complaint Resolution please refer to the UC/UAW Agreement which is available online at <https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>

### **Section 3: Teaching Assistant Duties (by area)**

In addition to those general duties included in **Policies and Procedures, Part 3. Responsibilities**, following are TA duties and responsibilities listed by area. Please note that some areas have a more detailed list of responsibilities, including area specific safety procedures, so please check with both the lab supervisor in your area and your supervising teacher to determine your exact duties. TAs are responsible for requesting vans/buses for fieldtrips, and for preparing and submitting TA Minigrant applications. Consult with Hope Stutzman at the front desk for details.

NOTE: As TA appointments are for the duration of the full academic term, TA duties extend through the final exam period and until the submission of final grades. The Department will permit TAs to leave before then only with special permission of the instructor and if all grading matters have been resolved with the faculty.

#### **Ceramics**

During class, TAs are expected to actively assist the faculty. This may include tasks such as providing guidance to students and preparing items and materials for faculty demonstrations and lectures.

In addition, TAs may be assigned specific tasks related to class by the lab supervisor (eg, preparing glazes, slips, clay, loading, unloading and firing kilns).

TAs oversee the lab 3 hours per week in addition to class time. This time preferably is scheduled after class time, in order to follow through on class activities (eg 6-9pm). During this time, the TAs are expected to give guidance to students, and follow up on class material and projects assigned in class.

The lab supervisor will discuss TA shifts at the beginning of each quarter the TA is assigned a class.

TAs are responsible for ensuring that students clean and maintain lab area. TAs are responsible for communicating closely with faculty and lab supervisor on duties, which may vary for each class session.

Training will be provided by the lab supervisor of faculty as necessary to complete TA duties.

## New Genres

New Genres TAs should become familiar with all New Genres equipment in order to effectively give class demonstrations on their use and to support students in the completion of their projects. TAs supervise and assist students in production, post-production, and installation of class projects. This may include digital imaging, video editing, storage, output, and display.

New Genres TAs are expected to have proficiency shooting video with a range of cameras (DSLR, Go-Pro, 4K, iPhone), sound recording devices (shotgun mics, wired/wireless lavs, zoom h4n). Expert knowledge of Adobe Premiere is expected, as well as some experience with audio editing software such as Pro Tools and Audacity. New Genres TAs are expected to supervise technical demos and workshops, and to give hands-on support to students recording and editing their projects.

TAs set-up audio-visual equipment as necessary for class and return the equipment after class.

At the direction of their faculty supervisors, and in support of the New Genres lab area, TAs also are expected to devote a portion of their total employment time to duties such as returning equipment and restoring classrooms to proper condition following class exhibitions, and 5 hours of studio upkeep at the end of quarter as arranged with the New Genres Lab Supervisor.

TAs might be called upon to discuss student projects with undergraduates to determine safety, feasibility, and methods. Projects can sometimes be socially challenging, and TAs should discuss any potential problems or risks with students and communicate these with the instructor and/or lab assistant.

TAs are expected to arrive prepared and twenty minutes before the scheduled class time.

**Specific to Covid-19:** New Genres TAs are expected to co-host zoom meetings; set up and manage break-out rooms (if required by the professor); save a copy of the chat thread from each session to circulate with students, (important links are often shared in the chat); take attendance and monitor participation. TAs should be prepared to troubleshoot students' installing and licensing Adobe Premiere, and inform Chris Bassett of any concerns related to software. TAs may need to assist students with uploading their class submissions, and communicate with them around any concerns related to wifi connectivity and technology needs related to remote instruction.

## Painting /Drawing /Printmaking

TAs coordinate with faculty their responsibilities for class. Duties can include, but are not limited to, setting-up before class starts, assisting with clean-up following class, and arranging for necessary equipment.

As noted above, TAs are responsible for requesting vans/buses for field trips and for preparing and submitting TA Minigrants; additionally, TAs are responsible for hiring life models. Consult with Hope at the front desk for details.

TAs must check with the Painting and Drawing Lab supervisor on procedures for lab, equipment, critique room check out, and area resource center operations.

Thirty hours of TA's total time/pay per quarter is devoted to work outside of class time. This includes work for class meetings (such as arriving early to set up or staying late to clean up). Hours are kept by the TA's supervising faculty and any unused hours will be assigned in support of the area (and may include assistance with the library, critique spaces, etc.) as coordinated by the lab supervisor toward the end of the quarter. At the end of the quarter, it is the TA's responsibility to oversee that the students in the class remove all nails, screws, and tacks from the walls; fill in the holes; and repaint the classroom, critique room and display cases if necessary. If undergrads do not clean up, then responsibility reverts to the TA to clean up after them. Room clean up must be checked by lab supervisor when completed.

It is the responsibility of the TA to make sure that all equipment is returned at the end of each class, and that all books and magazines are re-shelved.

TAs should immediately report any problems with equipment or with the classrooms (lighting, plumbing, full solvent cans, etc.) to the lab supervisor.

Classroom lock combinations are available from the area supervisor.

## Photography

In the Photography area, TA duties are as follows:

- TA shall arrive 30 minutes before class to open classroom and prepare for class.
- TA shall remain after class for 30 minutes to assist students with questions, clean/organize classroom and lab and prepare materials for the following class with the instructor.
- Give printing demonstrations, for both black & white analog and inkjet techniques, in consultation with faculty and lab supervisor.
- Assist students with technical operation of cameras, enlargers, lights and computer software.

- Arrange to have books and films brought to class from the Arts Library, New Genres Library, and outside sources.
- In coordination with the Photography Lab Supervisor, assist instructor in documenting original student artworks, obtaining materials for copywork, and preparation/maintenance of digital files for use during instruction.
- Help students check out equipment in order to ensure that proper "sign-out" procedures are used.
- Meet with students outside of class time for specific demonstrations of processes.
- Coordinate scheduling, parking and payment for visiting artists to the class.
- Assist in planning field trips to museums and galleries, including insurance waivers.
- In the photo area, TA's should plan to deliver at least two lectures on topics agreed upon by both faculty and TA.
- TAs shall be expected to assist in keeping the photography lab open for student use on weekends and occasional evenings.

## Sculpture

In the Sculpture area, Teaching Assistants assist the faculty and lab supervisor in demonstrating the safe and proper use of machinery and tools. TAs, in conjunction with the instructor and lab supervisor, help students find the best fabrication methods and techniques to complete their projects. TAs refer students to the sculpture resource area for references to past and present artists, styles, movements, etc., which relate to the students' sculptural research.

TAs help organize, prepare, clean and maintain the Sculpture area. Thirty hours of TA's total time/pay is devoted to work outside of class time including class preparation, documentation of student work, assisting students with the set-up, installation and de-installation of their work in the lab, work-yard, White Room, and/or other critique areas.

TAs are expected to actively participate in individual and class critiques.

Please refer to the Sculpture TA handbook for further details.

A Note about total TA-ship hours and remote instruction:

During normal in-person instruction, as already noted above, many of the 30 hours for which you are paid that fall outside of actual class hours are usually filled getting to class early to help with installation and set-up, or staying after class to help with de-installations and clean-up. That is, it's typical that at least 20 of those 30 hours go to helping students and maintaining the lab according to Eric's direction. Under continuing COVID-19 limitations while sculpture classes are currently limited to remote teaching, those 30 hours may need to be filled in other ways now. Please be aware that the instructor is entitled to ask you to still

fill those hours. This may include fully remote work or in some instances, if we have permission for you to be in the lab and you are comfortable going to the lab at Broad, it may include working with Eric to fabricate or demo something as part of your class. It may also still include some work in helping to maintain the lab. If the instructor does not initiate a conversation about your hours outside of class hours, then please ask them if and how they foresee requesting those hours.

### **Theory and Critical Thought (lecture/seminar courses)**

It is essential that TAs clarify their role and duties with the supervising faculty. A 25% TA ship, must be assigned a workload of no more than 110 hours per term. A 33% TAship must have a workload of no more than 146 hours per term.

TA is required to meet with instructor throughout the quarter, outside of class time, to discuss class issues and course reading. For courses with discussion sections, TA leads 1 discussion section (1 hour) outside lecture time, at assigned time and place. TA must hold regular office hours, approximately one hour per week. TA may be asked to arrange audio/visual or research material for class. Duties also may include assembling reader and arranging for publication and distribution. TA may be asked to grade papers in consultation with the faculty advisor. TA is required to do all reading required of students. TA workload includes preparation for class and discussion section outside of scheduled class time. TA also is responsible for assisting in leading class discussions. When applicable, TAs are expected to attend all exams and to share in the responsibility for proctoring and grading, including final exams, as applicable.

## DIGITAL RESOURCES

### [UCLA 2020 Fall Teaching Forum](#)

UCLA's [Center for the Advancement of Teaching](#) (CAT), the [Center for Education, Innovation, and Learning in the Sciences](#) (CEILS), and the [Excellence in Pedagogy and Innovative Classrooms](#) program (EPIC) have collaborated to launch a campus-wide forum focused on supporting all instructors and faculty with teaching remotely in Fall 2020.

### [UCLA Student Affairs: A Guide for Graduate and Undergraduate Students 2020-2021](#)

### [Student Remote Resources](#) (Department Managed Google Doc)

To share with students.

### [Remote Teaching Resources](#) (Department Managed Google Doc)

Includes software and remote platform links and resources, as well as information on equipment loans, and general resources on COVID-19.

### [Center for the Advancement of Teaching](#)

**UCLA VPN** (required to access some resources from off-campus):

[www.bol.ucla.edu/services/vpn/](http://www.bol.ucla.edu/services/vpn/)

### **Course websites/CCLE:**

The Common Collaboration and Learning Environment (CCLE) is the standard digital environment for faculty, students and staff that supports instruction and research at UCLA. CCLE is based on Moodle, an open-source course management system (CMS) that provides course websites for instruction as well as collaboration sites used for research and other work group activities. CCLE websites are ready for undergraduate classes and available for use.

[www.ccle.ucla.edu](http://www.ccle.ucla.edu)

### **Online training for software:**

[www.Learnit.ucla.edu](http://www.Learnit.ucla.edu)

### **ArtStor:**

ArtStor is a digital library with a database of more than one million images in the arts, architecture, humanities, and social sciences that are available for educational and research purposes.

[www.artstor.org](http://www.artstor.org)

### **Image collections**



UCLA Digital Collections (includes Digital Slide Archive):

<http://digital2.library.ucla.edu>

**Jstor:**

Jstor provides access to more than 12 million academic journal articles, books, and primary sources in 75 disciplines.

<https://www.jstor.org/>

**Kanopy.com:**

A streaming service available to UCLA students, faculty, and staff that seeks to highlight thoughtful pieces of film. Kanopy specifically caters to the international film scene, offering documentaries, dramas, and limited run specials.

<https://ucla.kanopy.com/>

**UCLA on iTunes U:**

[www.itunes.ucla.edu](http://www.itunes.ucla.edu)

# Tip Sheet for TAs

## TAs organize:

- [CCLE.ucla.edu](https://ccle.ucla.edu) or Moodle. The campus wide on-line website for each class. Upload readers, articles, etc.
- Assist with Zoom and other meeting and file-sharing platforms
- Mini-grants (online application: [www.teaching.ucla.edu](https://www.teaching.ucla.edu)) – guest lecturer funding, and instructional media. All mini-grant applications should be submitted a minimum of 2-3 weeks in advance of need for funding.
- Instructions for Applying for Mini-grants: Located in the [Art DMA General Resources](#) Box Folder.

During in person instruction, mini-grants can be used to pay for a bus rental for transportation to class field trips. Field trips are not permitted during this period of remote instruction.

- Class Field trip waiver forms – Not applicable during remote instruction.
- Model Payment forms – Life Models are not allowed for remote instruction.

## In the [Art DMA General Resources](#) Box - you will find the following:

- Payday calendars
- Short Guide to Mini-Grants
- Direct Deposit directions
- Separate forms for the Art Depart and D|MA

## FACULTY RESOURCES FOR TEACHING IN CHALLENGING TIMES

Fall 2020

Under our current mandate to teach all classes remotely, here are some important things to keep in mind—as well as some specific things to be sure you’re accounting for in your syllabi.

### GENERAL PRINCIPLES

**Prioritize compassion.** Acknowledging that this is new and strange for you too, and letting them know that you care about this class and their success may make all the difference in their motivation, persistence, and ultimate success in the new studio teaching environment we’re all in right now.

**Stay calm.** If students see that you are calm and you assure them that everything will be ok with the course, that will go a long way to keep them positive and engaged.

**Keep it simple.** Do not expect to launch a seamless and fully developed online course. Choose tools that are already in use by both you and the students. Keep it simple and choose technology that will support your particular learning goals and needs.

**Be mindful of challenges and inequities in access to technology.** Provide students support in accessing a stable internet connection and necessary technology. Direct students to the [Student Remote Resources Google Doc](#) for updated links to technical and financial resources.

**Be mindful of challenges and inequities with regard to space and privacy.** Provide students support in setting up workspaces, especially for studio activities, including safety issues (clay dust, paint fumes). Allow students to use Zoom backgrounds.

**Make sure students know that the lab supervisor associated with your class is a resource for them** if they are having material or technical troubles, or questions about their projects. Each manager is developing their own plans to create community and access for students, based on feedback from last Spring.

**Design syllabus with November election in mind.** Anticipate student activism and increased stress due to social unrest before and after the election. Do not schedule exams, major critiques or projects due directly before or after the election.

**Be flexible with learning objectives and course requirements.** What do you want your students to know and be able to do when they complete your course? What are

you require of students to ensure they meet these goals? Are there any adjustments you can make while still meeting those goals?

**Be mindful of emotional, financial, and existential stress due to COVID-19, racial injustice, political climate, and exposure to fires, storms, and other natural disasters.**

- a. Acknowledge Current Events: At the beginning of class, acknowledge that we're going through extraordinary times and that some of us (including faculty) are suffering deeply. The guidance offered by the UCLA EDI office in [Acknowledging the Current Racial Crisis in the Classroom](#) document is a great model.
- b. Be Kind, Be Flexible: If you can provide wiggle room on alternative options and deadlines and can do so transparently and consistently, please consider doing so. Consider flexibility to accommodate student activism. Offer alternative assessments as necessary, and be flexible with due dates. You can refer to the guidance offered by the [Academic Senate in context of COVID-19 challenges](#).
- c. Point Students to Department and Campus Resources:
  - i. [Department of Art Student Advisor, Caron Cronin](#)
  - iii. [UCLA Counseling and Psychological Services \(CAPS\)](#)
  - iv. [UCLA Legal Services](#)
  - v. [Case Management Services and Crisis Response Team \(CRT\)](#)
  - vi. [UCLA Office of Equity Diversity and Inclusion](#)

**Seek support.** Stay in communication with colleagues for ideas on best practices for remote teaching. There are likely some discipline-specific needs that may be solved brainstorming with faculty teaching similar content. Reach out to your area head, your TA, or your Lab Supervisor to brainstorm further.

## RESOURCES

### PLANNING FOR ACADEMIC CONTINUITY

<https://www.adminvc.ucla.edu/covid-19/academic-continuity>

On this website, UCLA provides an overview of things to think about with the move to teaching remotely. You'll also find many useful links to tutorials, workshops, support, and frequently asked questions. If you haven't yet activated your Zoom account through UCLA, there is a link for that here too.

### RACIAL TRAUMA RESOURCES

The UCLA office of Equity, Diversity and Inclusion has a helpful website [HERE](#) with resources for acknowledging racial trauma. The *Guidance for Faculty: [Acknowledging the Current Racial Crisis in the Classroom](#)* PDF is included as an appendix of the faculty handbook.

Our students will be spread out over different locations and this guidance can be a helpful model for supporting those who may be more affected by any number current crisis, including fire, storms, and election-related political unrest.

## **CCLE/COLLABORATIVE CLASSROOM LEARNING ENVIRONMENT**

<https://ccle.ucla.edu>

You will need a CCLE site for your online class. This is UCLA's platform for students to access any and all class materials online. Every class has it's own CCLE site. If you don't see the CCLE site for your class when you log in to MyUCLA, then immediately contact Hope Stutzman, [hopestutz@arts.ucla.edu](mailto:hopestutz@arts.ucla.edu) (or go to this link: <https://ccle.ucla.edu/course/request.php>)

The CCLE platform is robust and extensive. You can organize your class week by week, post lessons, assignments, post demo videos, lecture live, etc. Your class can submit assignments in nearly any form, contribute to discussion threads, and also conduct Zoom meetings through the class CCLE site.

## **RESOURCES FOR TEACHING REMOTELY: A COMMUNITY SPACE**

*START TO BUILD A CCLE SITE*

<https://ccle.ucla.edu/course/view/teaching-remotely?section=7>

*ZOOM FROM WITHIN CCLE*

[https://docs.ccle.ucla.edu/index.php?title=ZOOM#Zoom\\_at\\_UCLA](https://docs.ccle.ucla.edu/index.php?title=ZOOM#Zoom_at_UCLA)

## **DEPARTMENTAL RESOURCES**

[Remote Teaching Resources \(Google Doc\)](#)

[Student Remote Resources \(Google Doc\)](#)

Reach out to your area head for further guidance and support.  
Stay calm and stay safe!

## UNDERGRADUATE RESOURCES, Fall 2020

### FINANCIAL & TECHNICAL RESOURCES FOR REMOTE INSTRUCTION

[UCLA Financial Aid and Scholarships](#)

#### [STUDENT REMOTE RESOURCES \(Google Doc\):](#)

Check here for current remote learning resources, including information on equipment loans, discounted or free temporary internet service, Zoom tutorials, and software downloads.

If a lack of access to technology will impact your ability to participate in courses that have been modified to online technology, please fill out a [MyUCLA](#) Ask A Question online form.

### COVID-19 CRISIS RESOURCES

Health & Wellness: If you are not feeling well, have developed flu-like symptoms (fever, cough, difficulty breathing), believe you may have come into contact with a person diagnosed with COVID-19, or are awaiting test results for the virus, please contact the UCLA Arthur Ashe Center Infection Control Line at 310-206-6217. You will be able to speak with a registered nurse who will determine the need for testing and treatment.

[UCLA Arthur Ashe Student Health & Wellness Center](#) remains open for students, but please always call before visiting. The Ashe Center [website](#) provides a wealth of important information and resources related to COVID-19.

UCLA Arthur Ashe Student Health & Wellness Center  
221 Westwood Plaza  
Los Angeles, CA 90095  
Ashe Main Line: 310-825-4073  
<https://www.studenthealth.ucla.edu/covid19>

CAPS: Counseling and Psychological Services is aware of the significant impacts COVID-19 may have on student emotional well-being and mental health. CAPS remains fully-committed to serving students during this unprecedented time. In an effort to limit the spread of COVID-19 in our communities, the majority of CAPS services will be conducted remotely. In-person services will be provided on an urgent basis only. Crisis support is always available by phone to any student 24/7 at 310-825-0768.

## MENTAL HEALTH RESOURCES

The [Healthy Campus Initiative Center's March 17 message](#) provided information about mental health and social well-being resources.

[Resilience in your Student Experience Center \(RISE\)](#) is also available to support you with virtual mindfulness, yoga and other stress management resources.

## BASIC NEEDS RESOURCES

<https://www.basicneeds.ucla.edu/>

[UCLA Basic Needs Resource Guide \(Google doc\)](#)

The [UCLA Community Programs Office \(CPO\) Food Closet](#), will be temporarily transitioning to the CPO Online Food Closet following the “Safer at Home” order from Governor Newsom and Mayor Garcetti. The main resource that will be offered through the CPO Online Food Closet will be the CPO Basic Needs Gift Card Program. Students interested in applying may be eligible to receive gift cards amounting up to \$75 that can be used towards purchasing food and other basic necessities at any Target or Ralph's location. Similar to the CPO Food Closet, this program is intended to supplement students' sources of Financial Aid and CalFresh benefits. However, space is limited. Participants will be selected based on past participation in UCLA basic needs services. Students may access the application at: [www.cpo.ucla.edu/bngiftcards](http://www.cpo.ucla.edu/bngiftcards)

[The Economic Crisis Response Team \(ECR TEAM\)](#) provides support and guidance to students who have self-identified, or are identified by UCLA faculty or staff, as experiencing a financial crisis that impacts their academic success at UCLA. To begin a conversation with them, please fill out their intake form: <https://www.studentincrisis.ucla.edu/Economic-Crisis-Response>

They can be reached by email at [ecr@saonet.ucla.edu](mailto:ecr@saonet.ucla.edu) or by phone at 310-206-1189 or 310-794-4146 and are available to answer your questions or provide additional guidance.

Areas in which they can help include:

Student Employee Loss of Wages: If you are a student impacted by the Coronavirus (COVID-19) and are experiencing a financial hardship due to a loss of wages from your campus job, please click [here](#).

Meal Voucher Program: for eligibility and distribution schedule, please visit: <https://www.studentincrisis.ucla.edu/Economic-Crisis-Response>

Fees & Registration: The registrar's office has created a [COVID-19 FAQ page](#) that provides answers to frequently asked questions about fees and registration.

Legal Services/Off-campus Landlords: Students with questions about how to work with an off-campus landlord, can receive legal assistance from UCLA Student Legal Services. You can request a Zoom appointment by filling out [this online form](#). Answers to frequently asked questions regarding COVID-19 and terminating an apartment lease are available on the [Student Legal Services website](#).

International Students: The Dashew Center for International Students and Scholars has published [answers to frequently asked questions for F-1 and J-1 visa holders](#) in regards to the Covid-19 pandemic.

## CONTINUING RESOURCES

### ***Equity, Diversity, and Inclusion***

The mission of UCLA Equity, Diversity, and Inclusion is to “build an equal learning and working environment, by holding ourselves accountable to our professed ideals.” Its teams include Title IX, Discrimination Prevention, BruinX – the Research and Development arm of EDI, Equity Advisors, and a Student Advisory Board who “leverage their unique perspectives to tackle issues of Equity, Diversity, and Inclusion.” EDI encompasses a range of functions from discrimination prevention and investigation to advising and collaborating with regard to the business of the University that touches upon equity, diversity, and inclusion.

<https://equity.ucla.edu>

### ***Sexual Harassment Prevention/Title IX Office***

Title IX prohibits sex or gender discrimination in any education program or activity receiving federal financial assistance. The Title IX office takes reports of gender discrimination, including allegations of sexual harassment and sexual violence. All reports, inquiries and questions can be directed to the Title IX Office. The Title IX Office is available to consult and provide advice to anyone in the UCLA community regarding rights and responsibilities under Title IX as well as policies and procedures. Inquiries may also be directed at the Department of Education's Office for Civil Rights, [OCR@ed.gov](mailto:OCR@ed.gov). The Title IX Director ensures that all complaints are handled in accordance with established policies and procedures.

[titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu)

[www.sexualharassment.ucla.edu](http://www.sexualharassment.ucla.edu)



# OLD Mini-Grant Info - MODIFIED FOR REMOTE INSTRUCTION

## WHO IS ELIGIBLE TO APPLY FOR A MINI-GRANT?

- Teaching Assistants
- Lecturers
- Assistant, Associate, and Full Professors
- Visiting Lecturers
- Visiting Assistant, Associate, and Full Professors
- Administrators teaching courses

## HOW DOES ONE APPLY FOR A MINI-GRANT?

Submit the [mini-grant application](#) at least three weeks in advance of the scheduled film or field trip, speaker, or minor project. **Retroactive requests are not granted.**

## WHERE DO WE SUBMIT A MINI-GRANT APPLICATION?

Applications can be submitted online using the application form link below:

<https://www.surveygizmo.com/s3/4122078/minigrant-application>

## WHAT ARE SOME OF THE APPROPRIATE USES OF A MINI-GRANT?

- Rental, purchase or duplication of films, film strips, audiotapes, videotape programs and DVDs.
- Honoraria for distinguished guest speakers.
- Audio visual requests
- Minor Projects supplies – small amounts of money to pay for special materials for projects

Please reach out to your area head to discuss possibilities for using mini-grants to enhance remote learning.

This is not an exhaustive list, faculty need not limit their requests to these specific uses. Make sure to apply well in advance to make sure the funding is approved before making any purchases or confirming lectures.

## WHAT ARE SOME OF THE INAPPROPRIATE REQUESTS MADE FOR A MINI-GRANT?

- Graduate courses are **not** eligible and funds will not be approved.
- No developmental or general purpose software such as operating systems, spreadsheets, database managers, or word processing packages will be considered for purchase, nor will computer hardware and peripherals.
- Purchase of instructional equipment, textbooks, or office supplies.
- Travel and lodging expenses for faculty or guest speakers.
- Distinguished speaker's parking fee.
- Food/Beverage.
- **Entry fees to the museums, art galleries, or theaters.**

## OID Mini-Grant Info - MODIFIED FOR REMOTE INSTRUCTION

- Conference expenses.
- Hiring of readers for classroom instruction.
- Two or more faculty members may not apply for the same project, speaker, or film.

### WHAT CAN BE DONE TO EXPEDITE MINI-GRANT APPROVAL?

- **Apply well in advance** of the scheduled film, speaker, or event, and complete all sections of the form.
- Do not exceed the maximum for distinguished speakers.
- Specify an exact budget for all requests.

### WHAT ARE THE GUIDELINES FOR DISTINGUISHED SPEAKER(S) HONORARIA?

- Guest lectures can be presented via Zoom conferencing, Skype, or they can be prerecorded and assigned to students. Lecturers will be paid the standard amount of \$150.00 for remote guest lectures.
- A maximum of \$150.00 allowed per speaker, per quarter. A speaker appearing in one class will not be paid an honorarium to speak at another class during the same quarter.
- No more than \$300.00 total honoraria per class per quarter.  
**Full-time UCLA employees are not eligible to receive honoraria.**
- Employees from other UC campuses will only be approved if another specialist is not available.
- OID does not issue checks to the speakers. Funds are transferred to the home department.
- **Payments cannot be made to speakers with foreign citizenship**

### ARE THE REQUIREMENTS THE SAME FOR TEACHING ASSISTANTS AND FACULTY?

No. Dollar amounts for teaching assistants and faculty differ. Teaching assistants may not request more than \$75.00 for a distinguished speaker per quarter. The maximum request for a teaching assistant is \$250.00 per academic year.

### WHAT ARE THE GUIDELINES TO APPLY FOR FILM AND VIDEO REQUESTS?

- Check Voyager (UCLA Library Catalog) to see if the IMCS owns a title before submitting a grant request for videos. An IMCS staff member at 310-825-0755 is available to assist in checking the titles that are available in the library collection.
- The film requests are processed for availability and scheduling before they are approved. Faculty and the administrative assistants should call IMCS at 310-825-0755 regarding the status of their film/video requests.
- All the orders for media must be placed through the IMCS to ensure the best price and the inclusion of service charges.

## OID Mini-Grant Info - MODIFIED FOR REMOTE INSTRUCTION

- Media and audio/visual requests should be submitted **at least three weeks** in advance of the show date to avoid unnecessary rush shipment charges.
- All the requests should indicate a preferred date, and one alternate date, for scheduling. Include the print/video rental or purchase source, if known.
- The number of students who will view the film must be included on the form.

## WHAT ARE THE GUIDELINES TO APPLY FOR FIELD TRIP SUPPORT?

- **Field trips are not permitted during this period of remote instruction.**

## HOW ARE MINI-GRANTS SENT OUT?

- The turnaround time for the letters is generally seven to ten days.
- Upon approval, the funds are transferred to the department within three weeks. Funds are transferred to an account number given to OID by the administrative assistant or the management services officer.
- The home department must process payment upon receipt of the notice of transfer of funds.

## CAN THE FUNDS BE REDIRECTED BY THE DEPARTMENT FOR OTHER PROJECTS?

Mini-grant funds cannot be redirected by the department for other projects other than what was approved in the application. Funds are approved for a specific instructor or project, therefore other uses of the funds, or additional amount needed above the approved amount, must be requested in writing to OID.

Mini-grant awards cannot be combined. This includes mini-grants awarded to the same instructor.

## MINI-GRANT ANNUAL LIMITS

*Annual limits apply to all media, minor projects, and honoraria requests.*

- Professors/Lecturers: \$600/year
- Teaching Assistants: \$250/year
- Field Trips: \$600/year

## HONORARIA LIMITS

- Professors/Lecturers: \$300/class
  - \$150/honoraria max limit
- Teaching Assistants: \$75/honoraria max limit

# **OID Mini-Grant Info - MODIFIED FOR REMOTE INSTRUCTION**

## **DEPARTMENT INFORMATION FOR APPLICATION**

### **Department Financial Contact Person:**

Hope Stutzman

[hopestutz@arts.ucla.edu](mailto:hopestutz@arts.ucla.edu)

310-825-3281

### **Campus Mail Code:**

Department of Art – 161507

Department of Design Media Arts - 145607

## INSTRUCTOR - TA COMMUNICATION CHECKLIST

The checklist below has suggestions to help you organize the quarter with TAs in mind. We have included links to more ideas and some resources that you can share with your TAs. There is also another great [checklist from UC Irvine](#) that may be useful.

### BEFORE THE QUARTER

- ☐ **Prepare yourself** for teaching remotely.
  - ☐ [Attend workshops](#), note any helpful resources, and learn how to use Zoom and CCLE. (TAs may be able to help in a pinch, but they are not tech support!)
  - ☐ Make sure you have the technology you need (wi-fi speed, cameras, microphones, headphones, specialized software, etc.)
- ☐ **Communication**
  - ☐ [Discuss and agree on mutual expectations](#) for the quarter
  - ☐ Ask your TAs about their **needs and concerns**
  - ☐ Determine if TAs have any **accessibility issues**
    - ☐ Do TAs have access to the [required technology](#)?
    - ☐ Will TAs be able to attend class if in another time zone, etc?
  - ☐ Give TAs access to the **class materials and website**
  - ☐ Establish a time for **weekly team meetings**
  - ☐ Share **the syllabus** and describe an overview of your **plans** for the quarter
  - ☐ Clearly state your expectations of **TA roles and responsibilities**
    - ☐ Consider [TA rights](#) under the TA Union contract
    - ☐ Encourage TAs to [track hours](#) (no more than 20hrs/week average)
  - ☐ Create a **plan for unexpected circumstances**
    - ☐ Illness (ex. plan for when you or a TA gets sick)
    - ☐ Technical difficulties (ex. your internet dies mid-class)
    - ☐ Emergency situations (ex. if there is a [student in a crisis](#))
  - ☐ Direct TAs to **available resources**
    - ☐ [A TA's Guide to Teaching Remotely](#)
    - ☐ [Graduate Student Resource Guide](#)
    - ☐ [CIRTL@UCLA Remote Teaching Resources for STEM TAs](#)
  - ☐ Make sure TAs are **enrolled in a [375 course](#)**
- ☐ **Designing Assessments**
  - ☐ Estimate **how long will it take TAs to grade** assessments
    - ☐ [View the CEILS checklist for Remote Assessments](#) for assessment ideas
    - ☐ Consider [gradescope](#) or other systems to make grading easier
  - ☐ Get **TA input** after designing your assessments
    - ☐ Do not over involve TAs (not responsible for creating quizzes or exams, [see p. 4 of the AAP Manual](#))
    - ☐ Is the grading plan reasonable?
    - ☐ Will you allow TAs to look over questions/help edit in the future?
  - ☐ Create a **plan for proctoring and grading** for the quarter
    - ☐ Will you expect TAs to hold review sessions?
    - ☐ How should TAs split up the work?

- ☐ Will you allow regrades?
  - ☐ How will you handle academic dishonesty?
- ☐ Write [clear rubrics and answer keys](#)
  - ☐ If you have multiple TAs, will you hold a norming session to ensure that all TAs are applying grading criteria (using rubrics/keys/assigning points) in the same way?
- ☐ Course Structure and Content
  - ☐ Make explicit any **guiding methodology or structure** for the course that the TA and students should be familiar with (e.g. problem-based learning, flipped classes, etc.)
  - ☐ **Clarify the role of discussion sections** for TAs and students.
    - ☐ What role do discussion sections have in the organization of the course?
    - ☐ What should take place in discussion sections?
    - ☐ Who is responsible for creating content for their sections?
  - ☐ Set expectations for **office hours**.
    - ☐ Are TAs required to hold office hours? If so, how do they differ from your office hours?
  - ☐ **Create a plan** for preparing and monitoring content with your TAs
    - ☐ How will you go over content to ensure they are prepared for student questions? Will you provide guidance on section content?
    - ☐ If you have multiple TAs, how will you facilitate coordination and division of labor to create consistency across sections?
    - ☐ Is there a repository of materials from previous quarters for TAs to use?
  - ☐ Set **guidelines for recording materials**.
    - ☐ Will you record lectures far enough in advance that TAs will have time to review them?
    - ☐ Will TAs be expected to record lectures for their sections?
- ☐ TA Professional Growth and Mentoring
  - ☐ Ask about **career aspirations** and **feelings on teaching**
    - ☐ Provide resources for **professional development**
  - ☐ **Share your own experience** and career trajectory
  - ☐ Have them **consider their strengths** and **set goals** for their development as a teacher through the quarter
  - ☐ Create a **plan to provide feedback** throughout, and at the end of, the quarter
  - ☐ Consider creating a **mentor-mentee contract**
    - ☐ Although you may not be their main mentor, you are mentoring through their teaching responsibilities
    - ☐ [Read through some resources](#)
  - ☐ Remember **potential power dynamics**
    - ☐ Be sensitive that TAs may be hesitant to contact you if they are overwhelmed; Check-in and ask instead of waiting for them to bring it up!

### DURING THE QUARTER

- ❑ Maintaining Consistent Contact
  - ❑ **Be proactive** and check in regularly with TAs
    - ❑ Ask about how classes are going but also ask about well-being
    - ❑ Discuss challenges and room for improvement
  - ❑ **Stick to your scheduled meetings**
  - ❑ Assess if **meetings are too long or too short**
    - ❑ Don't over do it- time is precious!
  - ❑ **Schedule grading meetings**/create channels for TAs to contact you with questions on grading
- ❑ Checking in with TAs and Students
  - ❑ **Gather mid-quarter feedback** from students (use this [CCLE template](#) or this [Google form template](#) as a starting point)
    - ❑ Review student feedback with TAs
    - ❑ Consider allowing TAs to give YOU mid-quarter feedback
  - ❑ Check-in with your TAs - how are they doing in general?
    - ❑ Take a **holistic approach** to your TAs as humans, students, and mentees
    - ❑ What needs are not being met?
  - ❑ Build in **time for reflection**
  - ❑ Revisit your TA-Instructor agreement
    - ❑ Are you meeting the goals?
    - ❑ Are the expectations too much/too high?
    - ❑ Is the work being divided equitably?

### AFTER THE QUARTER

- ❑ Communication
  - ❑ Set a time to **discuss final grades**
  - ❑ Meet to **debrief on the quarter**
- ❑ Time for Reflection
  - ❑ Ask TAs their opinions on **what could be improved in the future**
    - ❑ What worked/didn't work?
    - ❑ What could TAs do differently in the future?
    - ❑ Offer to go over their student evals with them.
  - ❑ Discuss their **personal growth and futures**
    - ❑ Changes to their career aspirations/professional development
    - ❑ Help them set goals for the future (including future quarters teaching)
- ❑ The Technicalities
  - ❑ **Submit grades** for both students and TAs





## TAing for Remote and Hybrid Courses



### **New to TAing remote and hybrid courses? Here's some general advice to help you prepare for the fall quarter and beyond:**

In hybrid and online courses, graduate teaching assistants (TAs) are often essential to the successful execution of a course. Here are some strategies for teaching assistants as they work on a team for an online or hybrid course. These strategies may also be helpful to faculty working on a team with TAs to understand how to effectively collaborate to create a successful hybrid or online course. Additional resources are linked under each topic.

1. **Communicate with the instructor about the TA responsibilities and expectations.** The expectations for grading, lesson planning, and interacting with students often differs dramatically between a remote/hybrid and face-to-face course. Specifically, TAs in remote and hybrid courses often spend much more of their hourly time working independently, giving feedback on assignments submitted through the learning management system, and interacting with students in the remote environment. You get to choose your hours flexibly when you TA for a remote or hybrid course, especially since you don't have as much dedicated face-to-face class time. However, ask the instructor for whom you're working about how they expect you to divide your time among different course tasks and responsibilities and remind them of your contractual hourly commitment (as a reminder, 25% and 50% teaching appointments have work hour limits). Also, the instructor and the TA should be sure to work together to delegate tasks for the course; specifically, it is valuable to decide who will be responsible for writing email reminders for students or for responding to comments in an informal Q&A space, like CCLE discussion boards or other chat tools.





# TAing for Remote and Hybrid Courses

- For additional strategies, view this webinar on [Effective Instructor-TA Communications](#)
- Use the [Instructor-TA Communications Checklist](#) and the [Establishing Shared Expectations Worksheet](#) with your instructor of record to help set clear goals and expectations.

## 2. Talk to TAs who have taught the course in the past (if you can).

Benefit from others' experiences. Talk to others who have taught the class before and get their perspective on what they wish they had known prior to TAing for the course, especially for elements of the course that may be unique to the hybrid or remote format. You can anticipate some of their concerns, but learning from others' experience is often the best way to be prepared for teaching a hybrid or remote course.

## 3. Become comfortable using the learning management system and other tools for the course.

As a TA for a hybrid or remote course, you'll spend significantly more time working within the learning management system than you would during a face-to-face class. Before the term begins, spend some time tinkering within the CCLE learning management system, making sure you feel comfortable with all of the tasks you'll be expected to do. Learn how to integrate Zoom with CCLE and learn key features of running Zoom meetings, like breakout rooms and polls. You will feel more confident as a TA if you are already comfortable within the learning environment. Technical difficulties will still happen regardless of how much you prepare yourself, but confidence within the system goes a long way towards improving your own instruction. Do not hesitate to reach out for support if you're struggling with the technology.

- [A Beginner's Guide to Remote Teaching](#) (this is a page within a larger site with additional help on remote teaching)
- [CCLE support for your department or division](#)
- [Troubleshooting other apps \(Zoom, Box, BOL Logins, etc.\)](#)
- Additional support may be available for your division (e.g., [HumTech](#), [Social Sciences Computing](#))

## 4. Understand the course's major learning outcomes.

In order for you, as a TA, to feel like a central part of the course, it is vital to understand how each task and major assignment contributes to the course's major learning outcomes. If you do not know why a certain activity is included or how a particular activity will facilitate a particular outcome, it is important to get clarity from the course instructor so you can communicate expectations to students clearly.

- Learn more about setting learning objectives and aligning them with activities and assessments in our Foundations series workshop: [the Nuts and Bolts of Lesson Planning](#). The workshop schedule is updated frequently.

## 5. Know the arc of the course BEFORE the quarter begins in order for all of the elements to be smoothly integrated for the students.

In a remote or hybrid course, it is essential to develop a clear, early understanding of how the course will move. Become familiar with the syllabus and the lesson plans so that you feel prepared to anticipate questions during face-to-face times in a hybrid course or during synchronous discussion sections in a remote course.

## 6. Understand your students' access to technology and other barriers they may be facing to learning remotely.



The rapid shift to remote learning for all UCLA students quickly revealed that many students were facing significant obstacles in accessing learning, such as lack of adequate technology, having no quiet place to study, sharing computers with other family members, being in a completely different time zone, working full time to help support their families, loss of childcare, and the list goes on. Having a clear understanding of what obstacles may be preventing your students from accessing your course and participating fully can help you plan alternate ways for engaging these students. You can use a pre-quarter survey to learn more. In addition, using inclusive teaching strategies helps all students succeed.

- Use this [Google form template](#) as a starting point to create your own survey.
- Check out this [Inclusive Remote Teaching Checklist](#) to create more effective remote learning experiences.

## **7. Establish clear expectations with students about learning in a hybrid or remote environment.**

Often, students do not know what to expect from a hybrid or remote class and for many UCLA students, your hybrid or remote class may be the first one they ever take! Even if the course instructor has already established some of the differences students will experience in a hybrid or remote class, be sure to take some extra time to establish your own role in the class and clarify how you will interact with students. For example, explain that you are not online at all times of the day and let them know when you will respond to emails or questions from students. Your students may also need support for the learning tools they will be expected to use. Here are a few resources specifically aimed at students:

- [A Guide to CCLE for Students](#)
- [Student resources for remote learning](#)

## **8. Develop strategies for building rapport outside of a face-to-face context.**

In a remote or hybrid course, it can be much harder to build rapport and community with the entire class. However, incorporating small suggestions into the course – like asking students to include a photo of themselves in an avatar or including an activity in a synchronous webinar where students have to share something about themselves – can help build rapport. You may not have the full engagement of a class as you would in a face-to-face environment, but work towards thinking about how you can communicate with students and learn more about them using the tools with which you are equipped.

- For some strategies that current TAs are using, view this webinar on [Creating Community Remotely](#).
- See this checklist for additional ideas: [Guide to Creating Community Remotely](#)

## **9. Pick new tools or technology to use based on the course goals, not the tool's affordances.**

It's tempting to pick and use new tools just because they seem exciting or have a lot of potential. Hybrid and remote courses don't need to use a panoply of tools to be effective either. Collaborate with your other teammates to decide first what you want students to learn and do. From there, picking an appropriate tool will be much easier.

- Try this [Short Guide to Active Learning Strategies](#) for ideas.

## **10. Have a back-up plan when technology fails.**

No matter how well you know the tools and the learning management system, something will likely go wrong during the course of the quarter. Don't panic! Think through in advance what



you'll do in case a particular tool fails you or doesn't work well. Be sure to communicate clearly to your students ahead of time what they should do should technology fail.

- For example:
  - Always assign a “co-host” to your Zoom session so the meeting can continue in case your internet fails. If the host leaves the meeting without a co-host assigned, the meeting ends for everyone, and it is much harder to get your students back into the Zoom room. If you have a co-host and you lose your connection, the meeting continues until you can rejoin.
  - Have an online quiz, activity, or discussion board that students can access to continue the lesson in case something goes wrong.

## **11. Enjoy the freedom, creativity, and experience you'll gain!**

TAing for a hybrid or remote course can afford you with some creative freedom and innovation you may not otherwise have in a face-to-face classroom. Take advantage of that opportunity to reflect on and make thoughtful choices about your teaching!

- Additional remote teaching resources:
  - [A TA's Guide to Remote Teaching](#) (CAT)
  - [Resources for Teaching Online for Grad Students and Post-Docs](#) (CIRTL@UCLA)
  - [CAT Resources for Remote Teaching](#)
  - [CEILS Teaching Guides](#)

# SEXUAL VIOLENCE & SEXUAL HARASSMENT REPORTING

## A SHORT GUIDE FOR EMPLOYEES

Sexual harassment and sexual violence (sexual assault, relationship violence and stalking) are against the law and UC Policy. The UC Policy on Sexual Violence and Sexual Harassment requires employees to report sexual harassment or sexual violence. Review the UC Policy at [www.sexualviolence.ucla.edu/Policies](http://www.sexualviolence.ucla.edu/Policies)

### REPORTING FOR NON-SUPERVISORY EMPLOYEES

If, in the course of your work, you become aware of a student experiencing sexual harassment, sexual assault, relationship violence or stalking, you **must** promptly contact the **UCLA Title IX Office** at (310) 206-3417 or [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu).

### REPORTING FOR SUPERVISORS, MANAGERS, HR AND ACADEMIC PERSONNEL

If, in the course of your work, you get a report of sexual harassment, sexual assault, relationship violence or stalking from anyone affiliated with UCLA, you **must** promptly contact the **UCLA Title IX Office** at (310) 206-3417 or [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu)

You do not need to be certain that the incident constitutes sexual harassment or sexual violence, and you should not investigate. The Title IX Director will assess the information and determine next steps.

### DETAILS YOU MUST REPORT

You must share with the Title IX Office whatever information has been shared with you, including the names of any individuals

involved, their contact information, and the details of the incident.

### REQUESTS FOR CONFIDENTIALITY

If a student requests to speak to you confidentially, you should tell the person that you cannot keep reports of sexual harassment or sexual violence confidential, and must report them to the Title IX Office which will consider requests for confidentiality. You should tell the person that there are confidential resources that are available to them.

### SUPPORT

If a person who has experienced sexual violence or sexual harassment tells you they are unsure what to do next, refer them to the confidential **CARE Advocates**, who serve survivors of sexual violence and sexual harassment, or one of the confidential resources listed on the right.

### REPORT

If someone wants to formally report an incident sexual violence or sexual harassment, refer the person to **UCLA Title IX Office**, [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu) or (310) 206-3417. If someone wants to report a crime, refer them to UCPD, (310) 825-1491.

## Confidential Resources

**CARE ADVOCATE**- Advocacy Office for Sexual and Gender Based Violence and Misconduct.

Murphy Hall, Suite A223

(310) 206-2465 |

[advocate@careprogram.ucla.edu](mailto:advocate@careprogram.ucla.edu)

[www.careprogram.ucla.edu](http://www.careprogram.ucla.edu)

### CAPS (COUNSELING AND PSYCHOLOGICAL SERVICES)

–John Wooden Center West, 1<sup>st</sup> Floor.

(310) 825-0768, Counselors available by phone 24/7

[www.counseling.ucla.edu](http://www.counseling.ucla.edu)

### RAPE TREATMENT CENTER, SANTA MONICA – UCLA MEDICAL CENTER –

Free medical treatment and counseling

(424) 259-7208

[www.rapetreatmentcenter.org](http://www.rapetreatmentcenter.org)

### STUDENT LEGAL SERVICES –

Confidential legal advice for students

A239 Murphy Hall

(310) 825-9894

[www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)

### STAFF AND FACULTY COUNSELING CENTER–

10920 Wilshire Blvd., Suite 380

(310) 794-0245

[www.chr.ucla.edu/employee-counseling](http://www.chr.ucla.edu/employee-counseling)

### OFFICE OF OMBUDS SERVICES –

Strathmore Building, 501 Westwood Plz, Ste 105

(310) 825-7627

[www.ombuds.ucla.edu](http://www.ombuds.ucla.edu)

# HOW TO DESCRIBE YOUR RESPONSIBLE EMPLOYEE OBLIGATION

“UCLA prohibits sexual violence and sexual harassment. Under UC Policy, I am a ‘Responsible Employee.’ That means that I am someone who is trained to recognize issues of sexual violence and sexual harassment, and must pass on to the school’s Title IX Office any instances that I see or hear about, including things that you may tell me.”

“We do this to ensure that UCLA provides a safe environment for everyone in our community and to provide help to anyone who has been subjected to sexual violence or sexual harassment.”

“I am a resource for you but I want you to know that if you tell me about something that happened to you or someone else, I can keep the information private but I can’t promise confidentiality because I will inform the Title IX Office of sexual violence or sexual harassment.”

“If you want to talk with someone who can keep it confidential, I encourage you to contact the CARE Advocate who provides confidential support and advocacy for those who have experienced sexual violence or sexual harassment.”

**CARE Advocate**

**Murphy Hall, Suite A223**

**(310) 206-2465**

**[advocate@careprogram.ucla.edu](mailto:advocate@careprogram.ucla.edu)**

There are other confidential resources as well, including CAPS for students and Staff and Faculty Counseling Center for employees.

- **CAPS - (310) 825-0768. Counselors available by phone (24/7)**
- **Staff Faculty Counseling Center – (310) 794-0245.**



# Assisting Students in Distress

UCLA

## SEE

### Awareness

Personal and academic challenges may lead to distress in undergraduate and graduate students. You are in a unique position to identify students who may be in need of help.

## SAY

### Communication

Sharing your concern directly with the student or reaching out to campus and community partners can be an important first step in helping a student access help and services. Our campus partners can help ensure the safety of the student and our campus and provide a coordinated response.

## DO

### Engagement

Students may not know that help is available, or where to find it. Reach out to a student who you believe to be in distress, using the guidelines provided below.

### Privacy Laws and Confidentiality

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations of a student's conduct or statements made by a student are not FERPA protected. Such information should be shared with appropriate reporting parties.

### Preparing to Reach Out

- Know the available campus resources and the referral process.
- If safe, meet privately and always allow sufficient time to meet.
- Ensure your safety.
- If you decide not to have direct contact with the student, refer the incident to the Consultation & Response Team.
- Contact UCPD if a student expresses a direct threat to self or others or acts in a bizarre, highly irrational and disruptive way.

### Distressed Students

May be irritable, sad, unduly anxious, withdrawn, disoriented, angry or hostile; may show a decline in quality of work, bizarre content in writings or presentations, marked changes in appearance; or may make implied or direct threats of self harm

#### Consultation and Referrals:

##### Consultation & Response Team:

310-825-7291 or 310-825-0628  
crteam@ucla.edu and [www.studentincrisis.ucla.edu](http://www.studentincrisis.ucla.edu)

##### UCLA Counseling and Psychological Services:

310-825-0768  
[www.counseling.ucla.edu](http://www.counseling.ucla.edu)

#### Issues of Student Conduct:

##### Dean of Students:

310-825-3871  
[www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)

#### Academic Status and Accommodations:

##### Academic Counseling:

310-825-3382  
[www.ugeducation.ucla.edu/counseling](http://www.ugeducation.ucla.edu/counseling)

##### Office for Students with Disabilities:

310-825-1501  
[www.osd.ucla.edu](http://www.osd.ucla.edu)

**Departmental Student Affairs Officers**  
**Departmental Graduate Advisors**

### Connecting with the Student

- Clearly express your concerns focusing on the behavior in non-disparaging terms.
- Do not challenge or become argumentative with the student.
- Ask directly if student wants to hurt themselves or others.
- Respect the student's privacy without making false promises of confidentiality.
- Document all incidents and attempts to resolve the situation.

### Disruptive Students

May interfere with UCLA's learning environment with behavior that is reckless, disorderly, paranoid, aggressive, defiant, destructive, threatening, dangerous to self or dangerous to others; may taunt, badger or intimidate others; or may communicate threats via email, correspondence, text or phone calls

#### For Consultation and Reporting:

##### Consultation & Response Team:

310-825-7291 or 310-825-0628  
crteam@ucla.edu and [www.studentincrisis.ucla.edu](http://www.studentincrisis.ucla.edu)

#### Undergraduate and Graduate Students:

##### Dean of Students:

310-825-3871  
[www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)

**Departmental Student Affairs Officers**  
**Graduate Division Deans**

#### Professional School Students:

**Professional School Deans**  
**Professional School Student Affairs Officers**

## If you feel unsafe

call **911** or the **UCLA Police Department 310-825-1491**  
for immediate response

### Making the Referral

- Recommend services and provide direct referrals. Assist student in contacting resources.
- Frame any decision to seek and accept help as an intelligent choice.
- Make sure the student understands what actions are necessary.
- Be frank with the student about your limits (e.g. time, expertise).
- Encourage and assist student to make and keep an appointment and set a follow-up meeting with the student.

CARE

Campus Assault Resources & Education

[www.counseling.ucla.edu/care](http://www.counseling.ucla.edu/care)24-hour support 310-825-0768

UCLA CARE program is a safe place for victims or survivors of sexual assault, dating and domestic violence, stalking and sexual harassment to get support, advocacy and consultation services. CARE is located in John Wooden Center West, 1st floor.  
**Visit [www.counseling.ucla.edu/care](http://www.counseling.ucla.edu/care)**

CARE offers:

Advocacy

**CARE Advocates** are available to support and advocate for UCLA student victims or survivors. They can assist students in finding resources and in navigating the criminal justice system and university adjudication process. CARE Advocates can also assist students in receiving campus accommodations. You can get help from CARE Advocates without formally reporting an assault.  
**You can reach a CARE Advocate at 310-206-2465 or [CAREadvocate@caps.ucla.edu](mailto:CAREadvocate@caps.ucla.edu).**

Crisis Counseling & Support

**CAPS (Counseling & Psychological Services)** offers:

- 24-hour crisis counseling on the phone 310-825-0768
- Short-term counseling

**Visit [www.counseling.ucla.edu/care](http://www.counseling.ucla.edu/care).**

Trauma-Informed Yoga

The CARE Office believes in all forms of healing and the trauma-informed yoga program helps survivors explore reconnection to the self through mind and body.  
**For more information visit: [www.counseling.ucla.edu/CARE](http://www.counseling.ucla.edu/CARE).**

Prevention & Education

CARE workshops and trainings are offered to students, faculty, and staff to educate the community about sexual violence prevention and response.  
**To request a workshop or presentation, email [CAREadmin@caps.ucla.edu](mailto:CAREadmin@caps.ucla.edu).**

For Faculty, Staff, and the Campus Community

If a student discloses an assault to you, a CARE Advocate is available for consultations. Faculty and staff sexual assault survivors are referred to the Staff and Faculty Counseling Center. 310-794-0245.

*Any member of the University community may report conduct that may constitute sexual harassment or sexual violence to any supervisor, manager or the Title IX Coordinator. Supervisors, managers and other designated employees are responsible for promptly forwarding such reports to the Title IX Coordinator. The Title IX Coordinator can be reached at 310-206-3417 or [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu).*

CONFIDENTIAL RESOURCES

<b>CARE Advocate</b> Advocacy Office for Sexual and Gender-Based Violence and Misconduct John Wooden Center West, 1st Floor 310-206-2465 <a href="mailto:CAREadvocate@caps.ucla.edu">CAREadvocate@caps.ucla.edu</a>
<b>Counseling and Psychological Services (CAPS)</b> CAPS counselors are available to assist students who have been impacted by any form of sexual violence or sexual harassment. Crisis counselors are available by phone 24/7. John Wooden Center West    M–Th 8am–7pm, by appointment only after 4pm and Fridays 9am–5pm 310-825-0768
<b>Rape Treatment Center at Santa Monica – UCLA Medical Center</b> Medical and counseling services for sexual assault available 24/7. 1250 Sixteenth Street, Santa Monica, California 90404 424-259-6700 <a href="http://www.rapetreatmentcenter.org">www.rapetreatmentcenter.org</a>
<b>Student Legal Services</b> for assistance exploring legal options for students A239 Murphy Hall 310-825-9894 <a href="http://www.studentlegal.ucla.edu">www.studentlegal.ucla.edu</a>

REPORTING OPTIONS

<b>UC Police Department (UCPD)</b> 310-825-1491 or dial 911 <a href="http://www.ucpd.ucla.edu">www.ucpd.ucla.edu</a>
<b>UCLA Title IX/Sexual Harassment Prevention Office</b> This office takes reports and provides information and consultation about campus policies and procedures regarding sexual harassment, sexual violence, dating and domestic violence and stalking. 2241 Murphy Hall 310-206-3417 <a href="mailto:titleix@conet.ucla.edu">titleix@conet.ucla.edu</a> Visit <a href="http://www.sexualharassment.ucla.edu">www.sexualharassment.ucla.edu</a>
<b>Dean of Students</b> The Dean of Students Office currently handles investigations and adjudication. 1206 Murphy Hall 310-825-3871 Student Conduct Process: <a href="http://www.deanofstudents.ucla.edu/Student-Conduct-Code">www.deanofstudents.ucla.edu/Student-Conduct-Code</a>
<b>For more information, visit <a href="http://www.sexualviolence.ucla.edu">www.sexualviolence.ucla.edu</a></b>

ADDITIONAL CAMPUS AND COMMUNITY RESOURCES

CAMPUS	
UC Police Department (UCPD) 310-825-1491 or dial 911 <a href="http://www.ucpd.ucla.edu">www.ucpd.ucla.edu</a>	Dashew Center for International Students & Scholars 106 Bradley Hall / 417 Charles E. Young Drive West 310-825-1681
Staff and Faculty Counseling Center 10920 Wilshire Boulevard, Suite 380 310-794-0245	LGBT Campus Resource Center 220 Westwood Plaza (Student Activities Center) 310-206-3628
UCPD CSO Escort Service 310-794-9255	Office for Students with Disabilities A255 Murphy Hall / 410 Charles E. Young Drive East 310-825-1501 310-206-6083 (Telephone Device for the Deaf)
Title IX Office 310-206-3417	Graduate Student Resource Center B11 Student Activities Center 310-267-4805
COMMUNITY	
Peace Over Violence 310-392-8381 24-hour hotline	LA LGBT Center 323-993-7400 <a href="http://www.lalgbtcenter.org">www.lalgbtcenter.org</a>
LA County Domestic Violence Hotline 1-800-978-3600 24-hour hotline	RAINN (Rape, Abuse, & Incest National Network) 1-800-656-HOPE (4673)-24-hour hotline

What is Sexual Harassment?

Sexual harassment includes unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature, including verbal, nonverbal or physical conduct that creates an environment that affects or interferes with a person’s employment, work, education and/or educational performance, and which a reasonable person would find to be intimidating, hostile or offensive. Sexual harassment can occur in all types of relationships: hierarchical, between peers or between individuals of the same sex or opposite sex.

**Sexual harassment and sexual violence are prohibited under UC Policy. Students and employees are strongly encouraged to report such incidents to the Title IX Office. Supervisors, managers and other designated employees are required to report.**

What is Sexual Violence?

Sexual Violence is conduct of a sexual nature engaged in without the consent of the other person or when the other person is unable to consent. Sexual violence includes any of the following: sexual assault, sexual battery, domestic violence, dating violence and stalking.

**Sexual Assault Safety Measures**

Instruct the student to:

- Find a safe place or call 911 if they are in danger.
- Crisis counselors are available 24 hours/day at CAPS on the phone (310-825-0768) and the Rape Treatment Center at Santa Monica (424-259-6000) for assistance with immediate next steps.
- Call someone they trust to be with you and provide support.
- UCPD can provide transportation to the Rape Treatment Center at Santa Monica. The student does not have to report a sexual assault in order to request transportation. The Rape Treatment Center at Santa Monica can also provide the student with transportation by paying for a taxi.
- Ask a medical provider for evidence collection (also known as a “rape exam”), emergency contraception and tests for STIs and pregnancy. If they suspect that they may have been drugged, they can ask for a urine test. Receiving an exam even if they are not currently planning to make a police report is important as it could be useful if they decide to make a report later.
- Preserve all physical evidence of the assault until they have considered whether or not to file a report.
- Try to save all the clothing they were wearing at the time of the assault in a paper bag. Paper bags are best for preserving evidence; plastic bags have been found to damage evidence.
- Showering, bathing, douching or brushing their teeth can impact evidence.
- If the assault took place in their home, do not rearrange or clean up anything.
- Write down as much as they can remember about the circumstances of the assault, including a description of the assailant. This may be helpful if they decide to report.

**Seeking medical attention is always recommended, no matter when the assault occurred. Seeking help within the first 96 hours allows the best outcome for evidence collection and HIV, STD/STI, and pregnancy prevention.**

What is Dating and Domestic Violence?

Dating violence includes abuse committed by a person who is, or has been, in a romantic and/or intimate relationship with the victim. Domestic violence includes abuse committed against an adult or a minor who is a spouse or former spouse; a cohabitant or former cohabitant; or someone with whom the abuser has a child, an existing dating or engagement relationship, a former dating or engagement relationship.

**Dating and Domestic Violence Safety Measures**

Instruct the student to:

- Call 911 if they are in immediate danger.
- Stay away from isolated places and try not to walk alone.
- Avoid speaking to the abuser; if it is unavoidable, meet in a public place during the middle of the day with people around.
- No matter where they go, ensure that there is a plan for how to leave safely in case of an emergency.
- Change the privacy settings and passwords of social media accounts to restrict access.
- Pre-designate a friend or family member with whom they can stay during emergencies.
- Create easy access to keys, money and important documents.
- Consider obtaining a restraining order or No Contact Order on campus against the abuser.

What is Stalking?

Stalking is behavior in which someone repeatedly engages in conduct directed at a specific person which would cause a reasonable person to fear for their safety or the safety of others.

**Signs of Stalking**

A stalker may:

- Follow or watch you wherever you are.
- Send unwanted gifts, letters, cards or e-mails.
- Damage your home, car or other property.
- Monitor your phone calls or computer use.
- Use technology, like hidden cameras or GPS, to track you.
- Drive by or hang out at your home, school or work.
- Threaten to hurt you, your family, friends or pets.
- Find out about you by using public records or online search services; hiring investigators; going through your garbage; or contacting friends, family, neighbors or co-workers.
- Post information or spread rumors about you on the Internet, in a public place or by word of mouth.
- Control, track or frighten you by other means.

**Stalking Safety Measures**

Instruct the student to:

- Trust your instincts. If they do not feel safe in a situation, leave or call 911 if they feel they are in immediate danger.
- Do not interact with the person stalking or harassing them. Responding to a stalker’s actions may reinforce their behavior.
- Keep a journal or log of all the stalking incidents.
- If possible, have a phone nearby at all times, preferably one to which the stalker has never had access. Memorize emergency numbers and make sure that 911 and helpful family or friends are on speed dial.
- Treat all threats, direct and indirect, as legitimate. Inform law enforcement immediately.
- Vary daily routines. Change routes to work, school, the grocery store, and other places regularly frequented.
- Try not to travel alone and stay in public areas.
- Get a new, unlisted phone number. Leave the old number active and connected to an answering machine or voicemail. Messages from the stalker can be critical evidence for law enforcement.
- Consider obtaining a restraining order or a campus No Contact Order.

# When in Doubt, Reach Out!

**UCLA's Consultation & Response Team is composed of representatives from key campus departments.**

The team meets weekly to identify students in crisis, then works quickly and collaboratively to assess distressed students' needs, direct them to campus and community resources and consult with the UCLA offices impacted by the crisis. [www.studentincrisis.ucla.edu](http://www.studentincrisis.ucla.edu)

**TRUE  
BRUINS**  
Care

## Does the Student Need Immediate Assistance?

### YES

The student's conduct is clearly reckless, disorderly, dangerous or threatening and is suggestive of immediate harm to self or others in the community.

**Call 911 for immediate response or  
UCPD dispatch at 310-825-1491**

Report the concern to the Consultation & Response Team  
and the Counseling and Psychological Services (CAPS)

### NOT SURE

Indicators of distress are observed but severity is unclear.  
The interaction has left you feeling uneasy or  
concerned about the student.

Call for consultation: the Consultation & Response Team or  
Counseling and Psychological Services (CAPS)

### NO

I'm not concerned for the student's immediate safety,  
but s/he is having significant academic and/or personal issues.

Refer to appropriate campus resource

## CAMPUS RESOURCES

<b>Consultation &amp; Response Team</b>	<b>310-825-7291 or 310-825-0628</b>
<b>Counseling and Psychological Services (CAPS)</b>	<b>310-825-0768</b>
Ashe Student Health & Wellness Center	310-825-4073
Dean of Students Office	310-825-3871
Office for Students with Disabilities	310-825-1501
Economic Crisis Response Team	310-206-1189
Campus Assault Resources & Education (CARE)	310-825-0768
LGBT Campus Resource Center	310-206-3628
International Students and Scholars	310-825-1681
Student Legal Services	310-825-9894
Graduate Student Resource Center	310-267-4805
Bruin Resource Center	310-825-3945
Title IX Office	310-206-3417
Dashew Center for International Students & Scholars	310-825-1681
<b>Medical Emergency</b>	<b>911</b>
<b>If you feel unsafe, call UCPD</b>	<b>911 or 310-825-1491</b>

## UCLA Student Conduct Code

Examples of behavior prohibited by the Code include:

- Conduct that threatens the health or safety of any person (self or others) including:
  - Physical assault, sexual assault, sexual misconduct or domestic violence
  - Threats that cause a person to reasonably be in sustained fear for one's own safety or the safety of his/her immediate family
  - Intoxication or impairment through the use of alcohol or controlled substances to the point where one is unable to exercise care for one's safety
- Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities
- Use, display, storage or manufacture of weapons or destructive devices
- Sexual harassment
- Racial, ethnic, religious, sexual orientation, disability and other forms of harassment.
- Stalking, hazing and disorderly behavior

Complete details can be found at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)  
To report misconduct call 310-825-3871 or email [dean@saonet.ucla.edu](mailto:dean@saonet.ucla.edu)

## What if a student is DISRUPTIVE, but does not pose a threat?

- Ensure your safety in the environment. Use a calm, non-confrontational approach.
- Set limits by explaining how the behavior is inappropriate.
- If disruptive behavior persists, inform the student that disciplinary action may occur.
- If the behavior escalates and you believe there is a safety risk, call 911 or contact UCPD (310-825-1491) and report the incident to the Consultation & Response Team for a coordinated response.





## YOUR RIGHTS UNDER TITLE IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual harassment and sexual violence—in educational programs and activities. All students are protected by Title IX, regardless of whether they have a disability, are international or undocumented, and regardless of their sexual orientation or gender identity.

### UCLA Will Respond Promptly and Effectively to Reports of Sexual Violence

You have the right to report incidents of sexual violence to UCLA, have UCLA investigate what happened, and have your complaint resolved promptly and equitably.

Reports of sexual violence may be made to:

- The Title IX Office (310-206-3417, [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu))
- UCLA Police Department (310-825-1491)

### UCLA Will Provide Interim Measures as Necessary

Once you report an incident of sexual violence, you have the right to receive immediate help. This help can include changing classes, dorms or transportation. Even if you choose not to file a formal complaint, UCLA can take steps to protect you.

Please consult the [Resources & Options Brochure](#) for sexual assault resources, referral information, and reporting options.

### You Have the Right to Be Free from Retaliation

You have the right to report retaliation from school employees, the perpetrator and other students, and have UCLA take strong responsive action.

### UCLA Will Conduct an Adequate, Reliable and Impartial Investigation

The investigation and resolution of a complaint will be conducted by officials trained in how to protect the safety of victims and promote accountability.

The investigation and resolution process will afford both parties (complainant and respondent) the same opportunities to have others present, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

In addition, the process will afford the complainant and the respondent equal rights to:

- present witnesses and information;
- obtain notification of the timeframes for all major stages of the investigation;
- receive simultaneous written notification of the result of any institutional disciplinary proceedings; and
- have equal rights of appeal, if any.

UCLA will resolve the complaint based on what its fact-finder thinks is more likely than not to have happened (this is called a preponderance-of-evidence standard of proof).

### UCLA Will Provide Remedies as Necessary

If an investigation determines that sexual violence occurred, UCLA will take prompt and effective steps reasonably calculated to end the sexual violence, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects.

A student found responsible for sexual violence can face a range of sanctions, including suspension or dismissal.

These remedies may include remedies to help you get your education back on track (like academic support, retaking a class without penalty, and counseling).

## APPLICABLE UCLA POLICIES AND PROCEDURES

*UC Policy on Sexual Harassment and Sexual Violence:* <http://policy.ucop.edu/doc/4000385/SVSH>

*Procedures for Handling Allegations of Discrimination, Harassment, or Retaliation:*  
<https://ucla.box.com/s/hi4pbuzjch8a0aiaafj2pxix7bu36e85>

*UCLA Student Conduct Procedures for Allegations of Prohibited Conduct under the UC Policy on Sexual Violence and Sexual Harassment:*  
<https://ucla.box.com/s/6swigtvdn4ktdt7s11nmg93t9mz95vqc>

### Inquiries regarding the application of Title IX may be directed to:

Mohammed Cato, UCLA's Title IX Coordinator, 2241 Murphy Hall, (310) 206-3417, [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu), or the U.S. Department of Education, Office for Civil Rights, [OCR@ed.gov](mailto:OCR@ed.gov).



# BRUIN **SUPPORT & SAFETY**

for Graduate Students



## COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

**Location:**

John Wooden Center West  
221 Westwood Plaza  
Box 951556  
Los Angeles, CA 90095 1556

*Our entrance faces the Intramural Field and Drake Stadium. Reception is located on the second floor. The first floor contains conference and group rooms only.*

**Phone:**

(310) 825-0768  
Crisis counseling available 24-hours a day by phone.

**Hours of Operation:**

Monday through Thursday, 8:00 am to 8:00 pm  
Friday, 9:00 am to 5:00 pm  
CAPS is closed on weekends & University holidays.

CAPS serves UCLA graduate students in its mission to (1) promote positive personal growth and self management; (2) assist students in coping with increasingly complex and stressful emotional crises, trauma, and mental health issues which may interfere with academic and personal functioning; and (3) enhance the psychological well-being and safety of the campus community. CAPS also provides specific training and resources for graduate students whose responsibilities may include supporting the safety and well-being of struggling or at-risk undergraduates. Services and programs include:

- Individual counseling and psychotherapy, group therapy with membership restricted to graduate and professional school students;
- Emergency intervention and psychological testing for treatment purposes;
- Psychiatric evaluation and treatment;
- Crisis consultation, mentoring programs, and organizational consultation;
- Psychoeducational programs and workshops;
- Training for mental health professionals at the masters, doctoral, postdoctoral and residency level; and
- Campus mental health and wellness promotion.

We take protecting your privacy very seriously. Our licensed independent practitioners operate under the professional conduct standard of the *UC Faculty Code of Conduct* and the *California Department of Consumer Affairs*. Our services are confidential, meaning that we will not disclose information about your treatment to anyone who is not directly involved in your care without your written permission, or as required by law. There are some exceptions to confidentiality that you should be aware of, like instances where the clinician is obligated to violate confidentiality to protect their client, or protect children or elders from potential threat or harm.





## ELIGIBILITY AND FEES

- All registered graduate and professional school students are eligible for services
- Students with GSHIP pay no per-session fee
- Students without GSHIP are charged \$15 per session

## MAKE AN APPOINTMENT

- Intake appointments can only be scheduled by visiting our office.
- Follow-up appointments can be scheduled by phone or by visiting our office.
- Cancellations can be done online, by phone, or by visiting our office.

### **Late Cancellation and Missed Appointment Policy**

If you need to cancel an appointment, please call or cancel online at least 24 hours prior to your appointment. Each missed appointment or late cancellation (within 24-hours preceding your appointment) will incur a \$20 fee. Limited-eligibility students are charged \$50 for each late cancellation or missed appointment.

### **Urgent Counseling & 24 Hour Access**

Although CAPS operates on an appointment basis, a student may face an urgent concern or crisis that feels too overwhelming to wait for a scheduled appointment. CAPS professionals are available for urgent in-person assessment and intervention on weekdays between 9:00 am and 4:00 pm. Crisis counselors are available for phone consultation 24 hours a day, 7 days a week, by calling the CAPS main phone line at 310-825-0768.



## CAMPUS ASSAULT RESOURCES & EDUCATION (CARE)

CARE provides a safe place for survivors of sexual assault, dating and domestic violence, and stalking to get support, consultation, and to have a safe place to talk. CARE offers response and prevention services in the Counseling Center and at the CARE Advocacy Office. Both are located at John Wooden Center West.

### IMMEDIATE RESPONSE

If you have been a victim of sexual assault, dating or domestic violence, or stalking:

- Call 911 or contact UC Police Department at 310-825 1491
- Contact a CARE Advocate at 310-206-2465 or [CAREadvocate@caps.ucla.edu](mailto:CAREadvocate@caps.ucla.edu)
- Contact the Rape Treatment Center, Santa Monica-UCLA Medical Center at 424-259-6000
- Call CAPS 24-hour crisis hotline at 310-825-0768

### CONFIDENTIAL RESOURCES

Regardless of whether you choose to report, you have confidential resources available to you.

**CARE Advocate** Advocacy office for sexual and gender based violence and misconduct; resource navigation, support and advocacy.

John Wooden Center West, First Floor  
310-206-2465  
[CAREadvocate@caps.ucla.edu](mailto:CAREadvocate@caps.ucla.edu)  
[www.sexualviolence.ucla.edu](http://www.sexualviolence.ucla.edu)

**CARE at CAPS** - For emotional support, or individual or group counseling.

John Wooden Center West  
310-825-0768 (24/7)  
[www.counseling.ucla.edu](http://www.counseling.ucla.edu)  
Office Hours: Mon-Thurs, 8am-8pm; Fri 9am-5pm  
Care at CAPS is closed on weekends & University holidays.



### **Rape Treatment Center, Santa Monica – UCLA Medical Center**

1250 Sixteenth Street  
Santa Monica CA 90404  
424-259-6000  
[www.rapetreatmentcenter.org](http://www.rapetreatmentcenter.org)

Free sensitive medical treatment, preventive health care and counseling available 24/7. A sexual assault survivor has the option of a Sexual Assault Forensic Exam (SAFE) (commonly referred to as “rape exam”) without filing a police report. This is referred to as a Non-Investigative Report (NIR). UCPD will provide free and confidential transportation to the RTC.

### **Student Legal Services** - Confidential legal counseling and assistance

A239 Murphy Hall  
310-825 9894  
[slegal@saonet.ucla.edu](mailto:slegal@saonet.ucla.edu)  
[www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)

### **ADVOCACY OFFICE** for Sexual and Gender-based Violence and Misconduct

A CARE Advocate is a free confidential resource for survivors of sexual assault and gender based violence. CARE Advocates are available for survivors whether they chose to report the incident or not. If you are in a situation in which you have reported the incident and you are without an advocate, you have the right to wait until the advocate is present to continue with the proceeding.

The CARE Advocate will provide information on:

- Your rights and options as a survivor
- Reporting options and accompaniment through reporting processes (interviews, line-ups, etc.)
- Assistance with academic, living, transportation and work accommodations
- Obtaining emergency protective orders, restraining orders, or university no contact directives
- Assistance navigating the criminal justice system, university conduct system, or civil system

**[www.sexualviolence.ucla.edu](http://www.sexualviolence.ucla.edu) | [www.counseling.ucla.edu/care](http://www.counseling.ucla.edu/care)**  
**(310) 206-2465 | (310) 825-0768 24/7**

# REPORTING OPTIONS

## Sexual Assault, Dating Violence, Domestic Violence, Stalking

It is a survivor's choice to report. Reporting options are available for someone that is a survivor of sexual assault, dating or domestic violence, or stalking. These options include: Administrative, Criminal, and Civil Reporting Options. UCLA encourages anyone to report such an offense as soon as possible after its occurrence, in order for appropriate and timely action to be taken.

### UCLA ADMINISTRATIVE REPORTING

#### Office of the Dean of Students

1206 Murphy Hall  
310-825 3871  
[dean@saonet.ucla.edu](mailto:dean@saonet.ucla.edu)

**Title IX Office** Can take complaints and provide information concerning reporting and resource options

2241 Murphy Hall  
310-206-3417  
[titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu)

When a report is made by a student, the University conducts an investigation. A survivor has the right to have an advocate present while making a complaint to campus administration.

Survivors have the right to interim measures even before the university has completed its investigation, including options to avoid contact with the alleged perpetrator, to change academic and extra-curricular activities or his or her living, transportation, dining, and working situation as appropriate.

### CRIMINAL REPORTING

Call 911 in an emergency. 911 calls in the general Westwood area connect with the UCLA PD Dispatch. If not an immediate emergency situation, students can report to UCLA PD by calling 310-825 1491. UCLA PD will provide transportation to the Rape Treatment Center whether a student is prepared to report or not. Reporting to the police is an option at any time. If a survivor chooses not to report immediately, a report can be made at a later time. Crimes may be reported anonymously and confidentially to UCPD (310-825 1491).

### CIVIL REPORTING

#### Obtaining a Protective/Restraining Order

A survivor may choose to go to civil court to obtain a protective/restraining order. Call a CARE Advocate (310-206-2465) or Student Legal Services (310-825 9894) for confidential assistance with this process.

## ADDITIONAL RESOURCES

#### OFFICE OF THE DEAN OF STUDENTS

1206 Murphy Hall  
310-825 3871

[www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)  
[dean@saonet.ucla.edu](mailto:dean@saonet.ucla.edu)

#### ARTHUR ASHE STUDENT HEALTH AND WELLNESS CENTER

Bruin Plaza  
310-825-4073

[www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu)

#### TITLE IX OFFICE

2241 Murphy Hall  
310-206-3417

[www.sexualharassment.ucla.edu](http://www.sexualharassment.ucla.edu)  
[titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu)

### **UCLA POLICE DEPARTMENT (UCPD)**

601 Westwood Plaza  
310-825 1491

[www.ucpd.ucla.edu](http://www.ucpd.ucla.edu)  
[info@ucpd.ucla.edu](mailto:info@ucpd.ucla.edu)

### **Evening Van Service**

310-825 1493      Hours of Operation: Monday through Thursday, 6:00 pm - 11:00 pm

The Evening Van Service provides a safe means of transportation between campus buildings, on-campus housing and nearby residential areas during the evening hours. The service is free of charge and available to all UCLA students, staff, faculty and visitors.

### **Evening Escorts**

310-794-WALK or 310-794-9255

CSO escorts are available free of charge to walk with students, faculty, staff or visitors 365 days a year from dusk until 1:00 am between campus buildings, local living areas or Westwood Village within the approximate boundaries of Sunset Boulevard to the north, Hilgard to the east, Wilshire to the South, and Veteran to the west.

### **OFFICE FOR STUDENTS WITH DISABILITIES (OSD)**

A255 Murphy Hall  
310-825 1501

[www.osd.ucla.edu](http://www.osd.ucla.edu)

OSD's services are designed to meet the unique educational needs of regularly enrolled UCLA students with documented permanent and temporary disabilities.

### **STUDENT LEGAL SERVICES**

A239 Murphy Hall  
310-825 9894

[www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)  
[slegal@saonet.ucla.edu](mailto:slegal@saonet.ucla.edu)

Student Legal Services provides confidential legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students.

### **LGBT RESOURCE CENTER**

B36 Student Activities Center  
310-206-3628

[www.lgbt.ucla.edu](http://www.lgbt.ucla.edu)  
[lgbt@ucla.edu](mailto:lgbt@ucla.edu)

The LGBT Center provides a comprehensive range of education and advocacy services supporting intersectional identity development. The LGBT Resource Center seeks to foster unity, wellness, and an open, safe and inclusive environment for all students, whether LGBT or ally.

### **BRUIN RESOURCE CENTER (BRC)**

B44 Student Activities Center  
310-825 3945

[www.brc.ucla.edu](http://www.brc.ucla.edu)  
[brc@saonet.ucla.edu](mailto:brc@saonet.ucla.edu)

The BRC specializes in supporting former foster youth, undocumented students, transfer students, veterans and students with dependents.

### **GRADUATE STUDENT RESOURCE CENTER (GSRC)**

B11 Student Activities Center  
(310) 267-4805

[gsrc.ucla.edu](http://gsrc.ucla.edu)  
[gsrc@saonet.ucla.edu](mailto:gsrc@saonet.ucla.edu)

The GSRC is a resource and referral service that helps graduate and professional students navigate the university and connect with resources.

### **GRADUATE DIVISION**

1237 Murphy Hall  
310-206-6086

[grad.ucla.edu](http://grad.ucla.edu)

The Graduate Division provides academic services, information on fellowships and other types of financial support, and guidance for students facing difficulties that impact their degree progress.





## CONFIDENTIAL RESOURCES

**CARE ADVOCATE**  
Advocacy Office for Sexual and Gender-Based Violence and Misconduct  
John Wooden Center West, 1st Floor  
advocate@careprogram.ucla.edu  
(310) 206-2465  
www.careprogram.ucla.edu  
www.sexualviolence.ucla.edu

**CAPS (COUNSELING AND PSYCHOLOGICAL SERVICES)**  
John Wooden Center West  
Office Hours: Mon-Thurs 8am-7pm; Fri 9am-5pm  
(310) 825-0768 (Counselors are available by phone 24 hrs/day)  
www.counseling.ucla.edu

**RAPE TREATMENT CENTER  
AT SANTA MONICA – UCLA MEDICAL CENTER**  
1250 Sixteenth Street  
Santa Monica, California 90404  
(424) 259 7208 (Counselors are available by phone 24 hrs/day)  
www.rapetreatmentcenter.org

**STUDENT LEGAL SERVICES**  
A239 Murphy Hall  
(310) 825 9894  
www.studentlegal.ucla.edu  
Assistance exploring your legal options.

**STAFF AND FACULTY COUNSELING CENTER**  
10920 Wilshire Boulevard, Suite 380  
(310) 794-0245  
www.chr.ucla.edu/employee\_counseling

**OFFICE OF OMBUDS SERVICES**  
Strathmore Building, 501 Westwood Plaza, Suite 105  
(310) 825 7627  
www.ombuds.ucla.edu

## REPORTING OPTIONS

**UC POLICE DEPARTMENT (UCPD)**  
601 Westwood Plaza  
(310) 825 1491  
www.ucpd.ucla.edu  
To file a criminal complaint or request a protective order.

**TITLE IX OFFICE**  
2241 Murphy Hall  
titleix@conet.ucla.edu  
(310) 206-3417  
www.sexualharassment.ucla.edu  
The Title IX Coordinator is responsible for implementing policies and procedures to prevent and respond to sexual harassment and sexual violence. The Title IX Office takes reports of sexual harassment or sexual violence involving any member of the campus community.

## ADDITIONAL RESOURCES

**If you are seeking academic support, housing options, or referrals to resources:**  
**CASE MANAGERS**  
(310) 825 7291  
CRTeam@ucla.edu  
www.studentincrisis.ucla.edu

**If you are traveling alone on campus or surrounding area and would like a safety escort:**  
**COMMUNITY SERVICE OFFICER EVENING ESCORT PROGRAM**  
For walking escorts call (310) 794-WALK (every day, dusk – 1 am) 15 minutes before you need to leave.  
For van services call (310) 825 1493 (Mon – Thurs, 6 pm – 11 pm)

**If you are looking for information regarding visas or immigration:**  
**DASHEW CENTER FOR INTERNATIONAL STUDENTS & SCHOLARS**  
106 Bradley Hall/417 Charles E. Young Drive West  
(310) 825 1681  
www.internationalcenter.ucla.edu

**If you are seeking medical attention:**  
**ARTHUR ASHE STUDENT HEALTH AND WELLNESS CENTER**  
(310) 825-4073  
www.studenthealth.ucla.edu  
\*Note: Evidence collection is not offered here. For this service, contact the Rape Treatment Center at Santa Monica.

**If you are looking for LGBTQ specific resources:**  
**LGBT CAMPUS RESOURCE CENTER**  
220 Westwood Plaza – Student Activities Center  
(310) 206-3628  
www.lgbt.ucla.edu

**If you are seeking assistance for permanent and/or temporary disabilities:**  
**CENTER FOR ACCESSIBLE EDUCATION**  
A255 Murphy Hall/410 Charles E. Young Drive East  
(310) 825 1501  
(310) 206-6083 (Telephone Device for the Deaf)  
www.cae.ucla.edu

**Sexual violence (including sexual assault, relationship violence, and stalking) and sexual harassment violate the law and UC Policy.**

**CARE**  
*Campus Assault Resources & Education*  
**CARE (CAMPUS ASSAULT RESOURCES & EDUCATION)** is a safe place for students who are victims or survivors of sexual assault, dating and domestic violence, stalking, and sexual harassment to get support, consultation, and counseling services.

## ADVOCACY

**CARE Advocates** are available to support and advocate for UCLA student victims or survivors. They can assist students in finding resources and navigating reporting options. CARE Advocates can also assist students in receiving campus accommodations. **You can get help from CARE Advocates without formally reporting an assault regardless of when or where the assault occurred.**

- A CONFIDENTIAL CARE Advocate can provide information on:**
- Your rights as a survivor
  - Reporting options
  - Assistance when navigating the university conduct system and/or the criminal justice system
  - Obtaining emergency protective orders, restraining orders or university no contact orders
  - Counseling or medical referrals through UCLA or outside community agencies
  - Academic accommodations
  - Change in living arrangements
  - Change in transportation arrangements
  - Change in working situation

**To contact a CARE Advocate:**  
**(310) 206-2465**  
advocate@careprogram.ucla.edu

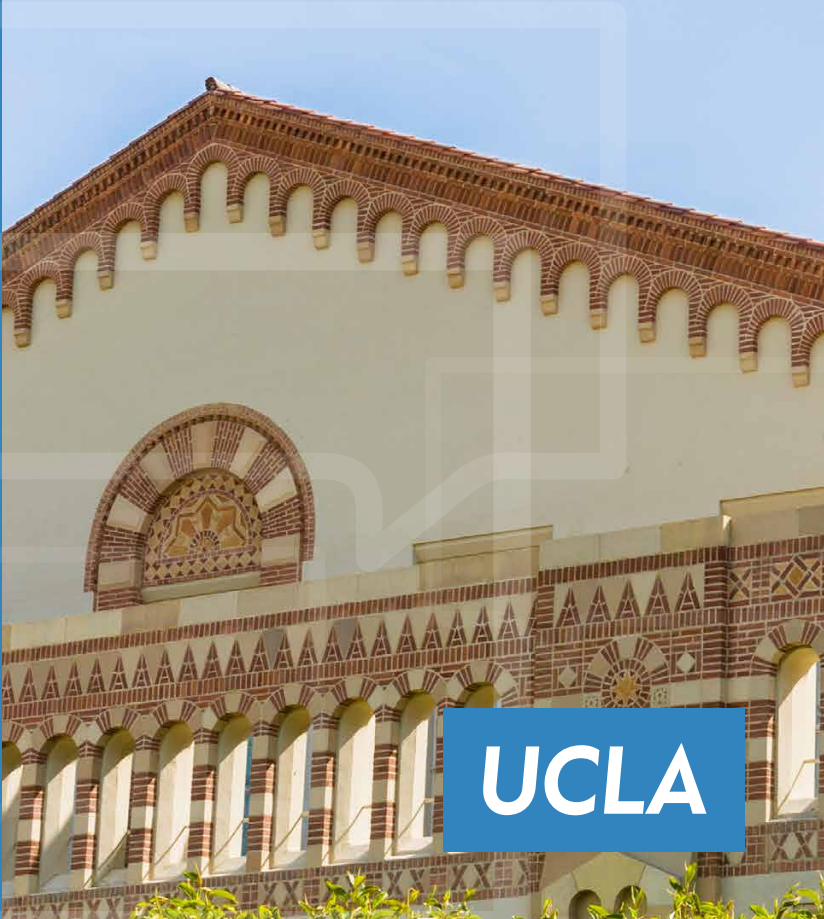
## OTHER CARE SERVICES

**ALTERNATIVE HEALING**  
The impact that trauma has on the body’s physiology is far-reaching and CARE is committed to providing alternative programming for survivors to support them in various stages of healing. CARE offers programs specifically tailored to survivors, including: trauma-informed yoga, art, drumming & music, journaling, and dance. For more information on these programs, please contact admin@careprogram.ucla.edu.

**EDUCATION, OUTREACH, and PREVENTION**  
CARE workshops and trainings are offered to students, staff, and faculty to educate the community about sexual violence prevention and response.  
www.careprogram.ucla.edu

[www.sexualviolence.ucla.edu](http://www.sexualviolence.ucla.edu)

**RESOURCES  
& OPTIONS**  
for **Survivors** of Sexual Violence  
and Sexual Harassment



**UCLA**



# WHAT IS CONSENT?

**CONSENT IS AFFIRMATIVE.** Consent is an informed and conscious decision by each person, to engage in mutually agreed-upon sexual activity.

**CONSENT IS VOLUNTARY.** Consent means a willing and positive cooperation in an act, or expressing a desire to engage in an act. A person can only give their true consent if there is no force, threats, or intimidation. Silence does not mean consent.

**CONSENT IS REVOCABLE.** Consent to sexual activity, on one occasion, does not mean consent has been given to any form of sexual activity, on any occasion. A past dating experience or sexual relationship, by itself, is not enough to assume consent. Even in the context of a relationship, there always has to be mutual consent to engage in any sexual activity at any time. Consent is ongoing; meaning at any point during a sexual encounter consent has to be given, and can be withdrawn. Once consent is withdrawn, the sexual activity must stop immediately.

**CONSENT CANNOT BE GIVEN WHEN A PERSON IS INCAPACITATED.** Incapacitation is the physical, and/or mental inability to make informed, rational judgments. States of incapacitation may include, but are not limited to, unconsciousness, sleep, and blackouts. Incapacitation may be caused by alcohol, drugs, or other medications.

A person cannot consent if they are unable to understand the act because of a physical or mental impairment.

Perpetrators are responsible for their own behaviors even if they are under the influence. Being assaulted, stalked, or harassed is not your fault.

# WHAT IS SEXUAL HARASSMENT?

**Sexual harassment** includes unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal, nonverbal, or physical conduct of a sexual nature that interferes with a person’s employment or education, and creates an environment which a reasonable person would find to be intimidating, hostile or offensive.

Sexual harassment can occur in all types of relationships: hierarchical, between peers, or between individuals of the same sex or opposite sex. The University will respond to reports of any such conduct between any such members of the University community.

# WHAT IS SEXUAL VIOLENCE?

**Sexual violence** is conduct of a sexual nature engaged in without the consent of the other person, or when the other person is unable to consent. Sexual violence includes any of the following: sexual assault, domestic violence, dating violence, and stalking.

**Sexual assault** occurs when physical, sexual activity is engaged without the consent of the other person, or when the other person is unable to consent to the activity. The activity or conduct may include the following: physical force, violence, threat, intimidation, ignoring the objections of the other person, causing the other person’s intoxication or incapacitation (through the use of drugs or alcohol), or taking advantage of the other person’s incapacitation (including voluntary intoxication).

Seeking medical attention is always recommended, no matter when the assault occurred. Seeking help within the first 120 hours allows the best outcome for evidence collection and HIV, STD/STI, and pregnancy prevention.

## SEXUAL ASSAULT SAFETY MEASURES

- **TRY TO FIND A SAFE PLACE OR CALL 911 IF YOU ARE IN DANGER.**
- **CALL A CRISIS COUNSELOR AT CAPS (310) 825-0768 OR THE RAPE TREATMENT CENTER (424) 259-6700.** Counselors are available by phone 24 hrs/day. UCPD can provide transportation to the Rape Treatment Center without taking a report. The Rape Treatment Center will pay for a taxi.
- Preserve all physical evidence of the assault until you have considered whether or not to file a report.
- Try to save all the clothing you were wearing at the time of the assault in a paper bag. Paper bags are best for preserving evidence; plastic bags have been found to damage evidence.
- Showering, bathing, douching, or brushing your teeth can impact evidence.
- If the assault took place in your home, do not rearrange or clean up anything.
- Whether or not you intend to file a police report, seek medical attention to receive a rape exam, emergency contraception, and/or tests for STIs and pregnancy. If you suspect that you may have been drugged, ask for a urine test.
- Although it may be challenging, write down as much as you can remember about the circumstances of the assault, including a description of the assailant. This may be helpful if you decide to report.

# WHAT IS RELATIONSHIP VIOLENCE?

**Relationship violence includes dating and domestic violence.**

**Dating violence** includes abuse committed by a person who is, or has been, in a romantic or intimate relationship with the victim.

**Domestic violence** includes abuse committed against a current or former spouse, intimate partner, or cohabitant, or someone with whom the abuser has a child.

## SIGNS OF DATING AND DOMESTIC VIOLENCE

**Economic Abuse:** Making or attempting to make an individual financially dependent by maintaining control over financial resources, or forbidding attendance at school or employment.

**Emotional Abuse:** Undermining an individual’s sense of self worth and self esteem. This may include, but is not limited to, constant criticism, diminishing one’s abilities, name calling, and damaging one’s relationship with his or her children.

**Physical Abuse:** Includes, but is not limited to, hitting, slapping, shoving, grabbing, pinching, biting, and hair pulling. This type of abuse also includes denying medical care and forcing alcohol or drug use.

**Psychological Abuse:** Includes, but is not limited to, causing fear by intimidation; threatening physical harm to self or loved ones; harming pets and property; and forcing isolation from family, friends, school or work.

**Sexual Abuse:** Coercing or attempting to coerce sexual contact or behavior without consent. Sexual abuse includes, but is not limited to, marital rape, attacks on sexual parts of the body, and treating one in a sexually demeaning manner.

**Threats:** Using words, gestures, or weapons to communicate the intent to cause death, disability or injury.

Leaving an abusive relationship is the most dangerous time for a survivor. Creating a safety plan may reduce the risk that the violence will escalate.

## DATING AND DOMESTIC VIOLENCE SAFETY MEASURES

- **CALL 911 IF YOU ARE IN IMMEDIATE DANGER.**
- Stay away from isolated places and try not to walk alone.
- Avoid speaking to the abuser; if it is unavoidable, meet in a public place during the middle of the day with people around.
- No matter where you go, ensure that there is a plan for how to leave safely in case of an emergency.
- Change the privacy settings and passwords of social media accounts to restrict access.
- Predesignate a friend or family member with whom you can stay during emergencies.
- Create easy access to keys, money, and important documents.
- Consider obtaining a restraining order or No Contact Order on campus against the abuser.

# WHAT IS STALKING?

**Stalking** is repeated conduct directed at a specific person of a sexual or romantic nature or motivation, that would cause a reasonable person to fear for their safety, or the safety of others, or to suffer substantial emotional distress.

## SIGNS OF STALKING

A stalker may:

- Follow or watch you wherever you are.
- Send unwanted gifts, letters, cards, or e-mails.
- Damage your home, car, or other property.
- Monitor your phone calls or computer use.
- Use technology, like hidden cameras or GPS, to track you.
- Drive by or hang out at your home, school, or work.
- Threaten to hurt you, your family, friends, or pets.
- Find out about you by using public records or online search services; hiring investigators; going through your garbage; or contacting friends, family, neighbors, or co workers.
- Post information or spread rumors about you on the Internet, in a public place, or by word of mouth.
- Control, track, or frighten you by other means.

## STALKING SAFETY MEASURES

- Trust your instincts. **IF YOU DO NOT FEEL SAFE IN A SITUATION, LEAVE OR CALL 911 IF YOU FEEL YOU ARE IN IMMEDIATE DANGER.**
- Do not interact with the person stalking or harassing you. Responding to a stalker’s actions may reinforce their behavior.
- Keep a journal or log of all the stalking incidents
- If possible, have a phone nearby at all times, preferably one to which the stalker has never had access. Memorize emergency numbers and make sure that 911 and helpful family or friends are on speed dial.
- Treat all threats, direct and indirect, as legitimate. Inform law enforcement immediately
- Vary daily routines. Change routes to work, school, the grocery store, and other places regularly frequented.
- Try not to travel alone and stay in public areas.
- Get a new, unlisted phone number. Leave the old number active and connected to an answering machine or voicemail. Messages from the stalker can be critical evidence for law enforcement.
- Consider obtaining a restraining order or a campus No Contact Order.

Keep a journal or log of stalking-related incidents and behavior. Recording this information will help document the behavior for restraining orders, court proceedings and criminal investigation.

## **UCLA Office of Emergency Management: Active Shooter**

### **Definition**

An Active Shooter is a situation where one or more suspects participate in a random or systematic shooting spree and demonstrate intent to continuously harm others. The overriding objective appears to be that of inflicting serious bodily injury/death rather than other criminal conduct. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims.

### **What to Expect from Responding Police Officers**

- Police officers responding to an active shooter are trained to proceed immediately to the area where the shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers may possibly be from different police agencies and dressed in different uniforms. They may even be in civilian clothes and wearing an external bulletproof vest.
- Regardless of how officers appear, remain calm. Do as the officers tell you, and do not be afraid of them. Put down any bags or packages that you are carrying and keep your hands visible at all times.
- If you know where the shooter is, or know the shooter's description, tell the officers.
- The first officers to arrive will not stop to aid injured victims. Rescue teams will follow shortly after the first responding officers enter the area. They will attend to the injured and remove everyone safely from the area.
- Keep in mind that once you have escaped to a safer location, the entire area is still a crime scene. Police will usually not let anyone leave until the situation is under control and witnesses have been identified. Until you have been released, remain at whatever assembly point authorities designate.

### **What else can you do?**

Prepare a plan of action for an active shooter in advance. Determine possible escape routes and know where the nearest building exits are.

Information from UCPD's [Your Response to an Active Shooter Brochure \(PDF\)](#)

What to do based on location.

#### **In the Classroom or Office**

##### **What to do:**

- If you are in a classroom, room or office, **STAY THERE**, secure the door and turn off the lights. Remain silent.
- If the door has no lock and the door opens in, a heavy door wedge can be kept on hand and used, otherwise look for heavy furniture to barricade the door. If the door has a window, cover it.

- Depending on the gunmen's location, you may also exit through windows. Have someone watch as you get as many students out through windows as calmly and as quietly as possible.
- If the windows don't open, or you cannot break them, or you are not on a ground floor, get out of sight from the door and stay low and quiet.
- If no police units are on scene, move well away from the incident and find safe cover positions (not the parking lots) and wait for the police to arrive.
- When police officers arrive, keep your hands on top of your head and **do exactly what the Police tell you to do.**

#### In Hallways or Corridors - What to do:

- If in a hallway, get in a room that is not already secured and secure it.
- Unless you are very close to an exit, don't run through a long hall to get to one, as you may encounter the gunmen or hostage taker.

#### In Large Rooms / Auditoriums - What to do:

If in a gym or theater area and the gunmen are not present, move to and out the external exits and move toward any police unit. Drop all bags and keep your hands on your head. Do what the police tell you to do.

#### Open Spaces - What to do:

Stay alert and look for appropriate cover locations. Hard cover, such as brick walls, large trees, retaining walls, parked vehicles, and any other object that may stop bullets, may be utilized as cover.

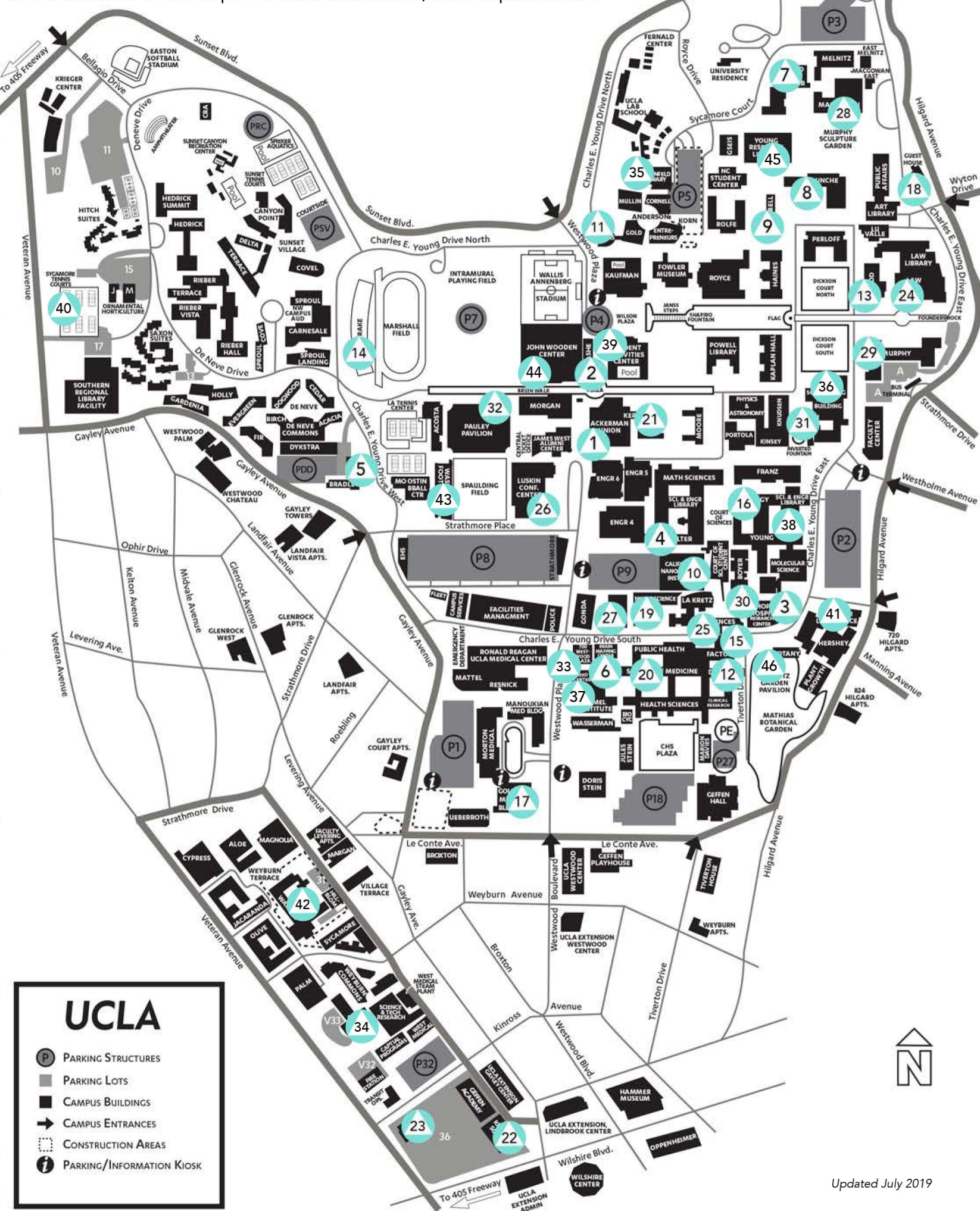
#### Trapped with the Gunmen - What to do:

- If you are trapped with the gunmen, don't do anything to provoke them. If they are not shooting, do what they say and don't move suddenly.
- There is no set procedure in this situation. If possible call 911 and talk with a police dispatcher. If you cannot speak, leave the phone line open so the police can hear what is going on.
- If they do start shooting people, you need to make a choice: stay still and hope they don't shoot you, run for an exit while zigzagging, or attack the shooter. If you chose to run, a zigzagging moving target is much harder to hit than a straight runner. Playing dead may also be a consideration.
- It is **not a recommendation** to attack the shooter, but remember that you have a choice to fight when there are no other options. The last thing that the shooter will expect is to be attacked by you.



# Gender-Inclusive Restroom Map

The number in the icon denotes the corresponding building and room number on the backside of the map. For more information, visit: [map.ucla.edu/](http://map.ucla.edu/).



BUILDING	ROOM NUMBER		
1. Ackerman Union	A264		
2. Ashe Center	100A	413	RR421
	160	415	
3. Biomedical Sciences Research Building	175	375	
	275	475	
4. Boelter Hall	9268A		
5. Tom Bradley International Hall	108		109
6. Brain Research Institute	13396	48110	A3394
	18110	53396	A3396
	23396	58110	B3394
	28110	63396	B3396
	33396	68110	C8108
	38110	73396	C8110
	43396	78110	
7. Broad Art Center	C8110		
8. Bunche Hall	1252	4251	
	2268	4350	
	3253	8253	
	3257		
9. Campbell Hall	1108	1114	3112
10. California NanoSystems Institute	3151		
11. *Collins Center for Excecutive Education	A401		A402
12. UCLA School of Dentistry	A0119A		B0161
	A0119B		B0163
	A3022		B3015
	A3024		B3017
13. Dodd Hall	387		
14. Drake Stadium	100		
15. Factor Building	1963		8666A
	1963A		14640
16. Geology Building	1670		
17. Wendy and Leonard Goldberg Medical Building	B120		B149
	B122		B151

**\*Restrooms with an asterisk have limited accessibility**  
**For the most updated list, please visit: <https://map.ucla.edu>**

**Do you know of a gender-inclusive bathroom not on this list?**  
Please email the building and room number to [lgbt@lgbt.ucla.edu](mailto:lgbt@lgbt.ucla.edu)

#### **MORE RESOURCES:**

UCLA Police Department | 310.825.1491/24 hr | [police.ucla.edu](mailto:police.ucla.edu)  
UCPD Anonymous Message/Tip Line | 310.794.5824/24 hr  
UCLA Counseling and Psychological Services | 310.825.0768/24 hr | [counseling.ucla.edu](mailto:counseling.ucla.edu)  
UCLA Office of the Dean of Students | 310.825.3871 | [deanofstudents.ucla.edu](mailto:deanofstudents.ucla.edu)  
UCLA Consultation & Response Team | 310.825.0628 | [studentincrisis.ucla.edu](mailto:studentincrisis.ucla.edu)  
True Bruin Respect - Report Hostile Climate Incidents | [reportincidents.ucla.edu](mailto:reportincidents.ucla.edu)  
UCLA Staff and Faculty Counseling Center | 310.794.0245  
UCLA Office of Equity, Diversity and Inclusion | [equity.ucla.edu](mailto:equity.ucla.edu)  
UCLA Title IX Office | 310.206.3417 | [sexualharassment.ucla.edu/](mailto:sexualharassment.ucla.edu/)  
LGBT Campus Resource Center at Student Activities Center, Room B36 | 310.206.3628 | [lgbt.ucla.edu](mailto:lgbt.ucla.edu)

BUILDING	ROOM NUMBER		
18. Gonda Neuroscience and Genetic Research Center	1314	3314	5350
	2314	3350	6314
	2350	3549	6350
	2515	4549	6513
	2549	5350	6549
19. UCLA Guest House	156		158
20. Center for the Health Sciences	A4206	A4208	B3144
21. Kerckhoff Hall	413A		416A
22. Kinross South	S166		S168
23. Kinross Recreation Replacement Facility	S168		
24. UCLA School of Law	2487		2489
25. Life Sciences Building	4341A		5341A
26. UCLA Luskin Conference Center	R1420C		
27. MacDonald Research Laboratories	B758		
28. MacGowan Hall	2324		3318A
29. Murphy Hall	3124		
30. Orthopaedic Hospital Research Center	223		523
	323		275
	423		375
	523		475
31. Evelyn & Mo Ostin Music Center	133		235
	139		239
32. *Pauley Pavillion	2324		3318A
33. Reed Neurological Research Center	4220		C163
	4220		C165
34. UCLA Rehabilitation Center	1119	3204	3279
	1555	3233	A764
	2245	3235	A764
	2285	3268A	
	2513	3275	
35. Rosenfeld Library	ER115		ER116
36. Schoenberg Music Building	1128		1134
37. Semel Institute for Neuroscience and Human Behavior	17377A		48-110
	17377C		43-396
	38162		C7411A
	48269		C8207A
38. Slichter Hall	2838	3844A	5838A
39. *Student Activities Center	B08		
40. Sycamore Tennis Courts	100		101
41. Terasaki Life Sciences Building	1110	3034	5034
	2034	4034	
42. Warren Hall	11167		
43. *Wasserman Football Center	103		
44. John Wooden Center	1282E		
45. Young Research Library	11368B	11938	11940
46. La Kretz Garden Pavillion	300J		300K