Welcome Letter from Lisa García Bedolla, Vice Provost for Graduate Studies and Dean of the Graduate Division

Dear Graduate Student Instructor,

I would like to welcome you as a member of the latest cohort of Berkeley GSIs to benefit from the Graduate Division's Professional Standards and Ethics Online Course for GSIs. This course was created exclusively for Berkeley GSIs by the Graduate Division's GSI Teaching & Resource Center with input from campus professionals with expertise in the areas addressed by the course.

This course reflects Berkeley's longstanding commitment to providing GSIs with excellent academic preparation, not only in research but also in teaching. In 1989, the campus established the GSI Teaching & Resource Center to prepare GSIs for the teaching they will do at Berkeley and in future careers. In 2004 the Center was acknowledged as "a model for TA development programs everywhere" by a team of external reviewers in the University's reaccreditation process.

In 1996, the Graduate Council established a comprehensive policy on the Appointments and Mentoring of GSIs, one of the first policies of its kind in the nation. This policy demonstrates the campus's commitment to providing GSIs with guidance and mentoring as they develop their skills as teachers. In 2003, 2012, and 2016 the policy was revised to include additional professional preparation of GSIs for teaching.

The online course that you are about to take comprises one of the requirements of the Graduate Council Policy on Appointments and Mentoring of GSIs and is intended to introduce you to policies, practices, and standards that all GSIs need to know in order to perform their responsibilities professionally and ethically. Coupled with the Teaching Conference you will attend the Friday before classes begin, the semester-long seminar on teaching and learning in higher education you will take in your department, and the mentoring you will receive from faculty, this online course will provide you with an excellent foundation as you begin to teach.

GSIs play a central role in undergraduate education at Berkeley. The goal of this course and of all of the programs of the Graduate Division's GSI Teaching & Resource Center is to enable you to carry out your responsibilities in a manner that promotes student learning and your own growth as a teacher while upholding the professional standards and expectations of the University. I wish you all the best as you begin to teach at Berkeley.

Lisa García Bedolla,

Vice Provost for Graduate Studies and Dean of the Graduate Division

Frequently Asked Questions

Who is required to take the online course, Professional Standards and Ethics for GSIs?

According to the **Graduate Council's Policy on Appointments and Mentoring of GSIs (http://academic-senate.berkeley.edu/sites/default/files/committees /gc/gc_policy_on_appt_and_mentoring_gsis.pdf)** , all first-time GSIs at UC Berkeley are required to take the course.

Anyone who has a **CalNet ID (https://calnetweb.berkeley.edu/calnet-me/information-new-users)** is welcome to take it, including faculty, staff, and students.

When must it be completed?

Every first-time GSI must successfully complete the course before they interact with students, whether in person or online, in their role as an instructor.

What topics does the course address?

The course consists of five modules:

GSI Ethics and Professional Responsibilities
Creating Inclusive Classrooms
Teaching Students with Disabilities
Fostering Academic Integrity
Creating an Educational Environment Free of Sexual Violence and Harassment

More information about these topics is posted on the **Course Overview (http://gsi.berkeley.edu /programs-services/ethics-course/course-overview/)** page.

How long will it take to complete the course?

Each of the five modules should take approximately 45 minutes to complete, and each ends with a short quiz. The modules can be taken in different sessions over time; there is no need to take them all at once.

What does "successful completion" mean?

Successful completion means that the GSI scores **80% or higher on each of the five quizzes** (that is, a minimum of 8 out of 10 quiz items correct on each quiz).

What if a GSI cannot pass a quiz?

For each module, the quiz can be taken **up to five times**. If you use all of your attempts and still have not passed, please contact the GSI Teaching & Resource Center (**gsi@berkeley.edu**

[**(mailto:gsi@berkeley.edu)**](mailto:gsi@berkeley.edu)) for assistance.

What if GSIs have questions after taking the course?

The [**Course Overview and Objectives** **(http://gsi.berkeley.edu/programs-services/ethics-course/course-overview/)**](http://gsi.berkeley.edu/programs-services/ethics-course/course-overview/) page on the GSI Teaching & Resource Center website can serve as a refresher on the topics covered in the course or guide you back to the sections of the course that deal with a particular question; you are welcome to re-enter the course at any time.

The course includes an extensive [**Annotated Campus Resource List** **(https://bcourses.berkeley.edu/courses/1525797/pages/annotated-campus-resource-list-2023-2024)**](https://bcourses.berkeley.edu/courses/1525797/pages/annotated-campus-resource-list-2023-2024) with contact information for units on campus that can address follow-up questions. A PDF version of the Annotated Campus Resource List can be downloaded from that web page for offline use. This list, which includes references and links to the written materials referred to in the course, can also be found on the [**GSI Teaching & Resource Center** **(http://gsi.berkeley.edu/)**](http://gsi.berkeley.edu/) website.

In addition, content specialists from various campus offices listed in the Annotated Campus Resource List are available to give presentations in GSI pedagogy course meetings to supplement the information covered by the online course. Contact the GSI Teaching & Resource Center at [**gsi@berkeley.edu** **(mailto:gsi@berkeley.edu)**](mailto:gsi@berkeley.edu) for assistance.

How will the University know that a GSI has completed the course?

A report of all the GSIs who successfully completed the course is generated from the Gradebook in bCourses. This report is subsequently uploaded to a Student Information Systems (SIS) database. Because course completions are not auto-recorded in SIS, please be aware that there may be a delay between the time you finish the course and the time the completion registers in SIS.

How will I, or my department, know that I completed the online course?

A checklist of first-time GSI requirements should appear on your dashboard in CalCentral. Once the report of your completion is uploaded to SIS (please see "How will the University know...?" above), the item for the GSI Ethics Course will be removed from your CalCentral checklist. Because course completions are not auto-recorded in SIS, please be aware that there may be a delay between the time you finish the course and the time the completion registers in SIS.

Once SIS has the data, departmental Graduate Student Service Advisors will have the ability to verify individuals' completions through their staff CalCentral interface.

Will I receive a certificate of completion?

No, there is no final certificate. However, you can print or take a screenshot of your bCourses Gradebook entry showing the five passing scores.

Am I paid for taking the course?

Yes. GSIs are normally paid beginning August 1 for the fall semester and beginning January 1 for the spring semester; this allows GSIs to complete the course after the start date of their position but before their first day of interacting with students in their role as instructors.

Do GSIs still need to take the online sexual harassment prevention course offered by the UC Learning System?

Yes. The University has adopted a plan for all members of the UC Berkeley community to receive updated training about sexual harassment and sexual violence. The training strategy involves engaging every student and employee through multiple channels.

- All incoming graduate students are required to take the online training module by Vector Solutions called "Sexual Assault Prevention for Graduate Students." This training can be accessed via your CalCentral Dashboard. All incoming graduate students must also participate in a live virtual training offered through their department or the PATH to Care office in their first six weeks on campus. Options to complete this training are scheduled at the beginning of each term and at select department orientations. Further information can be found on the campus **Addressing Sexual Violence and Sexual Harassment website** (https://svsh.berkeley.edu/) under **Required SVSH Prevention Trainings** (https://svsh.berkeley.edu/required-training-policies/required-svsh-trainings) .
- All employees of the University, including GSIs, are required to take the UC Sexual Violence and Sexual Harassment Prevention Training for employees. As their hiring papers are processed, GSIs will be sent emails granting them access to the course.

The module on sexual harassment prevention in this online ethics course fulfills the sexual violence and sexual harassment prevention training requirement for GSIs in their first semester of teaching and is a long-standing preparation requirement for all first-time GSIs. It differs from the other trainings in that it focuses on sexual harassment issues as they may arise in the course of a GSI's duties.

Who created the course?

The GSI Professional Standards and Ethics Online Course was created by the Graduate Division's GSI Teaching & Resource Center with input from a distinguished advisory group consisting of professionals on the campus with expertise in the areas covered by the course. The advisory group included:

Connie Chiba, Former Coordinator, Disabled Students' Services, Disabled Students' Program
Nancy Chu, Former Assistant Vice Provost, Campus Climate and Compliance, Title IX/VI Compliance Officer
Kathleen Dickson, Former Ombudsperson for Graduate and Undergraduate Students and Postdoctoral Appointees

Sarah Hawthorne, Former Assistant Provost, Disability Compliance and Academic Compliance; Associate Campus Counsel

Maria Lucero Padilla, Former Manager, Compliance Education, Office for the Prevention of Harassment and Discrimination

Neal Rajmaira, Former Director, Student Judicial Affairs

Susan Bell, Staff Psychologist, Counseling & Psychological Services

Wayne Creager, Former Case Administrator, Student Judicial Affairs

Information for the yearly updates to the course has been provided by:

Athletic Study Center

Derek van Rheenen, Director

Richard DeShong, Systems Analyst

Center for Student Conduct

Erin Slater, Former Conduct Coordinator

Maria S. Jaochico, Former Associate Director

Jason Wimbley, Former Conduct Coordinator

Becca Lopez, Assistant Dean of Students and Director

Erin Niebylski, Former Assistant Director

Jeff Woods, Former Student Conduct Specialist

Jessi Benveniste, Former Conduct Coordinator

Michael Mann, Interim Assistant Director

Amir-Ali Karkia, Former Conduct Coordinator

Center for Support and Intervention

Noah Henry-Darwish, Former Case Manager

James Kato, Interim Assistant Dean of Students and Director

Eric Lavi, Case Manager

Counseling & Psychological Services

Aaron Cohen, Staff Psychologist

Linda Zaruba, Staff Psychologist

Disability Compliance Office

Derek Coates, Disability Compliance Officer

Disabled Students' Program

Karen Nielson, Former Director

Carolyn Swalina, Acting Assistant Director for Accommodation Services / Lead Disability Specialist and Supervisor

Mary Lee Vance, Former Disability Specialist

Paul Hippolitus, Former Director

Ed Rogers, Former Director

Division of Student Affairs/Dean of Students
Akirah Bradley, Former Assistant Dean of Students
Christina Gonzales, Former Associate Dean of Students and Director, Center for Student Conduct
Susan Trageser, Former Assistant Dean of Students and Director, Center for Student Conduct

Division of Equity and Inclusion
Amy Scharf, Project/Planning Analyst

Graduate Division
Sharon Paige-Medrich, Former Executive Assistant to the Dean
Andrew Smith, Former Assistant Dean for Research and Planning
Sara Quigley, Institutional Research Analyst

Office for the Prevention of Harassment and Discrimination
Cherie A. Scricca, Former Acting Director/Title IX Officer
Denise Oldham, Former Director and Title IX Officer
Elizabeth Rome, Associate Director of Investigations and Deputy Title IX Officer
Kellie Brennan, Executive Director of Civil Rights and Whistleblower Compliance
Ava Blustein, Special Projects Analyst and Deputy Title IX Coordinator, Civil Rights Program

Office of Emergency Management
Amina Assefa, Manager

Office of Planning and Analysis
Sereeta Alexander, Director

Office of the Registrar
James F. Collins, Veteran Services, Interim Associate Registrar
Walter Wong, Former Registrar

PATH to Care Center
Mari Knuth-Bouracee, Former Director
Khirin Carter, Prevention Manager, Graduate Programs
Virginia A. DuPlessis, Former Assistant Director
Carol Callens, Confidential Advocate

Student Parent Center
Ginelle Perez
Tomie Lenear, Program Director

UC Police Department
Wade Macadam, Officer for Crime Prevention & Safety Programs

Kevin Vincent, Detective

If you have further questions regarding the course, please contact the GSI Teaching & Resource Center at gsi@berkeley.edu.

Course Instructions

To enter the course modules, please use the links on the **course home page in bCourses (https://bcourses.berkeley.edu/courses/1525797/)**. Page through each module using the "Next" link on each page.

Please note the following **technical matters**:

- This course works best on a laptop or desktop computer. The course has features that require JavaScript; instructions for enabling JavaScript in your browser are available at **activatejavascript.org** ⇨ **(http://activatejavascript.org/en/instructions/)** .

At the end of each of the five course modules is a **Module Quiz**. These quizzes help you master the material by reviewing content, connecting concepts, and applying concepts to new scenarios. They also demonstrate your successful completion of each module.

- You must score an 8 or higher out of 10 on this quiz. If your score is under 8, you are allowed to retake the quiz up to four times (that is, you have 5 attempts total). If you exhaust four of your five attempts and still have not passed, please contact the GSI Teaching & Resource Center (gsi@berkeley.edu) for assistance.
- Each of the quizzes is linked from within its corresponding module. The Quizzes tool is not available in the bCourses navigation menu for this course.

We invite you to take advantage of the optional **Discussions** for the course modules, which you can access using the Discussions tool in the bCourses left sidebar. The Discussions provide a good venue for further conversation with peers about the course content.

To receive hard-copy **evidence of completion** after you have successfully completed all the modules and quizzes, go to "Grades" in the bCourses left sidebar. Your quiz scores will show up in Grades. You can print or take a screen shot of this page to keep as evidence of your completion. Your completion data will also be uploaded to the campus Student Information System to verify that you have satisfied the Ethics Course requirement.

We ask you to fill out the **Course Evaluation (https://bcourses.berkeley.edu/courses/1525797 /quizzes/2430649)** after you complete all of the course modules. Your comments and feedback help us improve the course.

Course Overview and Objectives

Module 1

GSI Ethics and Professional Responsibilities

Preview of Module

In Module 1, you will examine the following topics:

- ethics and standards in teaching;
- understanding your responsibilities as a GSI;
- managing the instructional environment;
- advising and appropriate relationships with students;
- fair evaluation of student performance; and
- student information and privacy rights.

Learning Objectives

After exploring these topics, you should be able to...

- identify standards of professionalism and ethical behavior for GSIs and apply these standards successfully to ethical dilemmas;
- take steps to identify your responsibilities and those of the Instructor of Record;
- create an instructional environment that is conducive to student learning and safety;
- establish professionally appropriate relationships with students and refer them to appropriate campus resources;
- take steps to ensure that student performance is evaluated fairly; and
- protect the privacy rights of students regarding grades and other personal information, and identify who has the right to know this information.

Module 2

Creating Inclusive Classrooms

Preview of Module

In Module 2, you will examine the following topics:

- the diversity of UC Berkeley students;
- advantages and challenges of learning in a diverse environment;
- strategies and resources for promoting an inclusive academic environment; and
- relevant policies and laws.

Learning Objectives

After exploring these topics, you should be able to...

- explain to a colleague why GSIs should strive for an inclusive academic environment;
- identify instances of discrimination, stereotyping, and harassment in the learning environment;
- develop informed and measured responses to discrimination, stereotyping, and harassment in the learning environment;
- develop pedagogical and professional-development practices that promote inclusion and support equity for all students;
- refer to federal legislation and campus policies on nondiscrimination based on protected categories; and
- identify campus resources that can help you and your students learn more about ways to build and benefit from an inclusive learning environment.

Module 3
Teaching Students with Disabilities

Preview of the Module

In this module, **Teaching Students with Disabilities**, you will examine the following topics:

- addressing student needs within a Multi-Tiered System of Support model;
- Universal Design for Learning and effective teaching and instructional design practices;
- tips for teaching students with disabilities;
- relevant policy and law;
- accepted terminology;
- UC Berkeley statistics;
- the Disabled Students' Program (DSP);
- academic accommodations; and
- campus resources.

Learning Objectives

After exploring these topics, it is hoped that you will be able to take steps and find resources to

meet the following objectives:

- understand how to appropriately design and implement instructional supports that align with Universal Design for Learning principles
- differentiate between how to implement Universal Design for Learning strategies and how to ensure students' disability accommodation needs are met
- identify appropriate steps to take to find out if you have students for whom the Disabled Students' Program has issued a Letter of Accommodation;
- respond appropriately if a student tells you that they have a disability and need an accommodation;
- explain to a colleague Berkeley's policies and procedures for determining whether a student needs an accommodation, what that accommodation should be, and how you and the instructor of record become informed about this determination;
- state the reasons you are not the appropriate person to decide whether a student needs a disability accommodation, and why you should not devise disability accommodations of your own;
- work toward a classroom environment based on the concept of Universal Design for Learning, which will minimize difficulties for students with and without disabilities, enabling students to participate fully in the learning process; and
- identify the resources on campus that can address questions you may have about teaching students with disabilities.

Module 4

Fostering Academic Integrity

Preview of Module

In Module 4, you will explore the following topics:

- the UC Berkeley Campus Code of Student Conduct;
- forms of academic misconduct;
- causes of academic misconduct and strategies to address them;
- steps to promote academic integrity;
- test-taking and cheating;
- preventing plagiarism;
- responding to academic misconduct;
- students' rights when a complaint is filed; and
- campus resources.

Learning Objectives

After exploring these topics, you should be able to...

- identify what constitutes academic misconduct;
- explain to a colleague some of the reasons that students cheat or plagiarize;
- select teaching strategies to foster academic integrity;
- identify the resources on campus that can assist in handling academic violations of the UC Berkeley Campus Code of Student Conduct; and
- describe the steps you should take as a GSI to handle student academic misconduct.

Module 5

Creating an Educational Environment Free of Sexual Harassment

Preview of Module

In Module 5, you will explore the following topics:

- the GSI's role in maintaining an environment free from discrimination and harassment;
- policy, law, and campus units that deal with instances of sexual harassment and sexual violence if you, other instructors, or a student are impacted;
- forms of sexual harassment and indicators that GSIs may see;
- teaching strategies for preventing sexual harassment; and
- responding to sexual harassment and sexual violence if you, other instructors, or a student are impacted.

Learning Objectives

After exploring these topics, you should be able to...

- distinguish ways in which a GSI's role in relation to the University of California (UC) Policy on Sexual Violence and Sexual Harassment (SVSH) differs from a student's role;
- understand federal law and the UC SVSH Policy and complaint resolution procedures;
- identify prohibited behavior as defined in the UC SVSH Policy, in order to avoid and deter it in course-related interactions;
- prevent sexual harassment in your role as a GSI;
- respond helpfully and appropriately to possible incidents of sexual harassment and sexual

violence;

- identify campus resources available to GSIs and students for confidential consultation and support; and
- identify to whom reports of sexual harassment and violence should be made to seek resolution.

Annotated Campus Resource List 2023-2024

This list compiles all the resource lists from the five modules.

Module 1: GSI Ethics and Professional Responsibilities (https://bcourses.berkeley.edu/courses/1525797/pages/gsi-ethics-and-professional-responsibilities-page-1-of-32?module_item_id=16807198)
Module 2: Creating Inclusive Classrooms (https://bcourses.berkeley.edu/courses/1525797/pages/creating-inclusive-classrooms-page-1-of-30?module_item_id=16807231)
Module 3: Teaching Students with Disabilities (https://bcourses.berkeley.edu/courses/1525797/pages/teaching-students-with-disabilities-page-1-of-30?module_item_id=16807261)
Module 4: Fostering Academic Integrity (https://bcourses.berkeley.edu/courses/1525797/pages/fostering-academic-integrity-page-1-of-37?module_item_id=16807324)
Module 5: Creating an Educational Environment Free of Sexual Violence and Sexual Harassment (SVSH) (https://bcourses.berkeley.edu/courses/1525797/pages/creating-an-educational-environment-free-of-sexual-violence-and-sexual-harassment-svsh-page-1-of-35?module_item_id=16476323)

All links below open outside bCourses in a new tab or window.

Module 1: GSI Ethics and Professional Responsibilities

GSI Teaching & Resource Center (http://gsi.berkeley.edu/)

The GSI Teaching & Resource Center is an academic unit in the Graduate Division that provides pedagogical support and guidance for GSIs. Programs include teaching conferences for first-time GSIs, workshops, course improvement grants, teaching awards, confidential consultations, the GSI Professional Standards and Ethics in Teaching course, the Certificate in Teaching and Learning in Higher Education, and the Language Proficiency Program for multilingual GSIs. The Center maintains the online Teaching Guide for GSIs and houses a physical library of books, articles, videos, and other reference materials on teaching.

GSI Teaching & Resource Center

301 Sproul Hall

510-642-4456

[gsi@berkeley.edu (mailto:gsi@berkeley.edu)](mailto:gsi@berkeley.edu)

Resources of particular interest:

[Online Teaching Guide for GSI (http://gsi.berkeley.edu/gsi-guide-contents/)](http://gsi.berkeley.edu/gsi-guide-contents/)

[Teaching Discussion Sections (http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/)](http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/)

[Facilitating Laboratory Sections (http://gsi.berkeley.edu/gsi-guide-contents/lab-sections-intro/)](http://gsi.berkeley.edu/gsi-guide-contents/lab-sections-intro/)

[Conducting a Midterm Evaluation (http://gsi.berkeley.edu/gsi-guide-contents/improve-intro/conducting-a-midterm-evaluation/)](http://gsi.berkeley.edu/gsi-guide-contents/improve-intro/conducting-a-midterm-evaluation/)

[Grading Student Work: Grading Rubrics (http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/grading-rubrics/)](http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/grading-rubrics/)

[Award-Winning Teaching Ideas: GSI Teaching Effectiveness Award Essays (http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/tea-recipients/)](http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/tea-recipients/)
These are short essays by outstanding GSIs identifying and responding to a problem they encountered in a class, laboratory, or section they taught. The GSIs' experiences span nearly 60 different departments and programs on campus. GSIs report that adapting these ideas for use in their own classroom helps them save time so they don't need to reinvent the wheel.

[Certificate Program in Teaching and Learning in Higher Education (http://gsi.berkeley.edu/programs-services/certificate-program/)](http://gsi.berkeley.edu/programs-services/certificate-program/)

Policies and Documents of Particular Interest to GSIs

[Graduate Council Policy on Appointments and Mentoring of GSIs (pdf) (http://academic-senate.berkeley.edu/sites/default/files/committees/gc/gc_policy_on_appt_and_mentoring_gsis.pdf)](http://academic-senate.berkeley.edu/sites/default/files/committees/gc/gc_policy_on_appt_and_mentoring_gsis.pdf)

[Graduate Student Academic Appointments (http://grad.berkeley.edu/financial/appointments/)](http://grad.berkeley.edu/financial/appointments/)

[Academic Student Employee Contract ⬒ (http://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html)](http://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html)

[UC Systemwide Policy on Speech and Advocacy ⬒ (http://policy.ucop.edu/doc/2710523/PACAOS-30)](http://policy.ucop.edu/doc/2710523/PACAOS-30)

[UC Berkeley Campus Code of Student Conduct (http://sa.berkeley.edu/code-of-conduct)](http://sa.berkeley.edu/code-of-conduct)

[UC Berkeley Religious Creed Policy (http://guide.berkeley.edu/religious-creed-policy/)](http://guide.berkeley.edu/religious-creed-policy/)

[Guidelines Concerning Scheduling Conflicts with Academic Requirements (http://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf)](http://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf)

Office of the Registrar (http://registrar.berkeley.edu/)

120 Sproul Hall

510-664-9181

The Office of the Registrar is responsible for registering students, processing course enrollment, maintaining and protecting the privacy of student records, reserving classrooms, determining residency, and assisting special populations such as U.S. veterans.

Contact the Registrar if you have questions regarding the disclosure of information from student records.

[Disclosure of Information from Student Records (FERPA guidelines) (pdf) (https://registrar.berkeley.edu/academic-policies-procedures/ferpa)](https://registrar.berkeley.edu/academic-policies-procedures/ferpa)

Center for Support and Intervention (https://takeaction.berkeley.edu/)

102 Sproul Hall

510-664-4218 or csi@berkeley.edu

[Submit a Care Report ⬀ (https://berkeley-advocate.symplicity.com/care_report)](https://berkeley-advocate.symplicity.com/care_report)

Students may be referred to the Center for Support and Intervention when they are exhibiting concerning behaviors related to their personal, physical, and emotional well-being. You should feel free to call for consultation prior to submitting a Care Report if you are hesitant, have questions, or need immediate advice. After reviewing a Care Report, the Center for Support and Intervention brings select cases to the Students of Concern Committee, when appropriate.

The purpose of the Students of Concern Committee is to provide a means for early intervention of at-risk students. The Committee includes representatives from the Counseling and Psychological Services, the Center for Student Conduct, the Office of the Dean of Students, the Disabled Students Program, the UC Police Department, and several other offices. When a case is brought to the committee by the Center for Support and Intervention, the committee collects additional information and identifies and enacts appropriate strategies for addressing the situation.

The Students of Concern Committee is not meant to be the sole mechanism of communication and does not take the place of services provided by Counseling and Psychological Services, the Center for Student Conduct, the University Police, or other established student services.

Basic Needs Center (http://basicneeds.berkeley.edu/)

Lower level of MLK Student Union (BNorth), Suite 72 (2495 Bancroft Way)

basicneedscenter@berkeley.edu (mailto:basicneedscenterberkeley.edu)

The Basic Needs Center serves as a resource hub for basic needs resources and services, and a space for students to create community and access coordinated support for their basic needs. Services at the Basic Needs Center include Case Management for students who need support navigating unstable housing (including homelessness and emergency housing needs), access to food (including CalFresh application support, Food Pantry access, and other food assistance), and more. Students can be referred directly to the Basic Needs Center, or GSIs can submit a **Care Report** ⤷ **(https://berkeley-advocate.symplicity.com/care_report/index.php/pid397421?)** to request support from a Case Manager in the Basic Needs Center.

Campus Police Department (UCPD) (http://ucpd.berkeley.edu/)

1 Sproul Hall
Emergency calls, including from cell phones: 510-642-3333
Business and non-emergency number: 510-642-6760

Crime Prevention Strategies and Services (https://ucpd.berkeley.edu/services/crime-prevention-unit)
The UC Police Department's safety guidelines for the campus community

Campus Police Department — Threat Management Unit
510-642-6760
Non-emergency phone line to report threats of harm to individuals, groups, or structures

Office of Emergency Management (http://oem.berkeley.edu/)

The Office of Emergency Management is responsible for developing and implementing programs and projects in emergency planning, training, response, and recovery.

Emergency Preparedness for Disabled People (https://dac.berkeley.edu/emergency)

WarnMe Emergency Alert Service (https://warnme.berkeley.edu/)

Center for Student Conduct (https://conduct.berkeley.edu/)

510-643-9069

The Center for Student Conduct administers the campus Code of Student Conduct, encouraging student accountability, promoting academic integrity, and connecting students to resources that foster their success.

Counseling and Psychological Services (CAPS) (http://uhs.berkeley.edu/students/counseling)

Located in University Health Services (UHS), Tang Center
2222 Bancroft Way
510-642-9494

Counseling and Psychological Services (CAPS) provides brief counseling to students with personal, academic, and career concerns. Professional counselors can meet with students to talk about a number of concerns such as adjusting to school, deciding on a career or major, dealing with family or relationship issues, and coping with personal crises. All undergraduate and graduate students are eligible for CAPS services, regardless of their insurance coverage.

Selected Resources from Counseling and Psychological Services:

Promoting Student Mental Health: A Guide for UC Faculty, Staff, and GSIs ⬒ (http://www.ucop.edu/student-mental-health-resources/_files/pdf/PSMH-guide.pdf)

The Gold Folder: A Reference for Faculty, Staff, and GSIs to Assist Students in Distress (https://uhs.berkeley.edu/sites/default/files/ucb_goldfolder.pdf)

Suicide Prevention at Cal — UHS Tang Center (http://uhs.berkeley.edu/students/counseling/suicideprevention.shtml)

[Be Well Game Plan](http://uhs.berkeley.edu/bewell/) (http://uhs.berkeley.edu/bewell/)

[Webinar for GSIs: Supporting Students in Distress: GSIs and the Gold Folder](https://www.youtube.com/watch?v=-Qo7G7GWf_o&feature=youtu.be) ⤷ (https://www.youtube.com/watch?v=-Qo7G7GWf_o&feature=youtu.be)

▷

(https://www.youtube.com/watch?v=-Qo7G7GWf_o&feature=youtu.be)

[What You Need To Know about College Students and Suicide](https://uhs.berkeley.edu/sites/default/files/cps-collegestudentsandsuicide.pdf) (https://uhs.berkeley.edu/sites/default/files/cps-collegestudentsandsuicide.pdf)

[Resources for Graduate Students at Counseling and Psychological Services](https://uhs.berkeley.edu/sites/default/files/cps_gradstudents.pdf) (https://uhs.berkeley.edu/sites/default/files/cps_gradstudents.pdf)

Ombuds Office for Students and Postdoctoral Appointees (http://sa.berkeley.edu/ombuds)

510-642-5754

The Ombuds Office for Students and Postdoctoral Appointees provides a confidential service for students involved in a University-related problem (either academic or administrative), acting as a neutral complaint resolver and not as an advocate for any of the parties involved in a dispute. The Ombudsperson can provide information on policies and procedures affecting students, facilitate students' contact with services able to assist in resolving the problem, and assist students in complaints concerning improper application of University policies or procedures. All matters referred to this office are held in strict confidence. The only exceptions, at the sole discretion of the Ombudsperson, are cases where there appears to be imminent threat of serious harm.

Academic Accommodations Hub (https://evcp.berkeley.edu/programs-resources/academic-accommodations-hub)

This hub will point you and your students to academic support services from a variety of units. The purpose of support resources and academic accommodations is to ensure all students have a fair

chance at academic success. These resources are for everyone; students have a right to use them, and instructors should be familiar with them.

Quick Guide on Academic Support Measures for Instructors (https://evcp.berkeley.edu/sites/default/files/quick_guide_on_academic_supportive_measures_for_instructors_4.pdf)

An abbreviated version of the Academic Accommodations Hub. GSIs should be aware of this information and should share it with students.

Covid-19 Resources

(https://coronavirus.berkeley.edu)

GSI Medical or Family Leaves
Article 17, Leaves ⤷ **(https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/docs/bx_article_17-leaves_2018-2022.pdf)** , of the **Academic Student Employee union contract** ⤷ **(https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html)** .

Module 2: Creating Inclusive Classrooms

GSI Teaching & Resource Center (http://gsi.berkeley.edu/)

301 Sproul Hall
510-642-4456 or **gsi@berkeley.edu (mailto:gsi@berkeley.edu)**

The GSI Teaching & Resource Center, an academic unit in the Graduate Division, provides

pedagogical support for GSIs. Programs include teaching conferences, workshops, course improvement grants, teaching awards, confidential consultations, the GSI Professional Standards and Ethics in Teaching Online Course, the Certificate Program in Teaching and Learning in Higher Education, and the Language Proficiency Program for GSIs who do not speak English as a native language.

Programs and services for GSIs:

[**Consultations with GSI Center Staff** (http://gsi.berkeley.edu/programs-services/consultations/)](http://gsi.berkeley.edu/programs-services/consultations/)

[**Certificate Program in Teaching and Learning in Higher Education** (http://gsi.berkeley.edu/programs-services/certificate-program/)](http://gsi.berkeley.edu/programs-services/certificate-program/)

Resources of particular interest:

[(http://gsi.berkeley.edu/gsi-guide-contents/)](http://gsi.berkeley.edu/gsi-guide-contents/) **Online Teaching Guide for GSIs** [(http://gsi.berkeley.edu/gsi-guide-contents/)](http://gsi.berkeley.edu/gsi-guide-contents/) [(http://gsi.berkeley.edu/gsi-guide-contents/)](http://gsi.berkeley.edu/gsi-guide-contents/)
The following sections of the Teaching Guide are referenced in this module:

[**Grading Rubrics** (http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/grading-rubrics/)](http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/grading-rubrics/)

[**Improving Your Teaching: Conducting a Midterm Evaluation** (http://gsi.berkeley.edu/gsi-guide-contents/improve-intro/conducting-a-midterm-evaluation/)](http://gsi.berkeley.edu/gsi-guide-contents/improve-intro/conducting-a-midterm-evaluation/)

[**Creating Community Agreements** (http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/discussion-guidelines/)](http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/discussion-guidelines/)

[**Working with Student Writing** (http://gsi.berkeley.edu/gsi-guide-contents/student-writing-intro/)](http://gsi.berkeley.edu/gsi-guide-contents/student-writing-intro/)

[**Encouraging and Affirming Diverse Forms of Class Participation** (http://gsi.berkeley.edu/doshp-2000/)](http://gsi.berkeley.edu/doshp-2000/)
Teaching Effectiveness Award essay by Paul Dosh, former GSI
This is one of more than 200 one-page essays by outstanding GSIs identifying and responding to a problem they encountered in a class, laboratory, or section they taught. [**These essays** (https://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/)](https://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/) are available on the GSI Teaching & Resource Center website.

[UC Berkeley Office of Planning & Analysis (http://opa.berkeley.edu/)](http://opa.berkeley.edu/)

The Office of Planning & Analysis collects data about the Berkeley campus from many sources and makes it available for institutional research and decision-making.

[Key Campus Statistics](http://opa.berkeley.edu/campus-statistics) (http://opa.berkeley.edu/campus-statistics)
Links to Berkeley Fall Enrollment Data, Berkeley Undergraduate Profile, Berkeley Graduate Profile, and other data sets.

[UC Berkeley Campus Climate Project Final Report, 2014 (pdf)](http://campusclimate.ucop.edu/_common/files/pdf-climate/ucb-full-report.pdf) ⬈ (http://campusclimate.ucop.edu/_common/files/pdf-climate/ucb-full-report.pdf)

[UC Berkeley My Experience Survey Report, 2019 (pdf)](https://myexperience.berkeley.edu/sites/default/files/myexperiencesurvey2019-final.pdf) (https://myexperience.berkeley.edu/sites/default/files/myexperiencesurvey2019-final.pdf)

[UC Undergraduate Experience Survey (UCUES), 2022](https://universityofcalifornia.edu/about-us/information-center/ucues-data-tables-2022) (https://universityofcalifornia.edu/about-us/information-center/ucues-data-tables-2022?_gl=1*bwdd2u*_ga*NTAyNDk3NjUzLjE2ODY2ODQxMjA.*_ga_FL92T52KS0*MTY5MDgzMTU3Mi41LjEuMTY5MDgzMjA4Ny4wLjAuMA..)

[UC Undergraduate Experience Survey (UCUES), 2020](https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-2020) (https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-2020)

Multicultural Education Program (http://mep.berkeley.edu/)

The Multicultural Education Program is an initiative of the Division of Equity & Inclusion that provides teaching and learning resources to help create a positive campus climate for diversity.

[Classroom Tools](http://mep.berkeley.edu/tools-education/classroom-tools) (http://mep.berkeley.edu/tools-education/classroom-tools)
This page links to selected tools to assist with creating inclusive classroom environments and engaging with diversity topics.

Gender Equity Resource Center (GenEq) (https://campusclimate.berkeley.edu/students/ejce/geneq)

202 Cesar Chavez Student Center
510-642-4786 or geneq@berkeley.edu

GenEq is a campus community center providing programs, services, and resource information about gender, sexual orientation, sex and gender identity, sexual and relationship violence, and bias-related incidents. It is a program of UC Berkeley's Division of Equity and Inclusion.

[Resources for Classrooms and Groups: Creating Inclusive Classrooms for Trans* and Gender Expansive Students](https://campusclimate.berkeley.edu/students/ejce/geneq/resources/publications-media-faqs/resources-classrooms-and-groups)
Links to a tip sheet giving guidelines for setting an inclusive tone, adapting to students' name and pronoun usage, and respecting their confidentiality.

[Center for Student Conduct (https://conduct.berkeley.edu/)](https://conduct.berkeley.edu/)

203 Sproul Hall
510-643-9069 or studentconduct@berkeley.edu

The Center for Student Conduct supports the mission of the University by administering the Campus Code of Student Conduct, which lists sexual, racial, and other forms of harassment as grounds for discipline. [(http://sa.berkeley.edu/conduct/resources/diversity)](http://sa.berkeley.edu/conduct/resources/diversity)

[Office for the Prevention of Harassment and Discrimination (OPHD) (http://ophd.berkeley.edu/)](http://ophd.berkeley.edu/)

685 University Hall
510-653-7985 or ask_ophd@berkeley.edu

The Office for the Prevention of Harassment and Discrimination (OPHD) is responsible for ensuring the University provides an environment for faculty, staff, and students that is free from discrimination and harassment on the basis of protected categories including race, color, national origin, gender, age, and sexual orientation/identity. OPHD monitors and evaluates campus efforts to meet requirements under University policies prohibiting discrimination and harassment, and applicable federal and state regulations.

OPHD has the responsibility to implement procedures for providing prompt and effective responses to complaints of hostile work/academic environment, sexual or racial harassment, or other discrimination concerns. Further, the office has oversight responsibility to initiate, coordinate, or conduct investigations into claims of violations of campus policy in all areas of discrimination against protected categories. The scope of this responsibility is campuswide, covering faculty, staff, and students. The Office for the Prevention of Harassment and Discrimination provides education about issues of discrimination, equity, and the effects of discrimination and unequal treatment on the campus climate. Their services are available to faculty, staff, and students.

Title IX and Title VI Officer (http://ophd.berkeley.edu/)

Consultation, advising, and/or reporting: **ask_ophd@berkeley.edu (mailto:ask_ophd@berkeley.edu)** or 510-643-7985

This Officer provides policy information and guidance when responding to incidents of possible sexual or racial harassment, and other forms of discrimination. In addition, they direct and coordinate campus education and training efforts for faculty, staff, and students, specifically in sexual/racial harassment prevention, and generally, on issues of equity and campus climate concerns. Further, this Officer provides in-person education and training for academic departments and administrative units.

University Nondiscrimination Policy (https://ophd.berkeley.edu/policies-and-procedures /nondiscrimination-policy-statement)

Berkeley People and Culture: Reports of Discrimination, Harassment, or Retaliation (http://hr.berkeley.edu/policies/policies-procedures /university/discrimination)

510-643-8996 or idcr@berkeley.edu

The People and Culture office has a process to assist UC Berkeley employees who believe they have been subjected to discrimination on a protected basis.

Berkeley International Office (http://internationaloffice.berkeley.edu/)

International House, 2299 Piedmont Ave., 2nd floor
510-642-2818

The Berkeley International Office provides programming, consultation, immigration, and advocacy services for international students and scholars.

International Community at Cal (http://internationaloffice.berkeley.edu/intl_community)

[Student Technology Services (https://studenttech.berkeley.edu/)](https://studenttech.berkeley.edu/)

Student Technology Services (STS) offers a number of resources/services that are extremely helpful to GSIs and their students such as:

- Student Technology Equity Program: free long-term loans of laptops, headphones, and other hardware devices (GSIs receive priority in these devices due to their instructional role)
- Cost of Attendance Adjustment: loan (sometimes grant) of $3000 to purchase a computer every 3 years through the financial aid office
- Student Helpdesk: free drop-in tech support (wi-fi issues, broken laptop, etc.) located in Doe Library, Eshleman Hall, and Fannie Lou Hamer Resource Center, and via email (**[sts-help@berkeley.edu (mailto:sts-help@berkeley.edu)](mailto:sts-help@berkeley.edu)**) and phone (510-642-HELP)
- Free Software: Visit **[software.berkeley.edu (http://software.berkeley.edu/)](http://software.berkeley.edu/)** and click "What am I eligible for?" to find over a dozen free software programs including Adobe Creative Cloud, Matlab, Microsoft 365, etc.)

Module 3: Teaching Students with Disabilities

[Disabled Students' Program (DSP) (http://dsp.berkeley.edu/)](http://dsp.berkeley.edu/)

260 César Chávez Student Center
University of California, Berkeley
510-642-0518
dsp@berkeley.edu

Consult DSP if you have questions about how to implement academic accommodations. Send students to the DSP website if they request accommodations but do not have a Letter of Accommodation.

Helpful sections of the DSP website include:

[Application Process for Students (https://dsp.berkeley.edu/students/new-students/application-process)](https://dsp.berkeley.edu/students/new-students/application-process)

[Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities (https://dsp.berkeley.edu/students/policies/policies-guidelines/accommodations)](https://dsp.berkeley.edu/students/policies/policies-guidelines/accommodations)

[Faculty and Staff Realtime Captioning FAQs (https://dsp.berkeley.edu/auxiliary-service-](https://dsp.berkeley.edu/auxiliary-service-)

units/communication-services/realtime-captioning-services-rtc/faculty-and-staff)

Faculty and Staff AIM Communication Services FAQS (Includes directions for submitting captioning requests) (https://dsp.berkeley.edu/auxiliary-service-units/communication-services/faculty-and-staff-aim-communication-services-faqs)

Faculty Overview (https://dsp.berkeley.edu/faculty)

Frequently Asked Questions — Faculty (https://dsp.berkeley.edu/faqs/faculty)

Resources for Faculty (https://dsp.berkeley.edu/faculty/resources-faculty)

Alternative Media Office (Produces instructional materials in the formats students require for equal access) (https://dsp.berkeley.edu/auxiliary-service-units/alternative-media)

Proctoring Office (https://dsp.berkeley.edu/auxiliary-service-units/proctoring)

Center for Teaching and Learning: DSP, LOAs, and Accommodations for Your Students (https://teaching.berkeley.edu/dsp-loas-and-accommodations-your-students)

Disability Access & Compliance (https://dac.berkeley.edu/home)
510-643-6456
Contact this office if you have physical access concerns about your classroom or want information about how your academic department arranges accommodations for department lectures and events.

Campus Services and Information

UC Berkeley Library
Disability Resources (https://www.lib.berkeley.edu/help/disability-resources)
Library services for patrons with disabilities. (https://rtl.berkeley.edu/)

Office of Emergency Management
Functional & Access Needs (https://oem.berkeley.edu/get-prepared/access-functional-needs)

Disability Complaint Resolution

DSP Complaint Resolution Process (https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)
This website provides an overview of procedures to resolve complaints with the Disabled Students' Program about eligibility decisions, academic accommodations, and other decisions of DSP.

(https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)
Office for the Prevention of Harassment and Discrimination (https://ophd.berkeley.edu/)

If faculty or GSIs feel that they have been discriminated against on the basis of a disability or feel like UC policies have been violated on the basis of a disability, they can file a formal grievance with OPHD.

Berkeley Disability Access & Compliance (https://dac.berkeley.edu/)

Students, staff, and faculty can share concerns about disability access on campus with DAC. DAC also provides guidance about ensuring that public buildings and events are accessible. Eligible students and staff can also apply for access to the campus Loop service through the DAC website.

Universal Design

Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples ⬀ (http://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples)

University of Washington, Seattle, DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center

Implementing Universal Design for Instruction (pdf) (https://bcourses.berkeley.edu/courses/1525797/files/folder/module3?preview=86232897)

Source: Shaw, S., Scott, S., and McGuire, J. "Universal Design for Instruction: A New Paradigm for Adult Instruction in Postsecondary Education." Remedial and Special Education 24:6 (Nov./Dec. 2003): 369–79.

(https://bcourses.berkeley.edu/courses/1476601)

(https://bcourses.berkeley.edu/courses/1456326)

Universal Design for Learning (UDL) ⬀ (http://www.udlcenter.org/aboutudl/whatisudl)

Center for Applied Special Technology (CAST)

Accessible Course Content

Berkeley Accessible Course Content (https://accesscontent.berkeley.edu/home)

Best practices and help guides for making course content accessible

A11y Basics: Accessible Basics for bCourses (Canvas) (https://bcourses.berkeley.edu/courses/1476601)

(https://bcourses.berkeley.edu/courses/1476601)

A11y Intro Course: Intro to Course Accessibility (https://bcourses.berkeley.edu/courses/1456326)

Resources for GSIs with Disabilities

University Health Services Be Well At Work: Faculty/Staff Disability Management (https://uhs.berkeley.edu/bewellatwork/disability-management)

University Health Services Be Well At Work: Faculty/Staff Disability Management: Reasonable Accommodation (https://uhs.berkeley.edu/facstaff/disability-management/reasonable-accomodation)

Berkeley Human Resources: Reasonable Accommodation and the Interactive Process (https://hr.berkeley.edu/policies/policies-procedures/ppsm/berkeley-procedures/accommodation)

Job Accommodation Network (JAN) ⤷ (https://askjan.org/)

Module 4: Fostering Academic Integrity

Center for Student Conduct (http://conduct.berkeley.edu/)

203 Sproul Hall
510-643-9069 or studentconduct@berkeley.edu

The Center for Student Conduct supports the mission of the University by administering the UC Berkeley Campus Code of Student Conduct, promoting academic integrity, encouraging student accountability, and connecting students to resources that foster their success.

Code of Student Conduct (http://conduct.berkeley.edu/code-of-conduct)

Academic Conduct Resource Sheet for Instructors (https://live-wp-sa-conduct-1.pantheon.berkeley.edu/wp-content/uploads/2021/01/Academic-Misconduct-Resource-Sheet-for-Instructors-Updated-2-1.pdf)

Reporting Academic Misconduct (https://conduct.berkeley.edu/report/academic/)

Academic Conduct Email Templates for Instructors (https://conduct.berkeley.edu/wp-content/uploads/2021/01/Academic-Misconduct-Email-Template-for-Instructors.pdf)

[**Graduate Student Academic Misconduct Policy**](https://grad.berkeley.edu/policy/#e1-10-graduate-student-academic-misconduct-policy) (https://grad.berkeley.edu/policy/#e1-10-graduate-student-academic-misconduct-policy)

[**Graduate Division: Graduate Student Academic Integrity**](https://grad.berkeley.edu/policies-and-procedures/graduate-academic-integrity/) (policy and procedures) (https://grad.berkeley.edu/policies-and-procedures/graduate-academic-integrity/)

GSI Teaching & Resource Center (http://gsi.berkeley.edu/)

301 Sproul Hall
510-642-4456 or gsi@berkeley.edu

The GSI Teaching & Resource Center, an academic unit in the Graduate Division, provides pedagogical support for GSIs. Programs include teaching conferences, workshops, course improvement grants, teaching awards, confidential consultations, the GSI Professional Standards and Ethics in Teaching Online Course, the Certificate Program in Teaching and Learning in Higher Education, and the Language Proficiency Program for GSIs who do not speak English as a native language.

[**Teaching Guide for GSIs: Academic Misconduct**](http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/) (http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/)

UC Berkeley Honor Code (http://teaching.berkeley.edu/berkeley-honor-code)

Center for Teaching and Learning

Student Learning Center (http://slc.berkeley.edu/)

César E. Chávez Student Center
510-642-7332

The Student Learning Center provides peer tutoring for students. SLC staff are available to consult with individual GSIs about teaching/learning issues and resources for students.

[**Strategic Learning Resources**](http://slc.berkeley.edu/study-and-success-strategies) (http://slc.berkeley.edu/study-and-success-strategies)

[Educational Opportunity Program (http://eop.berkeley.edu/)](http://eop.berkeley.edu/)

119 Cesar Chavez Center
510-642-4257

EOP supports first-generation and low-income students through academic counseling, mentoring programs, and referrals.

[Academic Counseling (https://eop.berkeley.edu/services-programs/academic-counseling)](https://eop.berkeley.edu/services-programs/academic-counseling)
510-642-7224 or drop in

[Counseling and Psychological Services (https://uhs.berkeley.edu/students/counseling)](https://uhs.berkeley.edu/students/counseling)

University Health Services, Tang Center
2222 Bancroft Way
510-642-9494

Professional counselors can meet with students to talk about personal, academic, and career issues. Groups and workshops are also available on a variety of topics. All registered UC Berkeley undergraduate and graduate students are eligible for CAPS services, regardless of their insurance coverage.

[Individual Counseling (https://uhs.berkeley.edu/counseling/individual)](https://uhs.berkeley.edu/counseling/individual)

[Best Practices for Remote Examinations (https://academic-senate.berkeley.edu/issues/coronavirus/best-practices-remote-examinations)](https://academic-senate.berkeley.edu/issues/coronavirus/best-practices-remote-examinations)

Academic Senate, UC Berkeley

[Remote Proctoring FAQ (https://teaching.berkeley.edu/remote-proctoring-faq)](https://teaching.berkeley.edu/remote-proctoring-faq)

Module 5: Creating an Educational Environment Free from Sexual Violence and Sexual Harassment

[Office for the Prevention of Harassment and Discrimination (OPHD)](http://ophd.berkeley.edu/) (http://ophd.berkeley.edu/)

Title IX Officer
ask_ophd@berkeley.edu (mailto:ask_ophd@berkeley.edu) (mailto:tixco@berkeley.edu)
510-643-7985

[Online reporting portal](https://uctitleix.i-sight.com/portal/Berkeley) ⬈ (https://uctitleix.i-sight.com/portal/Berkeley)

The Office for the Prevention of Harassment and Discrimination (OPHD) is responsible for ensuring that the University provides an environment for faculty, staff, and students that is free from discrimination and harassment on the basis of protected categories, including race, color, national origin, gender, age, and sexual orientation/identity. OPHD monitors and evaluates campus efforts to meet requirements under University policies prohibiting discrimination and harassment and applicable federal and state regulations. OPHD provides policy information and guidance when responding to incidents of possible sexual or racial harassment and other forms of discrimination.

OPHD has the responsibility to implement procedures for providing prompt and effective responses to complaints of SVSH. Further, the office has oversight responsibility to initiate, coordinate, or conduct investigations into claims of violations of campus policy in all areas of harassment and discrimination against protected categories. The scope of this responsibility is campus-wide, covering faculty, staff, and students. OPHD provides education about issues of discrimination, equity, and the effects of discrimination and unequal treatment on the campus climate. Their services are available to faculty, staff, and students.

[Addressing Sexual Violence and Sexual Harassment](https://svsh.berkeley.edu/) (https://svsh.berkeley.edu/)
This website provides comprehensive information about resources for victims/survivors of sexual assault, sexual harassment, and intimate partner violence, including medical and counseling information.

[Downloadable resource and support guides](https://svsh.berkeley.edu/support/downloadable-resources) (https://svsh.berkeley.edu/support/downloadable-resources)

[PATH to Care Center (https://care.berkeley.edu/)](https://care.berkeley.edu/)

Confidential Advocates

510-642-1988 or [**pathtocare@berkeley.edu**](mailto:pathtocare@berkeley.edu) (mailto:pathtocare@berkeley.edu)

Confidential Advocates provide free affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources.

It is always the victim's/survivor's decision to pursue any of the available resources or to report an incident to the police or the University. Confidential Advocates are here to support your decisions.

Contacting Confidential Advocates at the PATH to Care Center

Office Line: 510-642-1988

For questions, consultations, or non-immediate referrals, this number connects you with the UC Berkeley PATH to Care Center. Faculty, staff, postdocs, and undergraduate, graduate, and professional students should use this number for general inquiries and to arrange services or **appointments** that will be scheduled a day or more in advance. The PATH to Care office is located on central campus.

Care Line: 510-643-2005

For 24/7 **urgent** situations the Confidential Care Line can be used to:

- Give survivors a way to connect with an advocate on their own time
- Provide survivors information about reporting, medical rights, and other options
- Arrange for an advocate to provide accompaniment anytime the police are present
- Provide accompaniment to medical appointments

[**PATH to Care Consultations and Workshops**](https://care.berkeley.edu/prevention-first/department-consultations-toolkits/) (https://care.berkeley.edu/prevention-first/department-consultations-toolkits/)

The PATH to Care Center also offers prevention consultations (learn how to make positive change to prevent SVSH in your classroom, lab, program, or department); prevention workshops for groups; and workshops on how to respond with care to survivors. To request a workshop, please email the PATH to Care Center at [**pathtocare@berkeley.edu**](mailto:pathtocare@berkeley.edu) (mailto:pathtocare@berkeley.edu) .

[**Toolkit for Participants in Virtual Classrooms and Meeting Spaces**
(https://diversity.berkeley.edu/creating-healthy-virtual-environment-toolkit)](https://diversity.berkeley.edu/creating-healthy-virtual-environment-toolkit)

[Campus Police Department (http://police.berkeley.edu/)](http://police.berkeley.edu/) (UCPD)

1 Sproul Hall
Emergency calls, including from cell phones: 510-642-3333
Business and non-emergency number: 510-642-6760

[University Health Services — Social Services Counseling (https://uhs.berkeley.edu/socialservices)](https://uhs.berkeley.edu/socialservices)

510-642-6074

Support services and confidential counseling for a range of issues, including sexual violence, relationship violence, and stalking. Social Services strives to provide a safe environment for supportive, non-judgmental counseling, advocacy, resources, and referral information. We are a confidential campus resource.

[**Creating Healthy Learning Environments (https://healthycampus.berkeley.edu/healthy-learning-environments)**](https://healthycampus.berkeley.edu/healthy-learning-environments)

[Gender Equity Resource Center (GenEq) (https://campusclimate.berkeley.edu/students/ejce/geneq)](https://campusclimate.berkeley.edu/students/ejce/geneq)

202 César Chávez Center
510-642-4786

GenEq is committed to providing programs, services, and resource information about gender, sexual orientation, sex and gender identity, sexual and relationship violence, and bias-related incidents. It is a program of UC Berkeley's [**Division of Equity and Inclusion (https://diversity.berkeley.edu/)**](https://diversity.berkeley.edu/) .

[Workshops](https://campusclimate.berkeley.edu/students/ejce/geneq/geneq-workshops)
Provides a variety of workshops on topics related to sexual harassment and assault, self-defense, and gender and LGBT issues.

[Ombuds Office for Students and Postdoctoral Appointees (http://sa.berkeley.edu/ombuds)](http://sa.berkeley.edu/ombuds)

510-642-5754

The Ombuds Office assists students and postdoctoral appointees in sorting through campus-related conflicts and concerns. They can serve as an impartial sounding board and assist with problem solving. All consultations are strictly confidential.