CENTER FOR INNOVATIONS IN TEACHING AND LEARNING

NEW TEACHING ASSISTANT (TA) ORIENTATION

University of California, Santa Cruz
citl.ucsc.edu | citl@ucsc.edu
Our Campus &
The Role of TAs in
Student Success

Jody Greene
Associate Vice Provost for Teaching and
Learning
Founding Director of CITL
Professor of Literature

Kendra Dority
Associate Director for Programs,
CITL
Our Campus Context

Who Are UC Santa Cruz Undergraduates?

40% are first-generation college students, as of fall 2017

32% are Pell Grant recipients, as of fall 2017

12.7% are registered for accommodations with the Disability Resource Center

4.5% are international students

96% of international students and 46% of domestic students are multilingual

2.7% of students are undocumented
# Our Campus Context

## Equity Gaps: Graduation Rates

### University-wide

![Graduation Rates Chart](chart.png)

<table>
<thead>
<tr>
<th>Group</th>
<th>4-year graduation rate</th>
<th>Gap</th>
<th>6-year graduation rate</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American / Black</td>
<td>46.7%</td>
<td>-12.0</td>
<td>67.8%</td>
<td>-7.5</td>
</tr>
<tr>
<td>Latinx</td>
<td>42.5%</td>
<td>-16.3</td>
<td>69.0%</td>
<td>-6.2</td>
</tr>
<tr>
<td>White</td>
<td>58.8%</td>
<td></td>
<td>75.2%</td>
<td></td>
</tr>
<tr>
<td>Pell Grant</td>
<td>47.9%</td>
<td>-9.9</td>
<td>74.3%</td>
<td>0.7</td>
</tr>
<tr>
<td>Non-Pell Grant</td>
<td>57.8%</td>
<td></td>
<td>73.6%</td>
<td></td>
</tr>
<tr>
<td>First-Generation College Student</td>
<td>48.9%</td>
<td>-8.6</td>
<td>71.0%</td>
<td>-5.2</td>
</tr>
<tr>
<td>Non-First-Generation College Student</td>
<td>57.5%</td>
<td></td>
<td>76.2%</td>
<td></td>
</tr>
</tbody>
</table>
Student Success & The TA Role

Why Does Your Role Matter?

- Student success and equity goals are linked with our educational mission and individual learning goals
- A cohesive teaching team (instructor + TAs) supports students to understand expectations and meet them
- TAs often work with undergraduate students more closely than do instructors of record
- TAs often have the opportunity to refer undergraduates to academic and other campus support resources
- TAs play a critical role in providing undergraduates with feedback on their learning and creating a supportive learning environment
INCLUSIVITY ON CAMPUS

Mecaila Smith, PhD Candidate
Education Department
INCLUSIVITY GOALS ON CAMPUS

UCSC is a diverse campus. Our commitment to our students includes creating a welcoming and supportive environment, where students can develop a sense of belonging.
NORMS OF EXCLUSION

- Example 1: Professor Yoshi
  - Introductory classes
  - Half of their students fail the first exam and drop out of the major
  - Attrition (or dropping out) is “weeding out” the least intelligent and the laziest
  - Preserving the integrity and prestige of his department
  - “Half of you are going to fail.”

- Example 2: Professor Maya
  - An esteemed teacher loves academic discussions with her brightest students
  - These students love her right back, and reward her with superb teaching reviews
  - “Some of you are so smart and talented—you just get it.”
  - She doesn’t waste her time on the “potato heads”
INCLUSIVITY, IN BRIEF

Inclusivity as a teacher involves valuing all students and their learning potential.
PRACTICAL REASONS FOR INCLUSION

▪ It’s generally not nice to be happy about someone else’s failure.

▪ It’s wasteful to jettison potential professionals from fields that they’re interested in, especially when society is trying to fill gaps in employment.

▪ In terms of social justice, exclusivity reproduces inequity.

▪ The more perspectives we have working on projects, the more opportunities for developing innovative solutions and creative experiences.

▪ As universities become more aware of effective teaching methods, they become more interested in designing more fruitful learning experiences.

▪ It’s not nice to be happy about someone else’s failure.
FIRST GENERATION COLLEGE STUDENTS

First Generation Initiative Goals
• Raise the visibility
• Understand and recognize the challenges and strengths
• Foster a positive campus climate
• Help FG student make strategic use of campus support services
• Create spaces for discussion about how to facilitate first-generation students’ academic success, belonging, and wellbeing.
• Build a network of allies

Dr. Rebecca Covarrubias
Asst. Prof, Psychology
First-Gen Initiative Fac. Dir.

https://firstgen.ucsc.edu/about
CULTURAL MISMATCH THEORY: UNIVERSITY NORMS

Think about the most important skills that your academic institution expects students to develop while in college.

71% characterized their university as **INDEPENDENT**

(N=248; 70% Deans, 9% Program Directors, 13% Provost Office)

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012, Study 1)
CULTURAL MISMATCH THEORY: FIRST-GENERATION NORMS

SELF DEVELOPMENT

HELP OTHERS

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012, Study 2)
CULTURAL MISMATCH THEORY

Students’ wellbeing and performance are undermined when their model of self mismatches the university norm of independence.

## Experiences of Guilt

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Privilege</td>
<td>Guilt and distress due to having greater social and educational opportunities than one’s family, who is likely struggling back home</td>
</tr>
<tr>
<td>Financial Burden</td>
<td>Guilt and distress due to financial burden or indebtedness to family.</td>
</tr>
<tr>
<td>Becoming Different</td>
<td>Guilt and distress due to feeling misunderstood by family and a sense of progressive disconnection or isolation</td>
</tr>
<tr>
<td>Family Role Absence</td>
<td>Guilt and distress due to not being able to help family or attend family events</td>
</tr>
<tr>
<td>Family Pressures</td>
<td>Guilt and distress due to the pressure to do well academically</td>
</tr>
</tbody>
</table>

(Covarrubias, Landa, & Gallimore, in prep)
I have such a connection with my family that I have felt much guilt coming to the university. I feel that I have such a luxury with independence and they are suffering everyday. These thoughts have made me consider dropping out of college and start working full-time to aid my family.

Latino Male, First-Gen Student, 19

(Covarrubias & Fryberg, 2015)
STEREOTYPE THREAT THEORY
(STEELE, 1997)

- Stereotypes are representations that associate a whole group of people with certain traits.

- **Stereotype threat** is the fear that one’s behavior will confirm an existing negative stereotype about one’s social group.

1. Perception of stereotype causes self-threat
2. Self-threat causes increased concern (anxiety) about confirming the stereotype
3. Concern causes poorer performance in domain
WHO IS VULNERABLE?

Educational Domains:
- African American college students (Steele & Aronson, 1995)
- Female math majors (Spencer et al., 1999)
- SES and test performance (Croizet & Claire, 1999)
- White/Asian males and test performance (Aronson et al., 1998)

Non-Educational Domains:
- Black and White athletes in sports (Stone et al., 1999)
- Female MBAs during negotiations (Kray et al., 2001)
- Males and the ability to express emotion (Leyens et al., 2000)

EVERYONE IS VULNERABLE TO STEREOTYPE THREAT
INCLUSIVE PRACTICES AND GROWTH MINDSET

FIXED MINDSET

“Failure is the limit of my abilities”
“I’m either good at it or I’m not”
“My abilities are unchanging”
“I don’t like to be challenged”
“My potential is predetermined”
“When I’m frustrated, I give up”
“Feedback and criticism are personal”
“I stick to what I know”

GROWTH MINDSET

“Failure is an opportunity to grow”
“I can learn to do anything I want”
“Challenges help me to grow”
“My effort and attitude determine my abilities”
“Feedback is constructive”
“I am inspired by the success of others”
“I like to try new things”
<table>
<thead>
<tr>
<th></th>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement...</td>
<td>means proving you’re smart.</td>
<td>means that you’re learning and stretching.</td>
</tr>
<tr>
<td>Being smart...</td>
<td>means that you’re making no mistakes.</td>
<td>means that you’re confronting a challenge and making progress.</td>
</tr>
<tr>
<td>A setback or mistake...</td>
<td>leads to loss of confidence.</td>
<td>indicates an area of growth.</td>
</tr>
<tr>
<td>Failure...</td>
<td>leads to humiliation.</td>
<td>means that you’re not yet fulfilling potential.</td>
</tr>
<tr>
<td>Effort...</td>
<td>shouldn’t be required if you’re smart and takes away excuses for failure.</td>
<td>is the path to mastery that makes you smarter. You get out what you put in.</td>
</tr>
<tr>
<td>Success...</td>
<td>is defined as being the best and is based on talent.</td>
<td>is defined as working hard to become your best and is based on motivation.</td>
</tr>
<tr>
<td>A bad grade...</td>
<td>means it’s time to give up.</td>
<td>means it’s time to work harder.</td>
</tr>
<tr>
<td>Feedback...</td>
<td>is threatening, as it provides good or bad news about precious traits.</td>
<td>is welcomed, as it provides useful direction toward areas to work on.</td>
</tr>
<tr>
<td>The need to ask for help...</td>
<td>indicates a weakness or deficiency that should not be admitted.</td>
<td>is a useful strategy for growth.</td>
</tr>
</tbody>
</table>
How does mindset impact teaching and learning?

**Student Mindset**
- Predicts how students will respond to learning challenges or to failure—especially for students who are underrepresented in the university or in their fields of study
- Influences students’ sense of belonging at a university or in their major
- Influences whether students will seek help to better understand the material

**Instructor Mindset**
- Affects what instructors think about students’ abilities and their ideas of whether certain students “belong” in a major
- Influences the kind of feedback instructors give to students (e.g. “comfort-oriented” v. “strategy-oriented”), which in turn affects student motivations to learn
- Influences whether students will seek help from their instructors to better understand the material
PROVIDING STUDENTS WITH “WISE FEEDBACK”

Group 1: Criticism

Group 2: Criticism + Positive Buffer

Group 3: Criticism + Assurance + High Standards
SUGGESTIONS FOR PROFESSORS YOSHI AND MAYA?

Example 1: Professor Yoshi
- Introductory classes
- Half of their students fail the first exam and drop out of the major
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- Preserving the integrity and prestige of his department
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- She doesn’t waste her time on the “potato heads”
Supporting Student Learning

Kirstin Wagner
PhD Candidate, Literature
Graduate Student Researcher, CITL

Kendra Dority
Associate Director for Programs, CITL
When you think about your own experiences as a student, what are the top 2 most important factors that contribute to your ability to learn successfully?

A. Personal motivation
B. Relevance of the material (e.g. to your experiences, your career goals, etc.)
C. Access to a variety of perspectives
D. Positive learning environment
E. Support from community (e.g. peers, family)
F. Frequent practice (of new skills, content, etc.)
G. Feedback on or recognition of your growth
Supporting Student Learning
Top 5 Research Findings

1. Students’ prior knowledge supports learning.

2. Students’ motivation determines what they learn.

3. To integrate new knowledge and skills, students need the opportunity to practice and receive targeted feedback.

4. Learning is an emotional and social experience; the learning climate matters.

5. Whoever actively does the work, does the learning.
Supporting Student Learning
Case Scenarios

Student Learning Top 5
1. Students’ prior knowledge supports learning.
2. Students’ motivation determines what they learn.
3. To integrate new knowledge and skills, students need the opportunity to practice and receive targeted feedback.
4. Learning is an emotional and social experience; the learning climate matters.
5. Whoever actively does the work, does the learning.

SCENARIO 1: It’s your first meeting and you want to ensure your students get to know each other, i.e. learn each other’s names and reflect on why they are taking this class.

Reflecting on your own experiences as a student, and given the “Student Learning Top 5,” what can you do to achieve this goal?
Supporting Student Learning
Case Scenarios

**Student Learning Top 5**

1. Students’ prior knowledge supports learning.
2. Students’ motivation determines what they learn.
3. To integrate new knowledge and skills, students need the opportunity to practice and receive targeted feedback.
4. Learning is an emotional and social experience; the learning climate matters.
5. Whoever actively does the work, does the learning.

**Scenario 2:** Your students have read about the first set of fundamental concepts for the course and you want to review this material with them for an upcoming exam or paper.

Reflecting on your own experiences as a student, and given the “Student Learning Top 5,” what can you do to achieve this goal?
Supporting Student Learning
Case Scenarios

**Student Learning Top 5**
1. Students’ prior knowledge supports learning.
2. Students’ motivation determines what they learn.
3. To integrate new knowledge and skills, students need the opportunity to practice and receive targeted feedback.
4. Learning is an emotional and social experience; the learning climate matters.
5. Whoever actively does the work, does the learning.

**SCENARIO 3: Your students have completed several major assignments and you want to provide them the opportunity for grade improvement using a feedback mechanism.**

Reflecting on your own experiences as a student, and given the “Student Learning Top 5,” what can you do to achieve this goal?
**One Minute Free Write:** What is one concept from today’s conversation that you are going to take with you to your TA classroom / lab in order to encourage and support your students’ learning?
Essential Resources & Support for New TAs

Jody Greene
Associate Vice Provost for Teaching and Learning
Founding Director of CITL
Professor of Literature

Kendra Dority
Associate Director for Programs, CITL
Supporting a vibrant culture of teaching and learning at UC Santa Cruz

Graduate Certificate Programs
- Winter 2019: Teaching with Technology
- Spring 2019: Inclusive Teaching

Graduate Pedagogy Fellows

Workshop Menu

McHenry Library 1330A
citl.ucsc.edu | citl@ucsc.edu
Virtual Teaching Resources

- Comprehensive List of Campus Resources

- NEW THIS FALL: Teaching Resources on everything from understanding how learning happens, to creating inclusive classrooms, to preparing a teaching portfolio
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Section 2  What To Do and Know Before the First Day of Class
Section 3  UCSC Students and Culture
Section 4  Pedagogy
Section 5  Best Practices and Common Challenges
Appendix  Samples and Worksheets
What Can Canvas Do For Me?
A brief introduction for TAs

Leslie Kern
FITC Operations Manager
Who is the FITC?

- Faculty Instructional Technology Center (FITC)
  - Supports faculty in discovering, mastering, and applying instructional technologies to achieve their instructional goals
  - Shares space in McHenry Library with Center for Innovations in Teaching and Learning (CITL)
  - Part of Learning Technologies in ITS
  - Call, email, walk in, or make an appointment

McHenry Library
1st floor, Room 1330 - 831-459-5506
Walk in 8AM – 5PM M-F

canvas.help@ucsc.edu • https://its.ucsc.edu/fitc
canvas Overview for TAs

• Accessing and Roles
• Communicating
• Managing students
• Grading
• Learning about Canvas
• Getting Help
Accessing & Roles

• How do I access Canvas?
  • Go to canvas.ucsc.edu
  • Use your Cruzid and gold password

• How do I get into course in Canvas as a TA?
  • Instructors manually add TAs (invite sent – accept to complete enrollment) or assigned through myucsc
  • Course shells appear on your Canvas dashboard when enrolled

• What is my role allowed to do?
  • TA (default): grading, communications, discussions
  • TA – Site Manager: TA + manage course materials, most settings

More about Roles in Canvas at UCSC
Managing Students

• Added / dropped automatically, assigned to sections automatically

• TA assigned to specific section or entire course
  • To see section assignments: People
  • To view specific section: Settings
  • Filter student submissions for grading, gradebook by section
  • Target communications to specific sections

• Groups
  • Set up by TA Site Manager or Instructor

More about Groups
Communicating

• Recommendation: communicate through Canvas
  • Preserves a record of your interactions
  • Able to address entire class, specific sections, individuals
  • Announcements, Conversations (Inbox)

• Check your Notifications settings to get copies of “sent by you”
  • TIP: tell students to check their notification settings

• Commenting on Assignments and Quizzes

More about Notifications settings
More about Announcements and Conversations
Grading - Speedgrader

- Sort submissions by student, hide student names for anonymous grading
- View submission details for each student, including resubmitted assignments
- Use rubrics to assign grades
- Leave feedback for your students
  - Comment box, attachment, media recording, speech to text, annotations
- Track your grading progress and hide assignments while grading
- View submissions in moderated assignments

More about Speedgrader
Grading - Gradebook

• Items are created automatically by assignments, quizzes, graded discussions
• Grades can be entered / updated automatically or manually
• Comments can be added

More about Gradebook; How to use Gradebook
Grading – Muting Assignments

• Mute an assignment to temporarily prevent students from seeing their grade while completing grading for all students

• Muting an assignment temporarily blocks students from seeing their grade, any comments on the assignment, and from receiving any grade change notification

• Assignments can be muted in the Gradebook or in SpeedGrader

• Grades for muted assignments are not included in Total Grade calculations until they are unmuted

More about Muting Assignments
Grading – Comprehensive View

- Go to People, click name, see Comprehensive view of grades
- TA – Site Manager: can also get User Analytics
• Learn about Canvas
  • Canvas Guides - see its.ucsc.edu/canvas/canvas-faculty.html for links
  • Quick Reference for Getting Started PDF
  • Training options at its.ucsc.edu/canvas/canvas-training-faculty.html
  • Canvas for Faculty FAQ
  • FITC 1:1 consultation
    • Walk-in McHenry 1330 Monday-Friday, 8AM-5PM
    • Call 831/459-5506
    • Request an appointment – email canvas.help@ucsc.edu
• **Use the Help menu in Canvas**
  • Help with how to use Canvas
  • Chat, email, phone support available 24x7

• **Contact the FITC**
  • Help with institution-specific issues and third-party integrations
  • Email: canvas.help@ucsc.edu
  • Call: 831-459-5506
  • Walk-in: McHenry 1330, M-F 8-5
Teaching Support at the McHenry Library

Support for students who need guidance in:

- the discovery of library collections and digital resources
- the skills needed to use them
- how to cite information

Ask a Librarian (http://guides.library.ucsc.edu/ask-a-librarian/chat) provides:

- 24-hour help by chat
- Drop in assistance Monday–Friday, 1pm–5pm
- Students can request a consultation with a research librarian
Teaching Support at the McHenry Library

Assistance for incorporating library and research best practices into your teaching

The Library Guides Site (http://guides.library.ucsc.edu/) includes:

- Research Guides (library resources curated by academic major)
- Course Guides (for specific courses)
- Special Topics (covers a variety of how-tos)
- You may also suggest new guides
Teaching Support at the McHenry Library

Intervention tools for use in course assignments

- The Bibliography Checklist (http://guides.library.ucsc.edu/checklists)

Spaces for meeting students outside of class

- Reserve study rooms (http://library.ucsc.edu/services/study-rooms)
- The Digital Scholarship Commons supports digital assignments (http://library.ucsc.edu/digitalscholarship/digital-scholarship)

Contact research@library.ucsc.edu for support
Learning Support Services

Promoting educational equity for all UC Santa Cruz undergraduates by fostering interactive, peer-based academic communities

Modified Supplemental Instruction (MSI): Peer-guided interactive group learning sessions attached to selected lower- and upper-division undergraduate courses

Small Group Tutoring: Attached to specific classes, weekly tutoring led by an undergraduate student who has succeeded in the class

One-on-One Writing Tutoring: Available for writing assignments in courses throughout the disciplines. All UCSC students are eligible for two hours of one-on-one tutoring per week

221 Academic Resources Center (ARC Center)
Open M-F 8 AM – 6 PM
(831) 459-4333 | lss@ucsc.edu | lss.ucsc.edu
Westside Writing Center

Offers writing consultation services and tutoring designed to support undergraduate students in all aspects of scholastic writing.

Serves students affiliated with Kresge, Oakes, Porter, and Rachel Carson Colleges

Offers supplementary writing pedagogy, supports non-native English speakers, and assists students with disabilities

All consultants either hold or are pursuing a graduate degree and are professionally experienced tutors, writers, and/or teachers

Students are advised to sign up online, in advance, and can schedule as many sessions as they need: https://ucsc.mywconline.com/

Oakes Administration Building, room 111
M-Th 10 AM – 8 PM and F 10 AM – 6 PM
https://oakes.ucsc.edu/academics/writing-center/index.html
In 2017-2018, 2,304 students (12.7% of undergrads) were registered at the DRC with permanent and temporary disabilities.

Ensuring equal access is a shared responsibility.

TAs are an essential point of contact for students with disabilities in three key ways:

1. Receiving and helping to implement accommodation requests
2. Making referrals to the DRC
3. Providing accessible course materials in section and/or lab
Receiving & Implementing Accommodation Requests

- The DRC generates accommodations letters at the start of every quarter.
- Students are encouraged to submit their letters to the instructor team within the first two weeks of the quarter.
- Students may submit letters directly to TAs or to the instructor of record. TAs should work with the instructor to ensure accommodations.
- Common accommodations include notetaking support in class, the use of adaptive technology in the classroom, alternate media (e.g. accessible textbooks – the DRC handles this process), extended testing time, and distraction-reduced testing environments.
- Encourage students to submit accommodations letters confidentially, in office hours or by appointment, to protect student privacy and to discuss the necessary accommodations.
- If you have any questions about accommodations, call the DRC at (831) 459-2089
Making Referrals to the DRC

- If a student encounters a barrier to learning in your classroom that you think could be addressed by the services at the DRC, you can refer them to consult with the DRC.

- When making referrals, it can be helpful to highlight the services available at the DRC that might reduce a barrier to learning (see the DRC website for more information).
  
  - “I have noticed that your written assignments/exams don’t seem to reflect your knowledge during discussion.”

  - “Do you know about the support services available on campus?”

- Call the DRC if you have any questions about making a referral, including best practices for referring students and protecting student privacy.
Providing Accessible Course Materials

- To promote equitable access, provide accessible course materials to students, including accessible PDFs and captioned videos.

- The DRC website (drc.ucsc.edu) provides resources and information about how to do this (see under “Faculty and Staff”).

- The CITL website (citl.ucsc.edu) features a Guide to Accessible Technology.
Counseling & Psychological Services (CAPS)

Providing a wide range of mental health services, including group and individual counseling, workshops, crisis assessment and intervention, referral services, wellness workshops and consultations.

The Role of Teaching Assistants in Promoting Student Mental Health

- TAs may be more likely to notice changes in student behavior, or students may be more comfortable coming to TAs.
- While you may be the first responder to student mental health issues, your response should be to refer students to CAPS.

Cowell Student Health Center (East Wing, 2nd Floor)
Appointment Scheduling and In-Person Crisis Services: M-F 8 AM – 5 PM
(831) 459-2628 | caps.ucsc.edu
Promoting Student Mental Health—What to Know:

- Pay attention to significant change in student behavior
- College is a dynamic time in terms of personality and psychological development
- Students can have extreme reactions to stressors such as loss of a family member, break-ups, poor academic performance, substance use, etc.
- Traditional college age also coincides with the typical age of onset of several major mental illnesses
- More students are coming to college with diagnosed mental health concerns
Counseling & Psychological Services (CAPS)

Promoting Student Mental Health—What to Look For:

**Academic Indicators**
- Repeated absences
- Missed assignments
- Deterioration in quality of work
- Perfectionism
- Disproportionate response to grades

**Behavioral Indicators**
- Direct statements about distress
- Angry outbursts
- Unusual withdrawn or animated behavior
- Hopelessness
- Irritability
- Demanding or dependent behavior

**Physical Indicators**
- Deterioration in appearance or hygiene
- Excessive fatigue
- Weight change
- Cuts, bruises, burns
- Disorganized speech
- Poor eye contact
- Evidence of substance use
Counseling & Psychological Services (CAPS)

Promoting Student Mental Health—Referral Options:

- Direct student or walk them to CAPS crisis services, available Monday through Friday 8 AM – 5 PM
- If there is immediate concern, call the police
- Students can call (831) 459-2628 or walk in to arrange a 40-minute, in-person initial assessment
- The CAPS website (caps.ucsc.edu) has information on support groups, workshops, and Let’s Talk, a drop-in service available without appointment throughout campus
Committed to preventing all forms of sex discrimination, and to promoting safety, fairness, trauma-informed practices, and due process

Provides assistance in resolving and investigating complaints of sexual harassment, sex discrimination, and sexual violence (sexual assault, dating violence, domestic violence, stalking, and invasions of sexual privacy)

Provides resources for anything you personally experience (as a teacher or as a student) or that you hear about from others on campus

Laura Young Hinck, Response Team Coordinator
lyounghi@ucsc.edu
Reporting Line: (831) 459-2462
titleix.ucsc.edu
What to Know About Reporting

Under UC Policy, **TAs are obligated to inform the Title IX Office** of instances of sexual misconduct if a student reports information to you.

**Let your students know** that you are obligated to respond to instances of sexual harassment or sexual violence by contacting the Title IX office.

**Best practice is to also refer students to confidential resources:**
- Confidential advocates at Campus Advocacy Resources and Education (CARE) (care.ucsc.edu)
- Confidential counselors at Counseling and Psychological Services (CAPS) (caps.ucsc.edu)

The Title IX website (titleix.ucsc.edu) has resources and reporting options for students, including a “Grad Employee Flow Chart.”

The Title IX Office is available for confidential and anonymous consultations.
Campus Conflict Resolution Services

Promoting skillful, inclusive, productive, and respectful responses to conflict on campus

Conflicts TAs Might Encounter

- With undergraduate students in labs or discussion sections
- With colleagues in your department or lab, or on your teaching team
- With professors or supervisors

Benefits of CCRS

- Informal resolution of conflict
- Confidential services
- Those who initiate consultations make choices about how to move forward

Nancy Heischman, Director
nheischm@ucsc.edu
(831) 459-2290
conflictresolution.ucsc.edu
Campus Conflict Resolution Services

Conflict Resolution Services for Graduate Students

- **Workshops.** Held at the Graduate Student Commons, or by arrangement with a student organization, department, or lab group. Focus on developing skills and strategies to prevent or manage common types of conflict.

- **Individual Consultations.** Available by appointment. Offers the opportunity to explore, in a confidential, informal setting, what you as an individual might do to shift an existing conflict toward a more positive outcome.

- **Mediation and facilitated dialogue.** Safe, structured formats for forging ways of working together that further both individual and shared goals.

Visit the Problem and Complaint Resolution Resources website, which has a resources section dedicated to graduate students: [https://ombuds.ucsc.edu/](https://ombuds.ucsc.edu/)
Slug Support

Promoting early intervention with students of concern and developing plans of action that focus on retention through provision of support and resources.

Slug Support works directly with referred students by connecting them with appropriate campus resources, such as the DRC, CAPS, and Financial Aid, to address a presenting concern. The program can also connect students with funds for food or emergency housing.

Reach out to a Slug Support Manager when you...
• are concerned about a student
• do not know where else to get help
• are concerned about a student’s ability to adjust to the college environment
• have questions about support networks and organizations at UCSC
• think a student would benefit from additional support and resources

(831) 459-4446 | deanofstudents@ucsc.edu
https://deanofstudents.ucsc.eduslug-support/program/index.html
A Conversation with Current TAs

Megan Boivin  
PhD Student, Computer Engineering

Cynthia Tibbetts  
PhD Student, Philosophy

Kristen Laciste  
PhD Student, Visual Studies

Veronica Urabe  
PhD Student, MCD Biology

Daniel Rodríguez Ramírez  
PhD Student, Social Psychology