June 2010

Dear Students,

Welcome to the 2009 Summer Session of the School of Jewish Communal Service, Hebrew Union College-Jewish Institute of Religion. This is an exciting time to be entering the field of Jewish Communal Service, and we are looking forward to an intense summer of learning, community building, and professional growth.

**Academic Handbook**
You are being given a copy of the official HUC-JIR Academic Handbook. It contains important information for students about policies and procedures, both for HUC in general, and for the SJCS in particular. **Keep the Handbook readily available while you are a student at HUC, as you may have occasion to refer to it.** Much of the information is also on the SJCS Sakai site or on the HUC website in the Registrar’s section, but it is more readily available to you in this Handbook.

**Forms and Compliance**
There are a number of forms enclosed, some requesting student information, some related to compliance with Federal mandates in regard to sexual harassment, disabilities, drugs and alcohol, campus security, etc. Please sign and date the enclosed forms and return them to Hattie Pearson, the SJCS Administrative Assistant.

**Questions**
We recognize that this transition may be difficult or anxiety provoking. We are here to help you in any way we can to insure a productive... and enjoyable... academic experience. Our doors are always open (when we are not in private conferences), and we encourage you to drop by if you have any questions or concerns, or just want to check in with us. Richard’s office is in the Administrative wing on the second floor; his telephone extension is 4218, and his email is rsiegel@huc.edu. Hattie’s desk is right outside Richard’s office; her extension is 4217, and her email is hpearson@huc.edu. Lori’s office is on the left side of the “Garden” level. Her telephone extension is 4241, and her email is loklein@huc.edu.

We hope you have a wonderful learning experience this summer and throughout your tenure at the HUC School of Jewish Communal Service.

Richard A. Siegel     Lori Klein
Director     Assistant Director
SJCS
INFORMATION
MISSION

The HUC-JIR School of Jewish Communal Service (SJCS) provides interdisciplinary graduate and executive education to prepare future and current professionals to lead, enhance and transform the Jewish community. Founded in 1968 to address the need for more highly trained and Jewishly committed professionals in Jewish life, over the past 40 years the SJCS has earned a distinguished reputation as a premier center for the education of Jewish professional leaders. A more detailed statement of the Mission, Vision and Values of the SJCS is available on the HUC-JIR website.

SJCS REQUIREMENTS AND POLICIES

HUC-JIR Academic Policies
The official HUC-JIR Student Academic Handbook is distributed to all students during summer orientation. Please refer to the Handbook for a complete description of the academic policies and procedures of HUC-JIR. The Handbook is also available on the SJCS Sakai site.

SJCS Academic Requirements
One of the unique features of the SJCS is the multiple degree programs offered, including joint degrees with the Rabbinical School and Rhea Hirsch School of Education, dual degrees with several USC graduate schools, a single Masters degree, and an academic Certificate. While all of these programs have common requirements, the specific number of credit units, required courses, order of classes, fieldwork and capstone project are different for each. Students should carefully review the program descriptions available on the Sakai site and HUC website for their particular set of requirements. Please consult with Richard Siegel or Lori Klein if there are any questions regarding courses, credits, schedules, requirements or any other matter relating to the academic program. For questions regarding the USC academic programs, please consult with Carol Sofer, the HUC-USC Liaison.

Hebrew Requirement
All students enrolled in the School of Jewish Communal Service are required to have completed one year of college-level Hebrew or its equivalent, based on the submission of appropriate transcripts or by passing a Hebrew equivalency examination. Students who have not fulfilled this requirement before enrolling can take CS 593 Introductory Hebrew for Jewish Professionals in either their first or second summer. This course does not earn graduate credits.

Fieldwork Internships
Fieldwork internships are an essential component of the SJCS program. Through individually tailored placements and carefully monitored supervision, fieldwork engages students in professional situations which allow them to bring together and integrate cognitive learning, Judaic values, professional skill sets and critical
analysis of practice in Jewish communal settings. Home to one of the largest and most ethnically diverse Jewish populations in the world, the LA area has a wide array of fieldwork opportunities and resources not found anywhere else. First year internships are 16 hours per week (for Joint Masters students, the internship is 12 hours); placements are made during the first summer, in consultation with the students. Second year internships are 20 hours per week; placements are made during the spring for the following year. All internships carry a modest stipend based on the number of hours.

Community-Building and Cohort Learning
The SJCS is a microcosm of the larger Jewish community, incorporating multiple perspectives, roles, talents and visions. Community-building is an essential component of our program, reflected in the institutional culture, the involvement of faculty and staff, and the empowerment of students. An essential element of this process is the annual Shabbat Retreat scheduled prior to the start of classes each summer. Programmed by the second year students and required for all students, the Shabbat Retreat provides an informal environment for the two cohorts to meet and begin to work together as a group. Other opportunities for cohort learning are offered throughout the two years, including the Israel Seminar, “Lunch & Learns,” and various field experiences.

Israel Seminar
Offered every other winter (even numbered years), this intensive two-week experience exploring the core issues of Israel-Diaspora relations is an integral part of the School of Jewish Communal Service curriculum and is required for all students. Incorporating classes and briefings with Israel’s leading scholars, political figures, and opinion-makers, the Seminar’s itinerary includes visits to social and human service agencies, governmental offices, NGO’s and cultural centers throughout the country. Students will have the opportunity to meet their professional counterparts serving Israeli institutions, and begin to grapple with ways to integrate Israel into their professional identities. The next Israel Seminar will be in December, 2010.

Capstone Project
All SJCS students are required to undertake a capstone project consisting of a work of original social research using qualitative and/or quantitative methods. The capstone project is an integral component of the HUC-JIR School of Jewish Communal Service program, as it gives students the invaluable experience of delving into an issue in depth and completing a work at the masters level. Students begin thinking about possible topics for their capstone project in the Jewish Social Research: Trends and Analysis class in the spring of their first year. They submit their formal proposal in their second summer and their final projects one month before graduation.

Mentorship Program
The SJCS offers a Mentorship Program which pairs students with prominent lay
leaders from the LA Jewish community to gain insights into the field and reflect on the lay-professional relationship. An orientation to the Mentorship Program will be presented during the summer by Sara Greene, the Mentorship Coordinator. For more information on the Mentorship Program, please speak with Richard Siegel.

THE SUMMER SESSION

Courses, Syllabi and Class Schedule
The description of course offerings for Summer 2010, as well as the syllabi and schedule of class sessions is available on the SJCS Sakai site. Students should review these carefully before registering. If there are any questions about any of the classes or about which courses are required for particular programs of study, please consult with Richard Siegel or Lori Klein.

Books and Course Readers
For the summer program, a master list of books and readings requested by faculty for all courses is compiled by Hattie Pearson, Administrative Assistant, School of Jewish Communal Service. The booklist will be distributed to students by email and is posted on the SJCS Sakai site.

“Lunch & Learn” Encounter Seminar Course (CS 510B)
The Tuesday “Lunch & Learn” Encounter Seminar is required for all students and can be taken for credit once during the course of studies. This year’s “Lunch and Learn” is organized around the theme: “Presenting Culture: (In) Forming Jewish Identity.” Sessions will feature prominent curators and producers from the LA area who are responsible for presenting Jewish culture in a variety of media: art exhibitions, film festivals, concerts, special events and public lecture series. Presenters will discuss the motivations, objectives, logistics, artist relations, and marketing behind successful Jewish cultural productions, as well as how these programs impact on Jewish identity. Students interested in earning credit should register and speak with Richard Siegel.

Academic Writing Seminar (CS 551)
Written communication is critical to success in Jewish Communal Service, both as a graduate student and as a professional in the field. The SJCS offers an Academic Writing Seminar to enhance students’ skills and help them develop written communication styles appropriate for graduate school. This four session seminar is required for First Year students. (Note to First Year students: Please see the weekly schedule for days and times, and please make sure to include the seminar in your course registration.)

Experience in Religious Expression
The SJCS is a non-denominational program which is open to and welcoming of students across the Jewish religious-cultural spectrum. As future Jewish professional leaders, however, it is important for students to have familiarity and
comfort with the forms, practices and range of Jewish religious expression. During the summer, one session each week is devoted to an “Experience in Religious Expression.” Conceptualized, programmed and led by a different group of students each week, these sessions allow for a variety of religious experiences. In prior years, sessions have ranged from traditional prayer services to Jewish Yoga.

**Rabbi Louis Bernstein Scholar-in-Residence: Nancy Kaufman**
Monday, August 2-Wednesday, August 4

This year’s Rabbi Louis Bernstein Scholar-in-Residence is Nancy K. Kaufman, the Executive Director of the Jewish Community Relations Council (JCRC) of Greater Boston, the public affairs arm of Boston’s Jewish Federation, Combined Jewish Philanthropies (CJP). Nancy will be a guest presenter in various classes on Monday morning, August 2nd, will conduct a seminar on Tuesday morning, August 3rd, and will be the keynote speaker at the Summer Culmination Exercises on Wednesday, August 4th.

Before coming to the JCRC in 1990, Nancy worked for the Commonwealth of Massachusetts as Deputy Director of the Governor’s Office Human Resources, Assistant Secretary of Health and Human Services and Deputy Commissioner of the Department of Public Welfare. Ms. Kaufman is the recipient of the “Littauer Award for Excellence,” from the Kennedy School of Government, and the Massachusetts NASW chapter award for “Greatest Contribution to Social Policy and Social Change,” as well as the Ten-Point Coalition’s community leadership award. Nancy was noted among the top 50 (The Forward Fifty) American Jewish leaders in The Forward Newspaper in 2000 and 2004.

Ms. Kaufman holds a Bachelor’s Degree from Brandeis University; a Master’s in Social Work from Boston College, and a Master’s in Public Administration, Kennedy School of Government, Harvard University. She was awarded an Honorary Doctorate Degree in Public Service from Northeastern University in June, 2001. Ms. Kaufman has served on the Board of the Urban League of Massachusetts, the Jewish Organizing Initiative and the Cohen Hillel Academy. She currently serves as a co-convener of the National Jewish Social Justice Roundtable.

**Culmination Ceremonies**
Wednesday afternoon (time to be determined), August 4th

The SJCS Culmination is a special graduation ceremony at which the Certificate in Jewish Communal Service is conferred on students who have completed the two summer curriculum. While students studying for the MAJCS continue through the second academic year, a number of students complete their SJCS studies with the Certificate. In both cases, the Culmination Ceremonies provide an opportunity to recognize the completion of a significant course of studies in preparation for a career as a Jewish communal professional. This year’s Culmination speaker is Nancy Kaufman (see above).
GENERAL STUDENT INFORMATION

Student Health Fee
There is a mandatory HUC Student Health Fee for all students enrolled in six units or more per term. The HUC Student Health Fee gives students access to the USC Student Health Center located on the USC campus adjacent to HUC. Students who pay the Summer Health Fee may use the USC Student Health Center beginning Monday, June 7, 2010. The Summer Health Fee for the 9 weeks of the summer program is $144. For students who want to be covered for the entire summer, the fee is $192. The Student Health Fee for the summer program is billed by the HUC student billing office. The exception is if any students are taking coursework at USC during the summer, they may be billed by USC for the health fee. Please check with Carol Sofer, the HUC-USC Liaison, if there are any questions or concerns.

The Health Center provides high-quality, client-oriented services and resources in health promotion and disease prevention, primary care and counseling. Although the health fee covers most Health Center services, nominal fees are charged for some specialty services, prescriptions, immunizations and copies of records and x-rays. The health fee does not cover the cost of hospitalization or specialty care that cannot be obtained at the USC Student Health Center.

Medical Insurance
All HUC-JIR students are required to be covered by comprehensive health insurance. Students entering HUC LA beginning with the summer program are permitted to enroll in the USC Student Health Insurance Plan for the summer. Students can sign up for the USC Student Health Insurance Plan on a prorated basis of $19/week by completing an enrollment application indicating dates of coverage and making payment.

Continuing HUC students, who attended during the Spring Semester and did not enroll in the USC Student Health Insurance Plan, may not enroll in the USC plan until the next enrollment period which is Fall Semester, 2010. These students must enroll in another comparable insurance plan for the summer.

Students who have questions or need assistance in selecting a plan should contact Carol Sofer, the HUC-USC Liaison, for additional information.

Lockers
In order to provide students with a secure and convenient space for their personal items, lockers have been installed in the basement level. They are located in the west hallway, beyond the faculty offices. At the beginning of the summer program, students should select a locker and then report its number to Madelyn Katz, Director of Student Life, to have it reserved. Students need to provide their own locks for the lockers. Personal items should be stored in student lockers and not left in the student lounge, restrooms or in classrooms.
Mailboxes
All students have an individual mailbox located in the room next to the stage in the student lounge. Students may receive mail in care of HUC-JIR, 3077 University Avenue, Los Angeles, 90007. Students should check their boxes regularly, as inter-campus information is frequently distributed there. Faculty mailboxes are located behind the receptionist’s desk on the first floor.

Student Identification Cards
Official student photo identification cards will be issued by Cris Castanon, Director of Maintenance, during Orientation.

Parking
To park in the HUC parking lot at the rear of the building, vehicles must be registered and display an HUC permit. Parking permits are issued to HUC students, faculty and staff through the Receptionist Desk. Visitors to the campus are required to sign in and register their vehicles at the Security desk to avoid being ticketed or towed. There is no public parking in the HUC lot. Unauthorized vehicles will be towed. Permission to park in the HUC parking lot using the Parking Permit applies during regular HUC Los Angeles school hours, for HUC functions and for HUC students registered for dual HUC/USC programs. It does not apply to USC functions or other outside functions. Contact Mr. Cris Castanon for further information.

HUC Email and Internet Access
Please review the following information carefully and contact Jesse Gomez, the Network Administrator, if you have any questions. Jesse’s office is in Room 109, (213) 765-2112 Direct Phone, jgomez@huc.edu. HUC LA Helpdesk hours are Mondays – Fridays 8am-3pm.

Only your HUC accounts will appear in our Global Address Book so email correspondence from HUC staff will be sent to your HUC email address. Your HUC username is your first initial and last name (Ex: jsmith@huc.edu). Passwords are assigned by the Network Administrator.

HUC Webmail access works best with Internet Explorer, but it will work with slightly limited functionality on Mozilla Firefox and Safari web browsers.

To access your HUC webmail, go to https://webmail.huc.edu/exchange, and log in with the following credentials:

Username: [first initial][last name]
Password: [password]

Please make sure your web browser and toolbar pop-up blockers are turned off when using webmail.
**Attention Gmail Users:** For your convenience, we recommend configuring your Gmail account to receive mail from your HUC account so you can access both accounts in one place.

To do this, **log into your Gmail account**  
Go to **Settings > Accounts > Add another email address you own**

**Enter your HUC email address and password.**

When prompted with the option to leave a copy of messages on the server, **DO NOT select this option.** (This way, all mail goes to Gmail, and you will not need to log into your HUC account to delete messages when your mailbox exceeds its size limit).

Once you complete the setup process, you must then **log into your HUC email via webmail access using the above instructions to activate the new setting in Gmail.**

**PDA and POP Email Info:**

If you wish to configure POP3 and SMTP servers for your HUC email, you will configure the options of your mail client by entering `webmail.huc.edu` in the incoming mail server field, and then entering your own outgoing mail server settings for the service provider you are using (for security reasons, HUC does not allow mail traffic through our SMTP server).

In the username & password fields for the `webmail.huc.edu` incoming server, **be sure to use huc\username as the username or it will not authenticate to our correct domain.** For some mail clients, you may only need the username without the “huc\”

**LA Campus Wireless Access**

There are three unencrypted wireless access points on campus (no password required to connect).

**First Floor Access Points:**

“BEIT MIDRASH”

“HUC FIRST FLOOR WEST”

**Garden Level (Basement) Access Point:**

“HUC GARDEN LEVEL EAST”

The signal strength and availability of a particular router may differ between computers. Also, when moving throughout the building, you may have to re-connect to the router with the best signal in your area. For PC laptops, this
usually means right-clicking on your wireless utility and disabling it, then doing
the same to enable it, establishing a new connection with the new access point.
For Mac laptops, you may have to turn off your Airport utility and then turn it back
on again, to establish a new connection with the new access point.

Beit Midrash and Library Computers
The computers in the Beit Midrash are available for the use of HUC-JIR students.

In addition, HUC-JIR students are permitted to use the computers in the library to
access the Internet during normal office hours. Networked, public access
computers are available for on-line browsing, electronic databases searches (on
CDs), Internet access, as well as word processing in English and Hebrew
(Microsoft Word, Davka Writer). These computers are also linked to the library
printer and photocopier.

Three terminals are connected to the electronic resources of USC’s library
system, as well as to USC’s Shoah Foundation. Signs posted throughout the
library clearly indicate their location. These work stations have their own printer,
and are not connected to the photocopier.

Due to security and virus infection concerns, students are NOT allowed to
disconnect any computer from the HUC-JIR network and connect their personal
computers. It is against HUC-JIR policy for student computers to be connected
via network cable to the HUC-JIR network.

Please be considerate of others when using computer resources and avoid
listening to the radio or watching streaming video. This slows down network
access for everyone. There is limited bandwidth for the campus, and non-work
related usage is strongly prohibited.

Accessing USC Internet and Library Resources
HUC/USC dual degree students have the ability to access the Internet through
USC. Because they are registered at USC, students may request this directly
from USC. Students’ regular e-mail clients can be configured to check USC e-
mail by using the instructions on the USC website. HUC-only students who need
access to the USC library system should use the three dedicated computers in
the HUC library or consult with the HUC Network Administrator.

Jewish Studies Portal Access
Both Internet Explorer and Mozilla will work with JSP, but we recommend using
Internet Explorer if possible. Please note: JSP does not work with Safari web
browser.

To access the Jewish Studies Portal, go to https://jsp.huc.edu
Log in with your HUC username and password.

Please note: the first time you access the portal from a particular computer,
you must download the Citrix Client software from the home page, for either
Windows or Mac, depending upon your computer. Just click on the link for Citrix Client for Windows. Mac users: Download the Citrix client from the Mac client download page.

Once the client is installed, you must close out and re-open your Internet Explorer browser and then go to the site again and log in. Now, whenever you log in to JSP from that computer, it will automatically load the programs.

**Tartak Learning Center**
The Tartak Learning Center is an educational resource center designed to support the Jewish educator. It offers lesson-planning ideas and curricular materials to HUC-JIR students, alumni, and Jewish communal professionals. The Tartak Learning Center, located in the Mercaz on the ground floor of the Los Angeles campus, was established through a generous and on-going gift by the Tartak Family and is maintained by the Rhea Hirsch School of Education (RHSOE).

**Director:** Lynn D. Flanzbaum, MAJE.  **Phone:** (213) 765-2192.  **Email:** tartak@huc.edu  **Website:** www.huc.edu/tartak

**Hours:**
Monday – Thursday: 9:00 a.m. – 5:00 p.m.
Friday: 9:00 a.m. – 3:00 p.m.

**HUC Skirball Cultural Center**
The HUC Skirball Cultural Center, located in West Los Angeles/Sepulveda Pass, is devoted to interpreting the contemporary Jewish experience in America. HUC students and staff receive a one-year complimentary individual membership. Staff and students must present an HUC identification card at the admission desk and the membership is valid for one year from that first visit.
RECOMMENDED COURSE OF STUDY

ACADEMIC YEARS 2009-2011
JOINT MASTERS DEGREE
School of Jewish Communal Service and Rhea Hirsch School of Education
A minimum of 34 Jewish Communal Service units are required to fulfill the MAJCS portion of the Joint Masters degree.

FIRST YEAR (in Israel)
Modern and Classical Hebrew Studies
Seminar: Education and Values in Israel

SECOND YEAR 2009-2010
Summer 2009
CS 427 Evolution and Structure (2)
CS 540 Introduction to Jewish Communal Service (3)
3 CS electives (6)

Fall Semester (Quadmesters 1-2)
CS 541A Supervised Fieldwork in Jewish Communal Service (2)
CS 545A Field Practicum in Jewish Communal Service (1)
See MAJE Quadmesters 1-2, Second Year

Spring Semester (Quadmesters 3-4)
CS 541B Supervised Fieldwork in Jewish Communal Service (2)
See MAJE Quadmesters 3-4, Second Year

THIRD YEAR 2010-2011
Summer 2010
CS 523 Leadership in Jewish Communal Service (2)
CS 426 Contemporary American Jewish Issues (3)
CS 531 Fundraising and Financial Resource Development (3)
CS 544 Organizational Development (2)
CS 562 Research Methods (3)
1 CS elective

Fall Semester 2010 (Quadmester 1-2)
See MAJE Quadmesters 1-2, Third Year

Israel Seminar 2010-2011
CS 481 Israel Seminar Analysis (2)

Spring Semester (Quadmesters 3-4)
CS 545B Field Practicum in Jewish Communal Service (1)
See MAJE Quadmesters 3-4, Third Year
MAJCS/MSW DOUBLE MASTERS
HUC School of Jewish Communal Service and USC School of Social Work

Minimum Requirements: USC 36 units + SJCS 54 units = 90 required

FIRST YEAR

Summer 2009
CS 427 Evolution and Structure (2)
CS 521 Introduction to Jewish History (3)
CS 540 Introduction to Jewish Communal Institutions (3)
CS 579 Judaism-Philosophy, Rituals, & Practices (3)
1 CS elective (2)

Fall Semester 2009*
CS 520B Modern Jewish History (3)
CS 541A Supervised Fieldwork (3)
Social Work 503 (USC) Human Behavior and the Social Environment I (3)
Social Work 534 (USC) Social Welfare I (3)
Social Work 543 (USC) Social Work Practice I (3)

Spring Semester 2010*
CS 531 Fundraising and Financial Resource Development (3)
CS 541B Supervised Fieldwork (3)
CS 562 Research Methods (3) (also fulfills USC School of Social Work Research Methods course requirement)
Social Work 505 (USC) Human Behavior and the Social Environment II (3)
Social Work 535 (USC) Social Welfare II (3)
Social Work 545 (USC) Social Work Practice II (3)
* First Year Social Work students must attend the one-unit SOWK 587, in both the Fall and Spring Semesters, at USC without registering for them.

SECOND YEAR

Summer 2010
CS 426 Contemporary American Jewish Issues (3)
CS 484 Biblical and Rabbinic Sources (3)
CS 523 Leadership in Jewish Communal Service (2)
CS 544 Organizational Development (2)
1 CS elective (2)

Fall Semester 2010
CS 542A Supervised Fieldwork (4)
CS 545A Field Practicum (1)
CS 900C Capstone Project 1 (1.5)
1 CS elective (3), if necessary
3 SOWK courses in one of the following concentrations:
Families and Children, Mental Health, Health, World of Work, Community Organization (COPA)

Israel Seminar 2010-2011
CS 481 Israel Seminar Analysis (2) [optional]

Spring Semester 2011
CS 542B Supervised Fieldwork (4)
CS 545B Field Practicum (1)
CS 900D Capstone Project (1.5)
SOWK 603, SOWK 639 or SOWK 672 or elective, depending on concentration (3)
2 SOWK electives (6)
MAJCS/MPA DOUBLE MASTERS
HUC School of Jewish Communal Service and USC School of Planning, Policy and Development (SPPD)
Minimum requirements: USC 36 units + HUC 52 units = 88 required

First Year
Summer 2009
CS 427 Evolution and Structure (2)
CS 521 Introduction to Jewish History (3)
CS 540 Introduction to Jewish Communal Institutions (3)
CS 579 Judaism - Philosophy, Rituals, & Practices (3)
1 CS elective (2)

Fall Semester 2009
CS 520B Modern Jewish History (3)
CS 541A Supervised Fieldwork (3)
PPD 540 (USC) Public Administration and Society (4)
PPD 545 (USC) Human Behavior in Public Organizations (4)
PPD 404 Statistics (No Credit)*

Spring Semester 2010
CS 531 Fundraising and Financial Resource Development (3)
CS 541B Supervised Fieldwork (3)
CS 562 Research Methods (3)
PPD 501 (USC) Public Sector Economics (4)
1 other PPD course (4)

* It is recommended that the statistics requirement be completed in the first semester at USC. This prerequisite may be fulfilled by successfully completing the Statistics Competency Exam or by obtaining a grade of C or higher in PPD 404, which is not counted for graduate credit.

Second Year
Summer 2010
CS 426 Contemporary American Jewish Issues (3)
CS 484 Biblical and Rabbinic Sources (3)
CS 523 Leadership in Jewish Communal Service (2)
CS 544 Organizational Development (2) (encouraged but not required for PA students)
1 CS elective (2)

Fall Semester 2010
CS 542A Supervised Fieldwork (4)
CS 545A Field Practicum (1)
CS 900C Capstone Project (1.5)
3 PPD courses (12)

Israel Seminar 2010-2011
CS 481 Israel Seminar Analysis (2) [optional]

Spring Semester 2011
CS 542B Supervised Fieldwork (4)
CS 545B Field Practicum (1)
CS 900D Capstone Project (1.5)
2 PPD courses (8)
CERTIFICATE IN JEWISH COMMUNAL SERVICE
For students in other HUC programs or in Masters degree programs at other universities, as well as for individuals who already have a Masters or professional degree, and professionals in the field. A minimum of 22 Jewish Communal Service units are required for the Certificate in Jewish Communal Service.

FIRST YEAR
Summer
CS 427 Evolution & Structure (2)
CS 521 Introduction to Jewish History (3)*
CS 540 Introduction to Jewish Communal Institutions (3)
CS 579 Judaism: Philosophy, Rituals and Practices* (3)

SECOND YEAR
Summer
CS 426 Contemporary American Jewish Issues (3)
CS 484 Biblical & Rabbinic Sources* (3)
CS 523 Leadership in Jewish Communal Service (2)
CS 531 Fundraising and Financial Resource Development (3)
CS 544 Organizational Development (2)

*Students in MAJE, MAJS or Rabbinic programs are exempted from these courses, but must make up the credit units with electives.
SJCS ROSTERS
KEY STAFF AND CONTACT INFORMATION

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SCHOOL OF JEWISH COMMUNAL SERVICE
STUDENT ROSTER 2010-11

FIRST YEAR

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SIS INFORMATION
HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

Los Angeles School
Effective June 14, 2010

EMERGENCY TELEPHONE NOTIFICATION PLAN

In the event of any emergency situation the following protocol will be implemented:

The Dean will evaluate the nature and extent of the emergency situation and, if necessary, will contact the President, the Provost, the VP/COO of Administration, and the Director of Finance & Accounting.

The Dean will then disseminate pertinent information to the following persons:

Director of Operations, the Academic Department Heads and the Director of Development, who in-turn will make telephone contacts and pass on the information to the following persons:

DIRECTOR OF OPERATIONS
All support staff members
Dir. of Maintenance
Network Administrator
Exec. Asst. Dean’s Office

ACADEMIC DEPARTMENT HEADS
Non-academic Dept. Heads & Faculty (with individual responsibilities as shown below)
**Students within individual departments (students to form their own telephone tree within the different schools and will be subdivided by school year)

DIRECTOR OF DEVELOPMENT
Assistant Dir. of Development & Public Affairs
Director of Distance Education
Director of IJSO
Library
Director of Kalsman Institute

**ACADEMIC DEPARTMENT HEADS
Notification responsibilities are as follows:

Director of School of Rabbinical Studies
Rachel Adler
Lewis Barth
Tamara Eskenazi
Reuven Firestone
Evan Kent
Richard Levy
Stephen Passamanec

Director of Rhea Hirsch School of Education
Isa Aron
Rivka Ben-Daniel
Bill Cutter
Lynn Flanzbaum
Tali Hyman Zelkowicz
Sara Lee
Deborah Shapiro Abelson

Director Louchheim School of Judaic Studies
Rivka Dori
Josh Garroway
Sharon Gillerman
Madelyn Katz
Bruce Phillips
Adam Rubin
Meir Seidler
Martin Sherman
Carol Sofer & TA’s

**Students: The Department Heads will contact the first available student (one from each school year) and the student will be instructed to contact the other students on their calling list. An updated list will be maintained by each school at the beginning of each semester. Students should be reminded to circulate updates to their Department Heads, and among themselves.
EMERGENCY TELEPHONE NOTIFICATION PLAN
Page 2

Rabbinic  
2nd, 3rd, 4th, and 5th
Rabbinic/Education  
2nd and 3rd

Education  
2nd and 3rd
JM: SJCS & ED  
2nd and 3rd

Magnin School  
DHS & Special Status  
MAJS  
Certificates

Communal Service  
MSW: 1st and 2nd  
MPA: 1st and 2nd  
MAJCS: 1st and 2nd

Additionally, Department Heads will contact the visiting lecturers and supervisors of field work for their schools.

OTHER SUPERVISOR CONTACTS:

Yaffa Weisman  
Gregg Alpert  
Cris Castanon  
Robert Tornberg  
Michele Prince  
Joel Kushner

Sheryl Stahl  
Other Staff  
Maintenance staff  
DeLeT Staff  
Adina Bodenstein  
Kenna Cottrill

Other Staff  
Security staff  
Other staff  
Other staff  
Other staff

Other responsibilities:

The Asst. Director of Development and Public affairs will be responsible for public announcements, including radio and television.

The Network Administrator will be responsible to change the voice mail greeting for the main telephone line. It is the responsibility of all department heads and managers to maintain updated copies of telephone numbers both in your offices and at your homes. Please provide both the Network Administrator and my Executive Assistant (Mary Rousson) with changes of telephone numbers and addresses as soon as they are reported to you.
Emergency Preparedness
and
Evacuation Procedures

Los Angeles Campus

Hebrew Union College -
Jewish Institute of Religion

June 10, 2009
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INTRODUCTION

Emergencies, disasters, or accidents can happen at any time and without warning. Since September 11, 2001, public awareness has increased dramatically, and as a result, The College–Institute has devoted a great deal of time to planning and training for emergencies, and ensuring that the campus is a safe place in which to work and study. However, emergency preparedness is also an individual responsibility. The only person who can ensure that you know what to do when an emergency happens is you. In a large-scale emergency when staff teams must respond to multiple problems, individuals may need to be self-reliant for a time.

Please read the entire document and become familiar with the procedures in the document, so that you will be able to protect yourself and help others in an emergency situation.

Keep this document in a safe and an easy accessible place.

“O guard our coming and our going that now and always we have life and peace.”

(From the evening services)
FIRST POINT OF CONTACT

USC-Department of USC-DPS (USC-DPS) is the first point of contact for emergency services such as fire or bomb threats. Members of the College community who observe any activity that is clearly criminal in nature, or any other emergency on campus should go to the security guard or the switchboard operator in the lobby or to the nearest administrative assistant and ask that staff person to call USC-DPS at (213)740-4321. After 5:00pm., the security guard or a member of the maintenance staff can place the call to USC-DPS.

Note: Since 911 cannot be dialed from any of our regular telephones, both the security guard and the switchboard operator desks are equip with direct dial telephone capabilities to dial 911 directly.

1. The following information will be needed:
   • Location of criminal activity and/or emergency
   • Nature of crime and/or emergency
   • Your name

2. After the call has been initiated, you should contact the Director of Operations, Dean’s or Registrar’s offices (Extension 4222, 4200, 4219, 4220).
PARKING LOT

The maintenance staff and security guards work hard to keep the parking lot safe and clean. There are a few things you can do too.

1. First and foremost: Be aware that entering and exiting our parking lot is dangerous. Many of us are in a hurry to get here. In addition, many of us are in a hurry to leave (for appointments, to pick up children, etc). Watch out for bicycles! Bicyclists ride in the bike lane on Hoover in both directions. Therefore, when making a turn into the parking lot, you have to be aware of two-way bicycle traffic. This is especially tricky when making a left turn. When leaving the parking lot, please obey the stop sign; and move out into traffic on Hoover slowly and carefully. It is not unusual for bikes and skateboards to “come out of nowhere”—a common phrase in police accident reports.

2. Please drive slowly inside the parking lot. 5-m.p.h maximum is the recommended speed limit. Be aware of pedestrians who use the lot as a shortcut from Hoover to University Mall.

3. Our security guard is eager to be helpful. In the winter, when it is dark by 5:00 PM, you may ask him to accompany you to your car. All of us should be aware of one another, and offer that kind of assistance to our co-workers, classmates and colleagues.

4. Do not leave valuables in your car.

5. Report any suspicious behavior in the parking lot to the security guard. Do not confront “suspicious” individuals yourself; the guard is trained to handle such situations.
EMERGENCY BUILDING CLOSING

1. During Business Hours

- We shall follow the procedures below in the event of emergencies involving the opening or closing of the college. Any person having information about the emergency should call the Dean’s Office immediately (extension 4200).

- The Dean will make the decision as to delayed opening, closing, early closing, etc. Department Heads and Managers should refer to the Emergency Telephone Notification Plan for further telephone responsibilities.

2. Non-Business Hours

- The Dean will evaluate the nature and extent of the emergency situation and, if necessary, will contact the President, the Provost and the Vice President – Chief Operating Officer (VP/COO). The Dean will then disseminate pertinent information to individuals as shown on the Emergency Telephone Notification Plan.
1. **What To Do Before A Fire**

To protect yourself, it is important to understand the basic characteristics of fire. Fire spreads quickly; there is no time to gather valuables or make a phone call. In just two minutes, a fire can become life threatening. In five minutes, a residence can be engulfed in flames.

Heat and smoke from fire can be more dangerous than the flames. Inhaling the super-hot air can sear your lungs. Fire produces poisonous gases that make you disoriented and drowsy. Instead of being awakened by a fire, you may fall into a deeper sleep. Asphyxiation is the leading cause of fire deaths, exceeding burns by a three-to-one ratio.

- Keep hallway doors closed at all times. Never prop them open.
- Keep corridors and hallways clear at all times as not to impede fire evacuation.
- HUC is a non-smoking area. Smoke only in designated outdoor areas.
- Use of candles or any other open flame within building is prohibited.
- **There are many fire extinguishers throughout the building.** Make a mental note of where the nearest one is located whenever you leave or enter a section of the building.
- During stairwell evacuation, hold the handrail, and stay to one side of the stairwell. Allow enough room for others to enter the flow of traffic.
- Once outside the building, assemble away from the building, the designated gathering place will be the parking lot where a headcount of everyone present will be taken.
- Do not re-enter the building until given the “all clear” by emergency personnel.

**Emergency Exits**

Everyone in the building should **always** know where the nearest emergency exit is located. There are two emergency exits on each of the building’s three floors. These exits are at the east and west ends of each floor. To help orient you: the
lobby doors that open onto the parking lot face north; the lobby doors that open onto 32nd Street face south.

- **The emergency exits on the west side of the building** are in the back of the library near the microfilm machines; at the end of the main floor hallway past the Student Center; and at the end of the faculty west wing hallway past the Faculty Center.

- **The emergency exits on the east side of the building** are outside the photocopy/supply room in the Administrative Center; in the rear of Ha Merkaz; and at the far end of the Faculty, East wing office.

- **Evacuating Individuals with Disabilities**, some individuals with disabilities may require special assistance. Everyone can help by becoming aware of those who may need assistance.

- **Mobility-Impaired/Wheelchair**, For wheelchair users on upper floors, assistance normally will be provided by trained Fire Department personnel. Building occupants should remain with the disabled person in a room with an exterior window, a telephone, and a solid door. Send someone out to notify emergency personnel of the location of the person in need of assistance. Fire Department personnel then can assist the person.

  Only when the Fire Department is not available and there is an imminent hazard should occupants evacuate wheelchair users.

  If this must be attempted,

  - **One technique is the two-person cradle carry:**
    - With Second person, wait until other evacuees have moved down the stairwell.
    - Both of you stand on either side of the individual.
    - Reach under the individual and lift them out in a cradle.
    - Control the descent by walking slowly and cautiously.
    - Never leave the wheelchair in a stairwell.

  - **A second technique is the office chair evacuation:**
    - Transfer the individual to a sturdy office chair
    - First helper gently leans the chair backwards
    - The other helper faces the chair and holds onto the front legs of the chair. Both will lift the chair simultaneously.
    - The helpers control the descent by bending their legs slowly and keeping their back straight.

- **Hearing Impaired**
- People with hearing impairments may not hear audio emergency alarms and will need to be alerted by other building occupants.

- Visually Impaired
  - People who are visually impaired may need assistance in evacuating. The assistant should offer his/her elbow to the individual with a visual impairment and guide him/her through the evacuation route.

2. During A Fire

A. If You Hear a Fire Alarm

- When a building fire alarm is activated, **never assume it is a false alarm.** Everyone must exit the building.
- If there is smoke in the hallway as you exit, stay low to the floor, where the air may be cleaner.

B. In The Event Of A Fire

- Sound the Alarm
- Call USC-DPS (213) 740-4321 or 442-1000, for help.
- Leave the building, using the nearest safe stairwell; **NEVER USE THE ELEVATOR DURING A FIRE.**

C. If the building fire alarm system malfunctions, alert other people to the fire by shouting “Fire!” If you able help remove anyone needing assistance from the area of the fire. Close doors as you leave to confine the fire. Only attempt to extinguish the fire if they fire is very small and you have been trained in proper use of a fire extinguisher.

D. Escaping A Fire:

- If your clothes catch on fire, you should: **Stop, drop, and roll** - until the fire is extinguished. Running only makes the fire burn faster.

- **Check closed doors for heat before you open them.** If you are escaping through a closed door, use the back of your hand to feel the top of the door, the doorknob, and the crack between the door and doorframe before you open it. Never use the palm of your hand or fingers to test for heat - burning those areas could impair your ability to escape a fire (i.e., ladders and crawling). Open slowly and ensure fire and/or smoke is not blocking your escape route. If your escape route is blocked, shut the door immediately and use an alternate escape route, such as a window. If clear, leave immediately through the door and close it behind you. Be
prepared to crawl. Smoke and heat rise. The air is clearer and cooler near the floor.

E. If You Are Trapped Inside A Room By Fire

• Feel the door before opening it. If it is hot, **do not open it**. Fire may be in the hallway.

• Call USC-DPS (213) 740-4321 or 442-1000, tell them your location and that you need Fire Department assistance to get out. Seal up the bottom of the door with cloth to prevent smoke from entering.

• If you must have air and the windows are operable, open the window. Break windows only as a last resort.

• Signal from the window to show the Fire Department your location. (Hang a white or light-colored sheet outside the window.)

• **Do not re-enter the building until fire department say that it’s safe to return.**
EARTHQUAKE

One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible aftereffects. An earthquake is a sudden shaking of the earth caused by the breaking and shifting of rock beneath the earth’s surface. Earthquakes can cause buildings and bridges to collapse, telephone and power lines to fall, and result in fires, explosions and landslides. Earthquakes can also cause huge ocean waves, called tsunamis, which travel long distances over water until they crash into coastal areas.

A. What To Do Before An Earthquake

Six Ways to Plan Ahead before an Earthquake

• Check for Hazards in the Home
  - Fasten shelves securely to walls.
  - Place large or heavy objects on lower shelves.
  - Store breakable items such as bottled foods, glass, and china in low, closed cabinets with latches.
  - Hang heavy items such as pictures and mirrors away from beds, couches, and anywhere people sit.
  - Brace overhead light fixtures.
  - Repair defective electrical wiring and leaky gas connections. These are potential fire risks.
  - Secure a water heater by strapping it to the wall studs and bolting it to the floor.
  - Repair any deep cracks in ceilings or foundations. Get expert advice if there are signs of structural defects.
  - Store weed killers, pesticides, and flammable products securely in closed cabinets with latches and on bottom shelves.

• Identify Safe Places Indoors and Outdoors
  - Under sturdy furniture such as a heavy desk or table.
  - Against an inside wall.
  - Away from where glass could shatter around windows, mirrors, pictures, or where heavy bookcases or other heavy furniture could fall over.
  - In the open, away from buildings, trees, telephone and electrical lines, overpasses, or elevated expressways.

• Educate Yourself and Family Members
 Contact your local emergency management office or American Red Cross chapter for more information on earthquakes. Also, read the "How-To Series" for information on how to protect your property from earthquakes.

Teach children how and when to call 9-1-1, police, or fire department and which radio station to tune to for emergency information.

Teach all family members how and when to turn off gas, electricity, and water.

• **Have Disaster Supplies on Hand**
  
  – Flashlight and extra batteries.
  – Portable battery-operated radio and extra batteries.
  – First aid kit and manual.
  – Emergency food and water.
  – Non-electric can opener.
  – Essential medicines.
  – Cash and credit cards.
  – Sturdy shoes.

• **Develop an Emergency Communication Plan**
  
  – In case, family members are separated from one another during an earthquake (a real possibility during the day when adults are at work and children are at school); develop a plan for reuniting after the disaster.

B. **What to Do During an Earthquake**

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

♦ **If Indoors**

  – **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** until the shaking stops. If there isn’t a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
  – Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
  – Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
  – You need not stand in a doorway. **Doorways offer no greater protection** than any other area.
If outside, move away from structures, power poles, or other possible hazardous. Stay in an open area.  
During the shaking, do not run for exits or attempt to leave the building, since heavy objects may be falling in your path.  
When the shaking stops, check for injuries to people in the area. Call for medical assistance, and render first aid if required.  
Check the area for hazards such as building damage, fires, or gas leaks. If the building appears to be unsafe, leave the building, and report any urgent problem.  
Listen to a battery-operated radio for emergency information.  
DO NOT use the elevators.

♦ If Outdoors

Stay there.  
Move away from buildings, streetlights, and utility wires.  
Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

♦ If in a moving vehicle

Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.  
Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

♦ If trapped under debris

Do not light a match.  
Do not move about or kick up dust.  
Cover your mouth with a handkerchief or clothing.  
Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

C. What to Do After an Earthquake

♦ Expect aftershocks. These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional
damage to weakened structures and can occur in the first hours, days, weeks, or even months after the quake.

- **Listen to a battery-operated radio or television.** Listen for the latest emergency information.

- **Use the telephone only for emergency calls.**

- **Open cabinets cautiously.** Beware of objects that can fall off shelves.

- **Stay away from damaged areas.** Stay away unless your assistance has been specifically requested by police, fire, or relief organizations. Return home only when authorities say it is safe.

- **Be aware of possible tsunamis if you live in coastal areas.** These are also known as seismic sea waves (mistakenly called "tidal waves"). When local authorities issue a tsunami warning, assume that a series of dangerous waves is on the way. Stay away from the beach.

- **Help injured or trapped persons.** Remember to help your neighbors who may require special assistance such as infants, the elderly, and people with disabilities. Give first aid where appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.

- **Steps taken by HUC:**
  - The College has purchased a “disaster kit” which includes tools for search, rescue and first aid.
  - Several staff members have been trained to administer CPR and Basic First Aid.
  - Rechargeable flashlights have been installed in all classrooms.
  - Employees and volunteers with desks or permanent workspaces have been given flashlights. A supply of batteries is in room 209 on the 2nd floor and in the maintenance department.
  - An out-of-state phone contact has been established with Temple Solel of Scottsdale, Arizona. The College will contact Temple Solel to report on the well-being of everyone in the building. If local phone service is disrupted (which is likely in the event of a major quake) your family or friends can contact Temple Solel for information about you: (480) 991-7414.
  - Emergency First Aid and Food Supplies are located:
    - Room 105
    - In the basement “lobby,” near the east wing
− In the employee lounge on the 2nd floor.
− Frances Henry Library, room 221

**DO THE FOLLOWING**
− Give the Temple Solel phone number to those people who will want to know how you are.
− Know the nearest emergency exits to your desk, classroom or office.
− Know the quickest route to the exit.
− Test your extra batteries and the batteries in your flashlight and radio.
TERRORISM

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion, or ransom.

Terrorists often use threats to:

• Create fear among the public.
• Try to convince citizens that their government is powerless to prevent terrorism.
• Get immediate publicity for their causes.

Acts of terrorism include threats of terrorism; assassinations; kidnappings; hijackings; bomb scares and bombings; cyber attacks (computer-based); and the use of chemical, biological, nuclear and radiological weapons.

High-risk targets for acts of terrorism include military and civilian government facilities, international airports, large cities, and high-profile landmarks. Terrorists might also target large public gatherings, water and food supplies, utilities, and corporate centers. Further, terrorists are capable of spreading fear by sending explosives or chemical and biological agents through the mail.

Within the immediate area of a terrorist event, you would need to rely on police, fire, and other officials for instructions. However, you can prepare in much the same way you would prepare for other crisis events.

General Safety Guidelines: (recommended by ADL)

Jewish institutions are often called upon to “be alert” for suspicious activity. This brief guide is designed to help you do that.

1. Keep your eyes and ears open for anything unusual or suspicious and call law enforcement immediately if you come across something. Trust your instincts. If something strikes you as being out of place or problematic, call the police immediately.

2. Unusual behavior, suspicious packages and strange devices should be promptly reported to the police or security personnel.

3. Requests for information, particularly about security or procedures for your building, should also be promptly reported.

   - Record data about your institutions by sketching, note taking, videotaping, or taking pictures
   - Sit in a vehicle for an extended period of time, including after regular business hours.
- Loiter near your facility or in the lobby of your facility.
- Arrive at your facility without prior notification (may claim to be contractors or service technicians, etc.)
- Attempt to deliver packages or other items to an office or to a specific person.
- Attempts to by-pass your security, even “accidentally” walking past a check in desk.
- Appear to be measuring distances in stride.
- Are uncooperative, dismissive or pretend not to understand what you are talking about if challenged by a representative of your institution.

* - of course, many of these activities are perfectly consistent with innocent behavior. Adopted in part from http://www.homelandsecurity.state.pa.us/homelandsecurity/cwp/view.asp?A=3&Q=148830

5. Surveillance may include an attempt to “probe” your security, for example:

- An attempt to remove property from an office or a facility without proper authorization.
- Leaving unattended packages in or around facilities to see how they are dealt with.
- Acting uncooperatively, dismissively or pretending not to understand what you are talking about if challenged by a representative of your institution
- Attempts to by-pass your security, even “accidentally” walking past a check in desk

6. Pay attention to details. What seems unimportant to you may prove to be important to law enforcement.

7. There is a natural temptation to explain away inappropriate behavior and not report it. Resist that temptation, and feel comfortable in approaching law enforcement to explain why you are suspicious. Even if you think you might be wrong, remember that it is law enforcement’s job to filter out good information from bad. At the same time, institutions should ensure that all staff members and constituents feel comfortable reporting suspicious activities to their superiors.

8. Report even minor concerns. You do not know what else has been reported and whether your “small” detail fits into a larger puzzle.

9. If you see suspicious behavior, do not confront the individuals involved.

10. Consistent with your personal safety and institution’s policy, take a picture and/or take a note of the details using the SALUTE method
S - Size (Jot down the number of people, gender, ages, and physical descriptions)

A - Activity (Describe exactly what they are doing)

L - Location (Provide exact location)

U - Uniform (Describe what they are wearing, including shoes)

T - Time (Provide date, time, and duration of activity)

E - Equipment (Describe vehicle, make, color etc., license plate, camera, etc)

11. We also strongly recommend that you consult the guidelines and advisory materials on the ADL web site at http://www.adl.org/security/.

Additionally, we recommend that out of an abundance of caution, you maintain a heightened level of vigilance and be especially aware of your surroundings. For tips on situational awareness check out Indications of Suspicious Activity <http://cts.vresp.com/c/?>

- Take precautions when traveling. Be aware of conspicuous or unusual behavior. Do not accept packages from strangers. Do not leave luggage unattended. You should promptly report unusual behavior, suspicious or unattended packages, and strange devices to the police or security personnel.

- Learn where emergency exits are located in buildings you frequent. Plan how to get out in the event of an emergency.

- Be prepared to do without services you normally depend on—electricity, telephone, natural gas, gasoline pumps, cash registers, ATMs, and Internet transactions.
**BOMB THREAT**

**Telephone Threats** - If you receive a telephone bomb threat, try to stay as calm. Get as much information as possible from the caller and report the threat immediately to USC - DPS (213)740-4321.

*If possible, be sure to note the following information:*
A. The exact time of the call
B. The caller’s exact words
C. Any noticeable characteristics of the caller

*The following questions should be asked in the order listed:*
A. When is the bomb going to explode?
B. Where is it right now?
C. What does it look like?
D. What kind of bomb is it?
E. What will cause it to explode?
F. Did you place the bomb?
G. Why?
H. What is your address?
I. What is your name?

If time and circumstances permit, additional information should be solicited and/or recorded on the enclosed FBI/DOJ form (See Appendix A) marked “**Bomb Threat**” at the bottom. This sheet should be kept in a readily accessible location by all employees.

- Immediately after hanging up with the caller, dial USC-DPS at (213)740-4321 they will summon the Police Bomb Disposal Squad.
- Next, telephone the Director of Operations, The Dean’s or Registrar’s Offices (Extension 4222, 4200, 4219, 4220), which will notify all other departments.
- Finally, evacuate all personnel from your own department **using the least public access**. All evacuated personnel are to gather in the parking lot and remain there until further instructions are received from the Dean’s Office and/or law enforcement authorities.

**Written Threats** - If you receive a written bomb threat, immediately place the document inside a clear plastic report binder, or in some other protective covering to avoid fingerprint contamination. Follow procedures as outlined in Section III, Bullet 1D -E.

**Parcel/Letter Bombs** – If you receive a letter or parcel that looks suspicious, **do not attempt to open or handle it yourself.** Call the Director or Operations, The Dean’s or Registrar’s Offices (Extension 4222, 4200, 4219, 4220). All staff that
performs mail handling/sorting duties has been thoroughly briefed on warning
signs for potential letter and parcel bombs.

**The most important potential warning signs are as follows:**
- Oily stains or discoloration
- Excessive weight
- Rigid, lopsided or uneven envelope
- Protruding wires or tinfoil
- Excessive securing materials such as masking tape, string, etc.
THREATENING MAIL AND/OR THREATENING PHONE CALL
Report all other threats (other than bomb threats) to the Director of Operations, The Dean’s or Registrar’s Offices as soon as possible.

Get as much information as possible form the caller and report the threat immediately to USC-DPS (213)740-4321. If possible, be sure to note the following information:

• The exact time of the call
• The caller’s exact words
• Any noticeable characteristics of the caller
• Any information about the explosive device or its location.

The Department of USC-DPS will assess the threat and advise the building’s occupants if it is necessary to evacuate the building. If it is necessary to evacuate, assemble outdoors and stay 300 feet away from the building until advised to return.
EXPLOSIONS

Terrorists have frequently used explosive devices as one of their most common weapons. Terrorists do not have to look far to find out how to make explosive devices; the information is readily available in books and other information sources. The materials needed for an explosive device can be found in many places including variety, hardware, and auto supply stores. Explosive devices are highly portable using vehicles and humans as a means of transport. They are easily detonated from remote locations or by suicide bombers.

Conventional bombs have been used to damage and destroy financial, political, social, and religious institutions. Attacks have occurred in public places and on city streets with thousands of people around the world injured and killed.

A. During an Explosion

If there is an explosion, you should:

• Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened floors and stairways. As you exit from the building, be especially watchful of falling debris.

• Leave the building as quickly as possible. Do not stop to retrieve personal possessions or make phone calls.

• Do not use elevators.

Once you are out:

• Do not stand in front of windows, glass doors, or other potentially hazardous areas.

• Move away from sidewalks or streets to be used by emergency officials or others still exiting the building.

If you are trapped in debris:

• If possible, use a flashlight to signal your location to rescuers.

• Avoid unnecessary movement so you don’t kick up dust.

• Cover your nose and mouth with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)

• Tap on a pipe or wall so rescuers can hear where you are.

• If possible, use a whistle to signal rescuers.
• Shout only as a last resort. Shouting can cause a person to inhale dangerous amounts of dust.

B. After Explosion

Ensure your safety

• Find out how to care for your safety after a disaster

• Your first concern after a disaster is your family’s health and safety. You need to consider possible safety issues and monitor family health and well-being.

Aiding the Injured

Check for injuries. Do not attempt to move seriously injured persons unless they are in immediate danger of death or further injury. If you must move an unconscious person, first stabilize the neck and back, then call for help immediately.

• If the victim is not breathing, carefully position the victim for artificial respiration, clear the airway, and commence mouth-to-mouth resuscitation.

• Maintain body temperature with blankets. Be sure the victim does not become overheated.

• Never try to feed liquids to an unconscious person.

Health

• Be aware of exhaustion. Don’t try to do too much at once. Set priorities and pace yourself. Get enough rest.

• Drink plenty of clean water. Eat well. Wear sturdy work boots and gloves.

• Wash your hands thoroughly with soap and clean water often when working in debris.

Safety Issues

• Be aware of new safety issues created by the disaster. Watch for washed-out roads, contaminated buildings, contaminated water, gas leaks, broken glass, damaged electrical wiring, and slippery floors.

• Inform local authorities about health and safety issues, including chemical spills, downed power lines, washed-out roads, smoldering insulation, and dead animals.
BIOLOGICAL THREATS

Biological agents are organisms or toxins that can kill or incapacitate people, livestock, and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins. Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others, such as anthrax spores, are very long lived. Biological agents can be dispersed by spraying them into the air, by infecting animals that carry the disease to humans and by contaminating food and water. Delivery methods include:

Aerosols - biological agents are dispersed into the air, forming a fine mist that may drift for miles. Inhaling the agent may cause disease in people or animals.

Animals - some diseases are spread by insects and animals, such as fleas, mice, flies, mosquitoes, and livestock.

Food and water contamination - some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Most microbes are killed by boiling water for one minute, but some require longer. Follow official instructions.

Person-to-person - spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

Before a Biological Attack -- What you should do to prepare:

1. Check with your doctor to ensure all required or suggested immunizations are up to date. Children and older adults are particularly vulnerable to biological agents.
2. Consider installing a High Efficiency Particulate Air (HEPA) filter in your furnace return duct. These filters remove particles in the 0.3 to 10 micron range and will filter out most biological agents that may enter your house. If you do not have a central heating or cooling system, a stand-alone portable HEPA filter can be used.

During a Biological Attack

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine what the illness is, how it should be treated, and who is in danger. Watch television, listen to radio, or check the Internet for official news and information including signs and symptoms of the disease, areas in danger, if medications or vaccinations are being distributed, and where you should seek medical attention if you become ill.

The first evidence of an attack may be when you notice symptoms of the disease caused by exposure to an agent. Be suspicious of any symptoms you notice, but
do not assume that any illness is a result of the attack. Use common sense and practice good hygiene.

If you become aware of an unusual and suspicious substance nearby:

- Move away quickly.
- Wash with soap and water.
- Contact authorities.
- Listen to the media for official instructions.
- Seek medical attention if you become sick.

If you are exposed to a biological agent:

- Remove and bag your clothes and personal items. Follow official instructions for disposal of contaminated items.
- Wash yourself with soap and water and put on clean clothes.
- Seek medical assistance. You may be advised to stay away from others or even quarantined.

Using HEPA Filters: HEPA filters are useful in biological attacks. If you have a central heating and cooling system in your home with a HEPA filter, leave it on if it is running or turn the fan on if it is not running. Moving the air in the house through the filter will help remove the agents from the air. If you have a portable HEPA filter, take it with you to the internal room where you are seeking shelter and turn it on.

If you are, in an apartment or office building, that has a modern, central heating and cooling system, the system’s filtration should provide a relatively safe level of protection from outside biological contaminants.

HEPA filters will not filter chemical agents.

After a Biological Attack

In some situations, such as the case of the anthrax letters sent in 2001, people may be alerted to potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. The basic public health procedures and medical protocols for handling exposure to biological agents are the same as for any infectious disease. It is important for you to pay attention to official instructions via radio, television, and emergency alert systems.
CHEMICAL THREATS

Chemical agents are poisonous vapors, aerosols, liquids, and solids that have toxic effects on people, animals, or plants. They can be released by bombs or sprayed from aircraft, boats, and vehicles. They can be used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (2 to 48 hours). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents also are difficult to produce.

A chemical attack could come without warning. Signs of a chemical release include people having difficulty breathing; experiencing eye irritation; losing coordination; becoming nauseated; or having a burning sensation in the nose, throat, and lungs. Also, the presence of many dead insects or birds may indicate a chemical agent release.

A. Before a Chemical Attack

What you should do to prepare for a chemical threat:

- Check your disaster supplies kit to make sure it includes:
  - A roll of duct tape and scissors.
  - Plastic for doors, windows, and vents for the room in which you will shelter in place. To save critical time during an emergency, pre-measure and cut the plastic sheeting for each opening.
  - Choose an internal room to shelter, preferably one without windows and on the highest level.

B. During a Chemical Attack

What you should do in a chemical attack:

If you are instructed to remain in your home or office building, you should:

- Close doors and windows and turn off all ventilation, including furnaces, air conditioners, vents, and fans.
- Seek shelter in an internal room and take your disaster supplies kit.
- Seal the room with duct tape and plastic sheeting.
- Listen to your radio for instructions from authorities.
If you are caught in or near a contaminated area, you should:

- Move away immediately in a direction upwind of the source.
- Find shelter as quickly as possible.

C. **After a Chemical Attack**

Decontamination is needed within minutes of exposure to minimize health consequences. Do not leave the safety of a shelter to go outdoors to help others until authorities announce it is safe to do so.

A person affected by a chemical agent requires immediate medical attention from a professional. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others.

**Decontamination guidelines are as follows:**

- Use extreme caution when helping others who have been exposed to chemical agents.
- Remove all clothing and other items in contact with the body. Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth. Put contaminated clothing and items into a plastic bag and seal it. Decontaminate hands using soap and water. Remove eyeglasses or contact lenses. Put glasses in a pan of household bleach to decontaminate them and then rinse and dry.
- Flush eyes with water.
- Gently wash face and hair with soap and water before thoroughly rinsing with water.
- Decontaminate other body areas likely to have been contaminated. Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.
- Change into uncontaminated clothes. Clothing stored in drawers or closets is likely to be uncontaminated.
- Proceed to a medical facility for screening and professional treatment.
NUCLEAR BLAST

A nuclear blast is an explosion with intense light and heat, a damaging pressure wave, and widespread radioactive material that can contaminate the air, water, and ground surfaces for miles around. A nuclear device can range from a weapon carried by an intercontinental missile launched by a hostile nation or terrorist organization, to a small portable nuclear devise transported by an individual. All nuclear devices cause deadly effects when exploded, including blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction.

Hazards of Nuclear Devices: The extent, nature, and arrival time of these hazards are difficult to predict. The geographical dispersion of hazard effects will be defined by the following:

- Size of the device. A more powerful bomb will produce more distant effects.
- Height above the ground the device was detonated. This will determine the extent of blast effects.
- Nature of the surface beneath the explosion. Some materials are more likely to become radioactive and airborne than others. Flat areas are more susceptible to blast effects.
- Existing meteorological conditions. Wind speed and direction will affect arrival time of fallout; precipitation may wash fallout from the atmosphere.

Radioactive Fallout

Even if individuals are not close enough to the nuclear blast to be affected by the direct impacts, they may be affected by radioactive fallout. Any nuclear blast results in some fallout. Blasts that occur near the earth’s surface create much greater amounts of fallout than blasts that occur at higher altitudes. This is because the tremendous heat produced from a nuclear blast causes an up-draft of air that forms the familiar mushroom cloud. When a blast occurs near the earth’s surface, millions of vaporized dirt particles also are drawn into the cloud. As the heat diminishes, radioactive materials that have vaporized condense on the particles and fall back to Earth. The phenomenon is called radioactive fallout. This fallout material decays over a long period of time, and is the main source of residual nuclear radiation.

Fallout from a nuclear explosion may be carried by wind currents for hundreds of miles if the right conditions exist. Effects from even a small portable device exploded at ground level can be potentially deadly.

Nuclear radiation cannot be seen, smelled, or otherwise detected by normal senses. Radiation can only be detected by radiation monitoring devices. This
makes radiological emergencies different from other types of emergencies, such as floods or hurricanes. Monitoring can project the fallout arrival times, which will be announced through official warning channels. However, any increase in surface build-up of gritty dust and dirt should be a warning for taking protective measures.

In addition to other effects, a nuclear weapon detonated in or above the earth’s atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. An EMP acts like a stroke of lightning but is stronger, faster, and shorter. An EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery-powered radios with short antennas generally would not be affected. Although an EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

A. Before a Nuclear Blast:

To prepare for a nuclear blast, you should do the following:

- Find out from officials if any public buildings in your community have been designated as fallout shelters. If none have been designated, make your own list of potential shelters near your home, workplace, and school. These places would include basements or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.

- If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering and about providing for building occupants until it is safe to go out.

- During periods of increased threat increase your disaster supplies to be adequate for up to two weeks.

Taking shelter during a nuclear blast is absolutely necessary. There are two kinds of shelters - blast and fallout. The following describes the two kinds of shelters:

- **Blast shelters** are specifically constructed to offer some protection against blast pressure, initial radiation, heat, and fire. But even a blast shelter cannot withstand a direct hit from a nuclear explosion.

- **Fallout shelters** do not need to be specially constructed for protecting against fallout. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles.

B. During a Nuclear Blast: The following are guidelines for what to do in the event of a nuclear explosion.

If an attack warning is issued:
• Take cover as quickly as you can, below ground if possible, and stay there until instructed to do otherwise.

• Listen for official information and follow instructions.

**If you are caught outside and unable to get inside immediately:**

• Do not look at the flash or fireball - it can blind you.

• Take cover behind anything that might offer protection.

• Lie flat on the ground and cover your head. If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.

• Take shelter as soon as you can, even if you are many miles from ground zero where the attack occurred - radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: Distance, shielding, and time.

**C. After a Nuclear Blast**

Decay rates of the radioactive fallout are the same for any size nuclear device. However, the amount of fallout will vary based on the size of the device and its proximity to the ground. Therefore, it might be necessary for those in the areas with highest radiation levels to shelter for up to a month.

The heaviest fallout would be limited to the area at or downwind from the explosion, and 80 percent of the fallout would occur during the first 24 hours.

People in most of the areas that would be affected could be allowed to come out of shelter within a few days and, if necessary, evacuate to unaffected areas.

**Remember the following when returning home:**

• Keep listening to the radio and television for news about what to do, where to go, and places to avoid.

• Stay away from damaged areas. Stay away from areas marked “radiation hazard” or “HAZMAT.” Remember that radiation cannot be seen, smelled, or otherwise detected by human senses.
SUSPICIOUS PACKAGES AND LETTERS

- Do not touch or disturb the object.
- Clear the area, and notify USC-DPS (213) 740-4321
- Notify a supervisor or building manager. Stay away from the object or package.

A. SUSPICIOUS PERSON
   - Do not physically confront the individual.
   - Do not let any suspicious person into a locked building or office.
   - Do not block the person's access to an exit.
   - Notify USC-DPS (213) 740-4321

Be wary of suspicious packages and letters. They can contain explosives, chemical or biological agents. Be particularly cautious at your place of employment.

Some typical characteristics postal inspectors have detected over the years, which ought to trigger suspicion, include parcels that:

- Are unexpected or from someone unfamiliar to you.
- Have no return address, or have on that can't be verified as legitimate.
- Have protruding wires or aluminum foil, strange odors, or stains.
- Show a city or state in the postmark that doesn’t match the return address.
- Are of unusual weight given their size, or are lopsided or oddly shaped.
- Are marked with threatening language.
- Have inappropriate or unusual labeling.
- Have excessive postage or packaging material, such as masking tape and string.
- Have misspellings of common words.
- Are addressed to someone no longer with your organization or are otherwise outdated.
- Have incorrect titles or titles without a name.
- Are not addressed to a specific person.
- Have hand-written or poorly typed addresses.
With suspicious envelopes and packages other than those that might contain explosives, take these additional steps against possible biological and chemical agents.

- Refrain from eating or drinking in a designated mail handling area.
- Place suspicious envelopes or packages in a plastic bag or some other type of container to prevent leakage of contents. Never sniff or smell suspect mail.
- If you do not have a container, then cover the envelope or package with anything available (e.g., clothing, paper, trash can, etc.) and do not remove the cover.
- Leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at work, report the incident to the security office or an available supervisor, who will notify USC –DPS and other authorities without delay.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give a copy of this list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.
- If you are at home, report the incident to local police.
**ARMED ATTACK**

A. Unlike the evacuation procedures for fire and earthquakes, it is not recommended that you evacuate the building unless you are absolutely sure it is safe to do so.

B. The following security measures have been taken to prevent, deter, and/or minimize the impact of such attacks prior to obtaining assistance from USC-DPS and LAPD.

C. Surveillance cameras were installed and two security guards hired to monitor the cameras and patrol the grounds. The security guards are equipped with radios with direct communication to USC-DPS.

D. Bollards were installed at the entrance to the glass doors facing the parking lot.

E. Locks and door scopes were installed in classrooms, synagogue and restrooms.

F. Blue strobe lights with silent alarms have been installed in designated areas including classrooms and restrooms.

G. Other than during scheduled announced training sessions, the flashing of the blue strobe lights and the continuous low buzzing sound of the alarms on the strobe lights will be your signal that an armed response has been requested for a situation that may be dangerous and the police should arrive on campus within three minutes. You should leave your workstation, secure yourself in one of the designated safe areas, and wait for telephone instructions from the Dean or the Officer in Charge.

H. If you turn off the lights in the room that you are in, you will notice that a clear image of the hall outside your room is projected onto the viewing window. Note that the image is reversed (right is left and left is right). It is advisable to leave the lights off in the room and to remain quiet – this causes the viewer glass to appear dark from the outside, and will give the impression that the room does not contain occupants. The door scope viewer will allow you to see outside the door from up to seven feet inside. Therefore, you can stand back (away from the door) and still be able to easily identify who is approaching.

I. An emergency telephone is located in this room (typically on the floor by the first aid kit). DO NOT use this telephone to make calls of any kind. This phone shares a line with all the other classroom phones. When it rings (and they all ring at once), you should pick up the receiver and listen for the instructions – they will be from a live person and will contain any and all information that is available regarding the emergency at hand. You will receive permission to leave the room through this telephone system only. Do *not* open the door for any reason other than to let a student or staff person in or having been granted permission through this telephone system.
J. **The blue light is not a fire alarm.** In the event of a fire, a loud siren will be activated. If the blue light goes off first, and is later followed by a fire alarm, you should be aware that the fire alarm might have been activated by terrorists who are attempting to flush out people that have locked themselves in our safety rooms.

**DESIGNATED SAFE AREAS**

A. **FACULTY LEVEL:**
   - **West Wing:** lock main entrances and remain inside
   - **East Wing:** lock main entrance if possible and go to either room #18 or the sprinkler shut-off room, which you must access by going through seminar room #25.

B. **FIRST FLOOR:**
   - **West Wing:**
     - Leave classrooms 101, 102, and the student lounge area quickly. Go to the classrooms. The kitchen area is safe. Make sure both doors are lock.
     - Security Guard should move (if possible) to the maintenance department.
     - As soon as all HUC personnel are safely inside, lock classrooms, restrooms, maintenance and synagogue doors.

   - **East Wing:**
     - The receptionist should move to Distance Education Department.
     - Everyone should move to the office on the left (behind the Administrative Assistant’s desk) and lock the door.

C. **SECOND FLOOR:**
   - **West Wing:**
     - Move to the Periodical Room and/or President’s Office. Lock doors
     - Close main entrance ONLY if safe to do so.

   - **East Wing:**
     - Move to Employee Lounge and lock door.
     - Close main doors ONLY if safe to do so.

**ON CAMPUS MEDICAL EMERGENCY**

A. Dial “0” to notify the Receptionist, if not available call the Guard Station at (213)745-7758. Call USC-DPS at (213)740-4321 to request assistance if Receptionist or Guard is not available.

B. Provide the location, nature of injury or illness, and the victim’s current condition. Appropriate medical assistance will be dispatched immediately.

C. If possible, provide information about the age and sex of the victim, and any known medical history.

D. All injuries must be reported immediately to Director of Operations, The Dean’s Office (Extension 4222, 4200)
PANDEMIC FLU PLANNING

Introduction

The World Health Organization (WHO) and the Centers for Disease Control (CDC) have warned of the risk that the Avian Influenza (H5N1 virus) could mutate into a form that triggers a human influenza pandemic. The probability that this virus will mutate into a form that is easily transmissible human to human is unknown, but experts warn that if this occurs the resulting pandemic would have a devastating impact worldwide.

Because most natural and human-made disasters tend to be limited to a specific area, business continuity and emergency plans focus on damage to property, equipment, and machinery; business interruption; and limited loss of personnel. A severe influenza pandemic could lead to high levels of illness, death, social disruption, and economic loss. Everyday life would be disrupted because so many people in so many places become seriously ill at the same time. Impacts range from school and business closings to the interruption of basic services such as public transportation and food delivery. The most important issues will be the impacts of absenteeism and supply disruption.

Most experts believe a pandemic will have a world-wide impact that is rapid and unpredictable, coming in multiple waves and spreading quickly from one urban area to another. Major disruptions are likely for health care, transportation, infrastructure, education, business, and government. Campus facilities will not be directly affected, but facility operations will be greatly impacted.

The focus of this document is to prepare the College-Institute to respond to a pandemic while maintaining as many operations as possible; and to create a pandemic plan to ensure continued operations and to return to full operations as soon as possible once a pandemic is over.

Because many pandemics spread rapidly, once a pandemic virus emerges, it is too late to begin planning or collaboration efforts. While no organization will be immune to the effects of a global pandemic, we are presented with the opportunity to plan and develop our response in order to maintain essential services that will allow HUC-JIR to continue its important and vital missions of education and research.

This Pandemic Plan was prepared to facilitate emergency response and recovery. It describes the actions that will be taken to coordinate and synchronize a campus wide response to such an event. This plan assumes a concurrent development of response plans by government public health offices and local medical facilities to address treatment measures arising from an international pandemic.

An influenza pandemic occurs when a new influenza virus emerges for which people have little or no immunity and for which there is no vaccine. (Currently, there is no vaccine for Avian Influenza). The disease spreads easily from person to person, causes serious illness, and can sweep across the country and around the world in very short time.”

There are four distinct forms of influenza, and they should not be referred to interchangeably:

- **Seasonal (or Common) Flu.** A respiratory illness that can be transmitted person to
person. Most people have some immunity, and a vaccine is usually available. (Each year, a new vaccine must be made to match the predominant strain.)

- **Avian (or Bird) Flu** is caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.

- **Swine (H1N1) Flu** is a respiratory disease of pigs caused by type A influenza virus that regularly causes outbreaks of influenza in pigs. Swine flu viruses cause high levels of illness and low death rates in pigs. Swine influenza viruses may circulate among swine throughout the year, but most outbreaks occur during the late fall and winter months similar to outbreaks in humans. The classical swine flu virus (an influenza type A H1N1 virus) was first isolated from a pig in 1930.

**How many swine flu viruses are there?**
Like all influenza viruses, swine flu viruses change constantly. Pigs can be infected by avian influenza and human influenza viruses as well as swine influenza viruses. When influenza viruses from different species infect pigs, the viruses can re-assort (i.e. swap genes) and new viruses that are a mix of swine, human and/or avian influenza viruses can emerge. Over the years, different variations of swine flu viruses have emerged. At this time, there are four main influenza type A virus subtypes that have been isolated in pigs: H1N1, H1N2, H3N2, and H3N1. However, most of the recently isolated influenza viruses from pigs have been H1N1 viruses.

**Swine Flu in Humans**

**Can humans catch swine flu?**
Swine flu viruses do not normally infect humans. However, sporadic human infections with swine flu have occurred. Most commonly, these cases occur in persons with direct exposure to pigs (e.g. children near pigs at a fair or workers in the swine industry). In addition, there have been documented cases of one person spreading swine flu to others. For example, an outbreak of apparent swine flu infection in pigs in Wisconsin in 1988 resulted in multiple human infections, and, although no community outbreak resulted, there was antibody evidence of virus transmission from the patient to health care workers who had close contact with the patient.

**How common is swine flu infection in humans?**
In the past, CDC received reports of approximately one human swine influenza virus infection every one to two years in the U.S., but from December 2005 through February 2009, 12 cases of human infection with swine influenza have been reported. For information on the number of probable and confirmed cases of novel H1N1 flu in humans see [Novel H1N1 Flu Situation Update](#).

**CDC Quick Reference Guide for Public Information on Infection Control**

*General Swine Flu Information*
- **Swine Flu Key Facts**: Provides facts about Swine Influenza
- **Swine Flu and You**: Provides answers to questions about Swine Influenza
Swine Flu Video Podcast: In this video, Dr. Joe Bresee, with the CDC Influenza Division, describes swine flu - its signs and symptoms, how it’s transmitted, medicines to treat it, steps people can take to protect themselves from it, and what people should do if they become ill.

All you have to do is wash your hands Podcast:
This Podcast teaches children how and when to wash their hands properly

Swine Flu RSS feed:
Receive automatic updates on Swine Flu from the Centers for Disease Control and Prevention right on your desktop or browser.

*Flu Information for Children/Parents & Child Care Providers*
The Flu: A Guide for Parents: Questions and answers about the flu, how to protect your child, treatment, and more
Preventing the Spread of Influenza (the Flu) in Child Care Settings: Guidance for Administrators, Care Providers, and Other Staff: Flu recommendations for schools and child care providers

Questions and Answers: Information for Schools: Printable version of answers to questions commonly asked by school administrators, teachers, staff, and parents

Protecting Against the Flu: Advice for Caregivers of Children Less Than 6 Months Old:
Research has shown that children less than 5 years of age are at high risk of serious flu-related complications.

Stopping Germs at Home, Work and School: Fact Sheet

Ounce of Prevention: Tips and streaming video for parents and children about the steps and benefits of effective hand washing

- Pandemic Flu is virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person. Currently, there is no pandemic flu.

Since 2003, Avian Influenza has been spreading through Asia. A growing number of human H5N1 cases contracted directly from handling infected animals have been reported in Asia, Europe, and Africa, and more than half the people infected have died. There is concern that the Avian Influenza virus currently present in birds may mutate and evolve into a pandemic-type virus capable of widespread human-to-human transmission.

Pandemic viruses emerge as a result of a process called “antigenic shift or drift,” which is a sudden change in the virus caused by changes in the protein coat on the surface of the virus. These changes can either make the virus less virulent or increase its virulence. Viruses mutate in order to adapt. It is the nature of a virus to survive, and mutating is a virus’ defense mechanism.

There have been three acknowledged pandemics in the 20th century:

1918-19 Spanish Flu (H1N1). This flu is estimated to have sickened 20-40% of the world’s population, and over 20 million people died. Between September 1918 and April 1919, 500,000 Americans died. It spread rapidly; many died within a few days of infection, others from secondary complications. The attack rate and mortality was highest among adults 20-50 years old, although the reasons for this are uncertain.

1957-58 Asian Flu (H2N2). This virus was quickly identified due to advances in technology, and a vaccine was produced. Infection rates were highest among school children, young adults, and pregnant women. The elderly had the highest rates of death. A second wave developed in 1958. In total, there were about 70,000 deaths in the United States.
1968-69 Hong Kong Flu (H3N2). This strain caused approximately 34,000 deaths in the U.S. This virus was first detected in Hong Kong in early 1968 and spread to the United States later that year. Those over age 65 were most likely to die. This virus returned in 1970 and 1972 and still circulates today.

Although scientists cannot predict the specific consequences of an influenza pandemic, it is likely that many age groups would be seriously affected. The greatest risks of hospitalization and death—as seen during the last two pandemics in 1957 and 1968 as well as during annual outbreaks of influenza—will be to infants, the elderly, and those with underlying health conditions. However, in the 1918 pandemic, most deaths occurred in young adults. Few, if any, people would have immunity to the Avian Influenza virus.

The U.S. Centers for Disease Control and Prevention (CDC) in Atlanta and the World Health Organization (WHO) in Geneva, Switzerland, support large surveillance programs to monitor and detect influenza activity around the globe, including the emergence of new strains or possible pandemic strains of influenza. There are currently 113 national centers in 84 countries tracking and analyzing over 200,000 samples per year.

The WHO Pandemic Influenza Draft Protocol for Rapid Response and Containment (January 26, 2006) discusses the two traditional strategies being used currently to address the threat of an international pandemic. They are:

1) Containing outbreaks of the virus in poultry; and

2) Intensifying the world’s preparedness to cope with a pandemic.

The severity of the next pandemic cannot be predicted. However, some models suggest that the impact of a severe epidemic on the U.S. in the absence of any control measures (vaccines or anti-viral drug therapies) could include illness in 30% of the population, hospitalization of as many as 10 million people, and almost two million deaths. The estimated economic impact could be $71.3 to $166.5 billion, excluding disruptions to commerce and society.

POTENTIAL IMPACT ON A PANDEMIC

Unlike other types of disasters such as an earthquake, resources from other counties or states may not be available as the entire nation will be affected. Mutual aid and reliance on vendors may not be possible during a pandemic. Some of the potential impacts include:

- May result in major disruptions to transportation, electricity production, and telecommunications and may severely strain essential sectors, including police, fire, and emergency services.

- Possible disruptions to campus operations include power outages; delayed deliveries of food, fuel, and other staples; and disruptions of services in all sectors.

- An estimated 30%-40% of workforce will either become ill or need to stay home to care for family.
Ilness may appear in phases over a course of 18 months.

The Health Department will require suspension of group assembly and require closure of public places.

Cancellation of classes and public events.

Closure of public mass transit will restrict staff and others from coming into work.

Ill students (International and Out of State) that may not be able to return home will require food and medical care.

Quarantine may be ordered by public health department.

Psychological impacts may generate need for critical incident stress counselors.

The main priorities of the College - Institute Pandemic Influenza Plan are to:

- Ensure the safety and well-being of the campus community,
- Maintain essential campus services,
- Ensure the continuation of all teaching, and campus operations
- Facilitate orderly resumption of services that are disrupted.
- Identification of personnel, equipment, facilities, supplies and other resources available on campus that may be needed during an influenza pandemic;
- Campus response actions will be implemented.

**Pandemic Activation Levels/Phases**

The World Health Organization and CDC have developed a system of phases for pandemic planning and response, which have been simplified for use at USC:

**PHASE 1** No or very localized human to human transmission
ACTION: Planning & preparation

**PHASE 2** Significant human to human transmission; *Pandemic imminent*
ACTION: Prepare to activate; conduct intensive preparations

**PHASE 3** Sustained human to human transmission; *Pandemic Period*
ACTION: Fully activate response & contingency plans.

Post-Pandemic-- Begin return to normal.
<table>
<thead>
<tr>
<th>Environmental Health &amp; Safety</th>
<th>Level 1 Planning</th>
<th>Level 2 Pandemic Imminent</th>
<th>Level 3 Pandemic period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporate prevention into existing safety programs as deemed appropriate.</td>
<td>1. Support Emergency Operations Center (EOC).</td>
<td>1. Activate plans</td>
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<tr>
<td>2. Purchase adequate number of N95 respirators and associated filters for campus staff.</td>
<td>2. Conduct fit testing and N95 distribution to essential staff/depts.</td>
<td>2. Distribute N95 masks to essential staff</td>
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<td></td>
<td>3. Work with EOC to enact measures of disease containment.</td>
<td>3. Coordinate decontamination details and support containment efforts.</td>
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<thead>
<tr>
<th>Administrative Operations</th>
<th>Level 1 Planning</th>
<th>Level 2 Pandemic Imminent</th>
<th>Level 3 Pandemic period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop pandemic plan section that addresses staff/ faculty sick leave and care for dependents policy.</td>
<td>1. Activate policies/procedures.</td>
<td>1. Provide support to EOC.</td>
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<tr>
<td>2. Develop plans for staffing implications of a campus closure.</td>
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<tr>
<td>3. Develop policy for faculty/ staff travelers re-entering the campus community during level 2.</td>
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<tr>
<td>Communications</td>
<td>Level 1 Planning</td>
<td>Level 2 Pandemic Imminent</td>
<td>Level 3 Pandemic period</td>
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<tr>
<td>1. Work with USC, to develop and implement a disease transmission prevention campaign targeting students, staff and faculty.</td>
<td>1. Write and record bulletins and updates on the campus emergency information website.</td>
<td>1. Organize and staff phone banks, if necessary, referring callers to emergency services, taking messages and supporting rumor control.</td>
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<tr>
<td>2. Set up HUC-JIR Pandemic Influenza Preparations web page.</td>
<td>2. Write scripts for phone banks with approval from the EOC. Include referral information to County Health Authorities and CDC resources.</td>
<td>2. Coordinate press releases, manage news teams and interviews, etc.</td>
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<tr>
<td></td>
<td>3. Activate awareness campaign.</td>
<td>3. Support EOC Public Information Branch.</td>
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<tr>
<td><strong>Facilities Management Services</strong></td>
<td><strong>Level 1 Planning</strong></td>
<td><strong>Level 2 Pandemic Imminent</strong></td>
<td><strong>Level 3 Pandemic period</strong></td>
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</tr>
<tr>
<td>1. Identify essential staff to maintain critical operations.</td>
<td>1. Essential staff receives fit test and training on respiratory protection from EH&amp;S.</td>
<td>1. Essential staff receives N95 respirators from EH&amp;S.</td>
<td>2. Activate plans including Department Operations Center.</td>
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<tr>
<td>2. Develop an enhanced janitorial cleaning plan to include more frequent cleaning and disinfecting of restrooms, etc.</td>
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<tr>
<td>3. Provide information on building ventilation systems, air filtration and other needs.</td>
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<tr>
<td>4. Identify and purchase necessary supplies to maintain critical functions.</td>
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<tr>
<th><strong>Information Technology Services</strong></th>
<th><strong>Level 1 Planning</strong></th>
<th><strong>Level 2 Pandemic Imminent</strong></th>
<th><strong>Level 3 Pandemic period</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify essential staff that will require N95 mask protection.</td>
<td>1. Essential staff receives fit test and training on N95 respiratory protection from EH&amp;S.</td>
<td>1. Activate Plan</td>
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<tr>
<td>2. Develop business continuity plans.</td>
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<tr>
<td>3. Support telecommuting and other remote system needs for the university.</td>
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CHECKLIST FOR INDIVIDUALS & FAMILIES

This checklist will help you gather the information and resources you may need in case of a flu pandemic.

To plan for a pandemic:

- Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- Have nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for an influenza pandemic.

To limit the spread of germs and prevent infection:

- Teach your children to wash hands frequently with soap and water, and model the current behavior.
- Teach your children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- Teach your children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.
HOME & OFFICE FIRST AID KIT

Medical Materials:
- Band-Aids, Large and small
- Medical latex gloves
- Surgical mask
- Instant cold and heat packs
- Ace bandages
- Butterfly bandages
- Gauze pad, 4”x4”
- Cotton swabs
- Adhesive tape 2”
- 2” & 4’ wide sterile bandage roll
- Triangular bandage for sling, etc. Use 48’ unbleached muslin. Cut a 48” square then cut it diagonally to make two triangular bandages.
- Tongue depressors (popsicle sticks)
- Splint material
- Spray bottle with 10% bleach solution for disinfecting objects.
- **MEDICATIONS:** Buy only currently dated stock, and rotate your supply. Rotate stock at the same time you change your clocks for Daylight Savings Time.
  - Antibiotic ointment
  - Necessary medications (prescriptions, etc.) Do not forget pediatric medications for the children.
  - Aspirin and/or pain relief medication
  - Diarrhea medication
  - Eye drops
  - Cold/cough medicine
  - Antihistamines (Benadryl)
  - Insect spray
  - Ear and nose drops
  - Hydrogen peroxide
  - Skin disinfectant spray
RECOMMENDATION:
DEAN AND THE NATIONAL ADMINISTRATORS

The following checklist is a framework to assist The Dean and National Administrators to develop and/or improve plans to prepare for and respond to an influenza pandemic.

Identify a pandemic coordinator and response team (including campus health services and mental), security and communications staff

Identify services director, academic staff and student representatives with defined roles and responsibilities for preparedness, response, and recovery planning.

Delineate accountability and responsibility as well as resources for key personnel engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.

Incorporate into the pandemic plan scenarios that address college- institute functioning based upon having various levels of illness in students and employees and different types of community containment interventions. Plan for different outbreak scenarios including variations in severity of illness, mode of transmission, and rates of infection in the community. Issues to consider include: cancellation of classes, and/or other public events; closure of campus. Contingency plans for student housing (e.g., international students, out-of-state students, or students who live too far away to travel home).

Contingency plans for stockpiling non-perishable food and equipment that may be needed in the case of an influenza pandemic.

Work with USC, state and local public health and other local authorities to identify legal authority, decision makers, trigger points, and thresholds to institute community containment measures such as closing (and re-opening) the college.

Ensure that pandemic influenza planning is consistent with our existing college emergency operations plan, and is coordinated with the pandemic plan of the community and of the state higher education agency.

Work with the local health department to discuss an operational plan for surge capacity for healthcare and other mental health and social services to meet the needs of the college and community during and after a pandemic.
CRITICAL DECISION FOR CONSIDERATION

- Whether to suspend classes and events, and at what point in time.
- Whether and how to continue classes through Blackboard or distance learning technologies.
- Who will be designated as essential service employees and required to report to work during the pandemic, and who will be directed to remain at home.
- Where to shelter those students who are unable to go home; where to care for ill students. (International and Out of State Students):
- Pay and leave policies for employees directed not to report to work.
- Limiting access of non-essential people to campus.
- Policy governing employee and students who may need prolonged absences?
- Consider isolating IT person, registrar and encourage teaching via internet.
- Consider risk of ill staff member (who do not have accrued vacation and sick leave) showing up for work to ensure paycheck and at the risk of infecting other staff members. What can be done to encourage ill employee to stay home?
HUC-JIR
STUDENT LIFE
"Who is wise? The one who learns from every person."
-Pirke Avot 4:1

The experience of the HUC-JIR Los Angeles School goes beyond classes and assignments. While formal learning takes up most of our time and energy, a variety of other activities round out the curriculum and give our campus its unique personality. Many of these activities come under the rubric called the co-curriculum.

We are a learning and a doing community: we study for the sake of knowledge and torah lishmah; we act for the sake of personal development, communal responsibility and tikkun olam. We are a group of unique individuals who bring different perspectives and different agendas to the College community. By learning together and sharing ideas with one another we are brought to a new point in our development--as people and as Jewish professionals. The HUC-JIR community thrives on each individual's personal growth. Together we discover and change, creating a dynamic environment which succeeds only because of the contributions of each person.

In one way or another, each of us needs to play a part in the life of the College. A number of structures exist within the yearly program which enable us to fulfill this responsibility. In addition, the Los Angeles Jewish and general communities offer endless activities in which we can participate and contribute.

This Student Guide is an outline of these opportunities, as well as a guideline to what is expected of you in your role as an active participant in the life of the College. You may volunteer to take on a role in one of these activities or you may be asked to head a committee or chair a special program. In addition, we are open to your ideas. If you would like to lead HUC's involvement in a particular project, we welcome your initiative.

A community functions best when all of its members share in its life. The academic year at HUC-JIR is full; we are aware of the demands on each person's time. Yet, we are here to make the most of our individual programs of study and to gain the broadest possible understanding of the work of other Jewish professionals and the world around us. Our special events and co-curricular programs are designed to enrich the student experience and to enable students, faculty and administrators to interact in meaningful ways.

We look forward to a gratifying year of learning and growing together.

"Do not separate yourself from the community."
-Pirke Avot 2:4
A FEW WORDS ABOUT EXPECTATIONS

All students are expected to participate in co-curricular programs. These programs provide learning opportunities and interaction between faculty and students that are not possible within the framework of the regular academic curriculum.

Our co-curricular events serve two very specific functions:
1. They provide opportunities for professional growth and development. Co-curricular programs center around issues not covered in the formal classroom setting—for instance domestic violence and abuse; the relationship between professionals in Jewish institutions; perspectives on leadership, to name but a few.
2. They are occasions for community-building. The HUC-JIR community can be both a model and a laboratory for students; the co-curricular program gives students an opportunity to experiment with different techniques and models of creating community. This takes place on the annual retreat, at committee meetings, in the synagogue, in volunteer work and elsewhere. Many co-curricular activities bring together students who do not ordinarily take the same courses.

SPECIAL PROGRAMS

Lunch and Learns
The Lunch and Learn program is an opportunity for the entire HUC community to gather, over lunch, to hear guest lecturers and special presentations on a wide variety of topics. These programs are held on Tuesdays and range from dynamic speakers and scholars to presentations about issues of professional development. Students are encouraged to take advantage of these unique opportunities and to plan their schedules accordingly.

InterSeminary Retreat:
The InterSem Retreat, sponsored by the National Conference for Community and Justice (formerly National Conference of Christians and Jews) has been a tradition for more than twenty years. Participants from HUC-JIR join Catholic and Protestant seminarians, as well as education and rabbinic students from the University of Judaism, to engage in dialogue that explores commonalities and differences. A spirit of honesty, trust and mutual respect always makes InterSem a unique interfaith experience.

The InterSem retreat is planned primarily by students (with the help of faculty advisors) from the participating institutions. Skills, knowledge and an awareness of the sensitivities involved in interfaith work are developed in the planning process. Please see Madelyn Mishkin Katz to volunteer for the InterSem committee, which usually meets three or four times (on weekday evenings) between September and January, at the National Conference’s office in downtown L.A. The date of the first meeting will be announced in September.
ORDINATION and GRADUATION
The date for this year’s ordination will be Sunday, May 15 and this year’s graduation is Monday, May 16. During the weeks preceding these two events, there will be various special programs to which students, faculty and families will be invited. More specific plans will be available after school begins.

The Role of Non-Graduates
Students who are not graduating or being ordained are asked to serve as ushers. Some may participate in the graduation choir.

STUDENT INVOLVEMENT OPPORTUNITIES

Personal Outreach:
In their fieldwork and internships HUC students sometimes come across opportunities for developing prospective applicants. This kind of information should be shared with Deborah Shapiro Abelson, Regional Director of Admissions and Recruitment /or the individual school directors.

Volunteer Opportunities in the Extended Community:
We receive numerous requests for student volunteers from a variety of organizations and institutions--facilities for the disabled and frail elderly, schools (especially local public schools with large minority populations), Jewish agencies, JCC’s, and many others. We have a tradition of providing services especially at Chanukah and Pesach and will ask for volunteers to make visits at those particular times of the year.

We are aware of your demanding schedules and of the academic and fieldwork pressures you feel. Therefore, all requests for volunteers are screened to make sure that they are appropriate. Please know that when you are approached to volunteer, two criteria have been met already: the request represents a valuable experience for a student; and this particular request deserves the College's support.

CAMPUS COMMITTEES
The following committees exist each year. Student representatives for these committees are chosen within each school.

Curriculum Committee:
The Curriculum Committee and its subcommittees meet several times each year to discuss and make decisions about new programs, curricular changes, evaluation of students and faculty, and Co-Curricular Days. Some meetings are held in the evening off campus.

Admissions Committees:
Student representatives play a very important role on admissions committees. The committees meet between January and April (there is a different schedule for each school). Students will have a thorough orientation meeting before the interviews begin.
The weighty responsibility of serving on admissions committees includes the reading of confidential files. All admissions committee meetings are held on campus. SOE Admissions meetings are generally scheduled between mid-January and late March. Rabbinic Admissions meetings are scheduled for a week in late January and late March.

ATTENDING EXTERNAL EVENTS

The Hebrew Union College-Jewish Institute of Religion supports our students taking advantage of all opportunities for personal and professional growth and encourages attendance at programs that will enhance their future leadership potential in the Jewish community. During the course of the academic year, attendance at these programs may require a student to be absent from classes. It is expected that students will act responsibly in order to keep up with the assignments and classes that may be missed during their absence.

Please note the following guidelines regarding the attendance at external programming, which may interfere with class attendance:

1. In order to attend an external program the student must:
   a. Obtain the required form from the Director of Student Services that explains the event to be attended and acknowledges the student’s understanding of the responsibilities related to their absence from class.
   b. Fill out the form and give it to the student’s school director who will sign off on it if the student is in good academic standing.

2. A student is allowed to attend one external program that conflicts with class time per semester.

3. Students are required to complete all course work and any relevant extra-curricular responsibilities in a timely fashion and to plan to have fellow students collect any materials that may have been distributed during the class that was missed.

4. In order to attend any external programming which will interfere with class attendance a student must be considered in good academic standing.

5. Following attendance at an external program a student is expected to write a one-two page reflective piece reviewing the experience. This work will be put into the student’s portfolio.

Some of the programs that students have attended in the past are:
InterSeminary Retreat
General Assembly
UAHC Biennial (national and regional)
Pacific Association for Reform Rabbis winter conference (which does not always conflict with the academic calendar)
UAHC Religious Action Center Consultation on Conscience
Coalition for Environment and Jewish Life

If there is a program not on this list which you would like to attend you must indicate on the required form how attendance at this program will relate to your course of study and professional development.
HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
Cincinnati, New York, Los Angeles, Jerusalem

SEXUAL HARASSMENT POLICY

Policy Against Sexual Harassment

Hebrew Union College-Institute is a Jewish seminary, which trains rabbis, cantors, educators and communal workers, in addition to graduate students. Every person associated with the College-Institute should be treated respectfully at all times in accordance with our belief that every human being is created in God’s image. People affiliated with the College-Institute are expected to abide by the highest moral values of the Jewish tradition, exemplifying the ideals which it proclaims. It is our expectation that every member of the College-Institute community shall work and study in an environment that is free from any kind of harassment. This policy specifically addresses sexual harassment that will not be tolerated at the Hebrew Union College-Jewish Institute of Religion. This policy applies to all faculty, staff, students and applicants for admission and employment and is to be followed in all employment practices, personnel policies, financial assistance and educational programs. We will not tolerate any form of sexual harassment or inappropriate sexual conduct by anyone, including visitors, vendors, or persons with whom we do business. Violation of this policy may result in disciplinary action up to and including termination and/or expulsion from the College-Institute community. Sexual Harassment is against the law and it is also antithetical to our religious tradition. When failure occurs, justice requires that we follow this policy and that we need to do teshuvah (repentance), ask for forgiveness, avoid repetition and make restitution when possible.

Definition of Sexual Harassment

Sexual harassment may involve behavior of a person of either sex against a person of the opposite or same sex.

Sexual harassment is defined as:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when
   a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education.
   b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions or academic decisions affecting such individuals.
   c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s welfare, work or academic performance or creating an intimidating, hostile or offensive working or academic environment.
2. Acts that constitute sexual harassment take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

   a. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
   b. Threats or insinuations that a person’s employment, wages, academic grade, promotional opportunities, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
   c. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls.
   d. Sexually suggestive objects, pictures, videotapes, audio recordings, computer communications or literature placed in the work or study area, that may embarrass or offend individuals. The College-Institute adheres to the principles and traditions of academic freedom, and recognizes that these freedoms must be in balance with the rights of others, including the right of individuals not to be sexually harassed. It is understood that the principles of academic freedom permit topics of all types, including those with sexual content, to be part of courses, lectures, and other academic pursuits. Materials with sexual content that are used or displayed in an educational setting should be related to educational purposes.
   e. Unwelcome and inappropriate touching, patting, pinching or obscene gestures.

While the above examples of conduct can be unlawful sexual harassment only if unwelcome and either severe or pervasive, the College-Institute reserves the right to impose discipline for the conduct in question without regard as to whether the conduct constitutes a violation of law.

3. Vignettes Exemplifying Sexual Harassment

The following vignettes exemplify the kinds of actions that might give rise to claims of sexual harassment under the College-Institute’s policy, and, if the allegations were proven, might subject the harasser to disciplinary action:

   a. Alex is failing one of the required courses. The instructor offers to help Alex in the evening at home. In the course of the evening, the instructor makes it clear that granting sexual favors will improve Alex’s grade.
   b. Lisa, an instructor, is invited by one of her senior colleagues to share a hotel room when they attend a professional meeting. When she refuses, the colleague accuses her of being immature and expresses doubts about her ability to handle professional situations.
   c. Chris is a secretary in a department office. A co-worker regularly leaves pornographic pictures where Chris will find them. Chris dreads going to work because of the situation.
d. Lee is an Assistant Professor. The Dean has been initiating conversations about sex and has recently begun pressuring Lee for sex. When Lee refuses, the Dean threatens to see to it that Lee is not promoted.
e. Students in an elective course know that their professor is in a sexual relationship with one of their classmates. Although the professor and student try to be discreet about their relationship, the other students notice the special attention this classmate receives. They feel this creates a hostile learning environment in the class.

4. Vignettes Exemplifying non-Sexual Harassment

This set of cases shows clashes of beliefs or lifestyles but not instances of sexual harassment:

(a) Fran teaches a course in mythology which includes slide presentations of naked women and men, both “straight” and “gay.” The pictures and their significance are discussed in class and written assignments are expected from the students. Two students who are offended by the pictures and upset about the assignments bring a complaint. The ombudsperson explains to them that the course title and catalog description clearly explained the goals of the course and suggests that they drop the course if they find the materials difficult to deal with.

(b) Jonathan is taking a course in literature and finds that one of the readings contains explicit descriptions of sadistic and scatological acts. He complains to his instructor that he is disgusted and offended by this material and cannot complete the written assignment on the topic. The instructor and the student discuss the situation and work out several solutions, such as completing a modified or alternative assignments; or dropping the course.

(c) Joan, a fifth year student, is invited by her thesis advisor to attend a professional meeting. Wondering whether this is a sexual advance, she asks what the housing arrangements will be and the professor responds that students are housed separately from instructors.

(d) Linda and her classmates are invited to dinner at the home of their instructor. The professor introduces them to her partner, Ms. Smith. Afterwards, Linda complains to the Dean that her beliefs are offended by the relationship between Ms. Jones and Ms. Smith. She says that she is unable to concentrate in class and wants to bring a sexual harassment grievance against the professor under the College’s definition concerning atmosphere of the workplace. The Dean points out that the College-Institute has a policy committing it not to discriminate on the basis of sexual preference and that hers are not grounds for bringing a sexual harassment complaint against the professor.

(e) Jim is a new instructor at Hebrew Union College-Jewish Institute of Religion. A student in one of his classes repeatedly comments on his clothing and appearance, and makes suggestive comments when she comes to his office. Jim discusses his
discomfort with a colleague who refers him to the ombudsperson, who suggests that he express his discomfort to the student and remind her of the College's Sexual Harassment Policy.

**Consensual Relations**

The integrity of the student-teacher relationship is the foundation of the educational mission of the College-Institute. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student, as well as the potential for coercion. The same holds true for the relationship between senior faculty and junior faculty, mentors and mentees, and supervisors and employees. Therefore, the College-Institute strongly advises against such relationships.

While romantic and sexual relationships among administrators, faculty members and students, and between supervisors and employees may not involve sexual harassment, those who enter into a sexual relationship with a student or employee, where professional power differentials exist, must realize several things:

a. Such relationships can be detrimental to the educational process due to the creation of dual roles and may undermine the integrity of the supervision and evaluation provided. Such sexual relationships are often perceived by fellow students and coworkers as opportunities for favoritism and biased treatment when evaluations are carried out.

b. The College-Institute is committed to protecting the academic freedom and freedom of expression of all members of its community. However, that expression is subject to regulation when it causes injury and pain to others, or creates a hostile learning and/or work environment.

c. If a charge of sexual harassment is subsequently lodged, it may be exceedingly difficult to prove mutual consent.

**The College-Institute’s Responsibility**

Individuals who have experienced an incident of sexual harassment/sexual assault should promptly report the matter to one of the College-Institute’s officials designated in this policy to receive this information. A third party may also contact a designated official if the sexual conduct of others in the education or work environment has the purpose or effect of substantially interfering with the third party’s welfare, academic or professional performance.

Any employee of the College-Institute who receives a complaint of sexual harassment or who otherwise learns of an alleged occurrence has the responsibility to take prompt
steps (as defined in Section B.Iff) to ensure that the matter be addressed. While confidentiality cannot be promised, every effort will be made to treat with sensitivity information concerning an allegation of sexual harassment. The intent is to be respectful of all who are involved.

**Retaliation**

If you believe you have experienced or witnessed sexual harassment or inappropriate conduct, you should immediately follow the procedures provided in this policy. Steps will be taken to ensure that your concerns are promptly addressed. No student, faculty member, employee, applicant for admission or employment or member of the public shall be subject to restraints, interference, coercion or reprisal for action taken in good faith to seek advice concerning a sexual harassment matter, to file a sexual harassment grievance, or to serve as a witness or a panel member in the investigation of a sexual harassment grievance. Any act of retaliation is a violation of this policy and will be investigated and adjudicated accordingly.

**Malicious, False Accusations**

A complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, dismissal, expulsion or termination.

**Provide Educational Resources**

The College-Institute will inform all administrators, staff, faculty and students of the College’s sexual harassment policy and available resources. The College-Institute shall provide an annual fall orientation for new students, faculty and staff in these matters, making clear the expectations of the members of our community regarding these issues. Student, faculty and staff handbooks will contain the policy and the names of individuals designated to receive concerns about sexual harassment.

Anyone may seek advice, information or counseling on matters related to sexual harassment without having to initiate an informal or formal grievance process. Persons who feel they are being harassed, or are uncertain as to whether what they are experiencing or doing is sexual harassment and/or desire information are encouraged to talk with the following persons who are the College-Institute’s designated resource persons for sexual harassment information on their campus:

- Cincinnati: Dean of Students, Director of Human Resources, or campus ombudsperson;
- Los Angeles: Chair of ECASA, Director of Student Services or campus ombudsperson
- New York: Associate Dean, the Fieldwork Coordinator, or the campus ombudsperson.
**Federal and State Laws and Agencies**

Sexual harassment is a form of sex discrimination and is against the law. It is explicitly prohibited by Title VII of the 1964 Civil Rights Act *as amended* and Title IX of the Education Amendments of 1972 as well as California Gov. Code 12940, New York Exec. LS 296 (6) and Ohio Rev. Code Ann. 4112.02 (A).

Further information about what constitutes sexual harassment or how to file a complaint is available from the following sources external to HUC-JIR. The time for filing grievances with state and federal agencies varies.

- The Office of Civil Rights (OCR) in the U.S. Department of Education, (Title VII and Title IX violations)
  
  Chicago Office (for Cincinnati campus), (312) 886-8434  
  San Francisco Office (for Los Angeles campus), (415) 556-4275  
  New York City Office (for NY campus), (212) 637-6466  
  Ohio Civil Rights Commission (OCR), Cincinnati Regional Office,  
  (513) 852-3344  
  The State of California Department of Fair Employment and Housing (DEFE),  
  (800) 884-1684 (toll free for complaints and information)  
  The New York City Equal Employment Practices Commission, (212) 240-7902  
  The New York State Human Rights Commission on Discrimination Complaints  
  (212) 306-7450
B. PROCEDURES

I. Procedures for Reporting and Resolution of Sexual Harassment Allegations

A. Where to begin:

People who feel they are experiencing sexual harassment are encouraged to inform the harasser that the conduct is unwelcome and should be stopped immediately. There are circumstances where this is not feasible, comfortable or effective. In these instances, persons should enlist the assistance of one of the College-Institute’s designated resource persons listed in this policy, Section A.VII. Individuals who have questions about what constitutes sexual harassment or feel they may have been subjected to sexual harassment are strongly encouraged to contact one of the College-Institute’s resource persons as soon as possible. The College-Institute wants the opportunity to take prompt action to remedy these situations. The individual may be accompanied by a peer when meeting with the resource person.

Delay in reporting incident(s) may negatively affect the College-Institute’s ability to respond effectively. For example, witnesses may be unable to recall events due to the passage of time, witnesses may have left the College, corroborating evidence may not be available and/or intervening events may have occurred. Normally, concerns should be brought to the attention of one of the designated College-Institute resource persons within six months of the incident, if a faculty or staff member is the complainant. If the complainant is a student, action should be taken as soon as possible but at least within six months after the incident and/or within six months after the student leaves the institution.

B. General Information

There are informal and formal processes for addressing incidents of sexual harassment within the College-Institute community. Using informal processes of resolution does not prevent the complainant from later deciding to avail him/herself of the formal grievance process. The College resource person will explain the options available under this sexual harassment policy, the details of the informal and formal grievance procedures, the issues involved and the intent to respect the interests of both the complainant and the accused.

After receiving information about the process, the individual may decide to:

- do nothing (rarely advisable)
- take personal action (such as a conversation with or a letter to the alleged harasser)
- request a third party, informal intervention by someone other than a College-Institute resource person (e.g., a peer speaking with the
alleged harasser in order to sensitize him or her to the discomfort or humiliation that his/her actions have caused);  
- request an informal grievance resolution using a College-Institute resource person;  
- request a formal grievance resolution process.

If the individual decides to avail him or herself of the formal resolution processes, the resource person will assist the individual in setting up an appointment with the person responsible for those processes, which, depending on the circumstances of the claim, may be the Dean or Dean’s designee, the Provost, the President or the Chair of the Board of Governors.

Involvement in the College-Institute procedures, or a lack thereof, does not preclude the complainant from filing charges with government agencies listed in Section A.VIII of this policy. Both parties should be informed of the existence of their rights in other forums. Reports of sexual harassment or sexual assault, or assistance may also be sought from one of the following local sources outside the College-Institute:

Cincinnati: Police Department, District #5, (513) 352-3578 or 911  
Women Helping Women Rape Crisis Center, (513) 381-5610

Los Angeles: L.A. Police Department (213) 485-2582 or 911  
University of Southern California Security, (213) 740-6000  
L.A. Rape and Battering Hotline, (310) 392-8381  
Santa Monica Rape Treatment Center (310) 319-4000  
Los Angeles Commission on the Status of Women, (213) 485-6533

New York City: Police Department, Sixth Precinct, (212) 741-4811  
Rape Crisis Hotline, 1-800/621-4673

C. Informal Grievance Resolution

The aim of the informal grievance resolution process is not to determine whether there was intent to harass, but to ensure that the alleged offending behavior ceases and that the matter is resolved promptly. Intent is not usually relevant to defense of sexual harassment behaviors.

Usually no disciplinary action is taken in resolving informal grievances, hence, informal grievance procedures should not be used for cases of sexual assault, nor should they be used when the alleged harasser has been the subject of a previous formal grievance. When there is an over-riding interest of community safety, the College-Institute may require that allegations involving severe harassment/assault or a repeat harasser, once brought to the attention of a College-Institute resource person, be pursued through the formal investigative process as described in section D below. It is assumed that a complainant will understand and cooperate.

There is no requirement that the individual use the informal procedures before filing a formal grievance. Informal grievance processes may be used with or without filing a
written complaint. The informal process may be conducted by the resource person with whom the individual first spoke or by a different resource person at the individual’s discretion.

Options here include: writing a confidential letter to the alleged harasser describing the behavior and asking that it stop; asking that education be provided to the alleged harasser; asking a third party to speak with the alleged harasser; meeting with the alleged harasser with a third party present to explain the problem and the College-Institute’s policy.

No report will be made of a conversation with a resource person as described in the General Information Section B above. Electing to use the informal procedure will result in a short report of the process to the Dean. The report will name the complainant and the alleged harasser and briefly describe the alleged behavior, the response of the alleged harasser, if any, to the allegation, and the steps taken to remediate the situation. The report will be kept in a locked file in the Dean’s office. It will not become part of the complainant’s or alleged harasser’s employment or student record. It will be read by the Dean only if another allegation involving either person is made. It will be destroyed seven years after departure from the College-Institute of both parties.

If the informal process does not resolve the problem to the satisfaction of the complainant, the resource person will remind the individual of the option of filing a formal grievance and the options that exist external to the College-Institute.

D. Formal Grievance Resolution Process

1. Initiating the Formal Grievance Process

The complainant shall submit a signed, written statement to the Dean. It should contain details of the alleged harassment, contact information for people who may supply information relevant to the allegations and briefly state what the complainant believes would constitute a just resolution of the situation.

The Dean will notify the alleged offender of the allegations and describe them orally without using the name of complainant. As soon as possible the Dean will appoint at least two people from a pool of trained community members to investigate the allegations.

2. The Investigation

A pool of individuals on each campus will be trained annually to investigate complaints and serve on grievance review panels. The pool will be drawn from administration/staff, faculty and students. The faculty pool members will be chosen by vote by the tenure-track faculty, the staff members by a vote of the staff and student representatives will be chosen by the student body. Individuals are not limited to one year’s service. If the allegations involve the President, the Board of Governors may elect to retain a trained
investigator from outside the College-Institute community who will follow these procedures.

In each case, an investigative team of no fewer than two persons will talk with all parties, with individuals named by the complainant and suggested by the respondent and anyone else whom the investigators deem appropriate. Prior to commencing the investigation, the investigators will obtain from the complainant and respondent a signed agreement to participate in the process. Refusal by the respondent to participate in the process may result in disciplinary action.

After obtaining the agreements to participate, the investigators will give the respondent a copy of the complaint. The respondent must provide the investigators with a written response within five days. A copy of the response will be given to the complainant upon receipt by the investigators. The investigators will then commence interviews. Any written material provided by one party to the investigator during the investigation must be shared by the investigators with the other party unless to do so would jeopardize the safety of someone in the community.

The investigators will conduct a full, impartial and timely investigation. The privacy of the parties will be respected to the fullest extent possible. Information will be given to individuals other than the parties only on a “need to know basis” for purposes of the investigation, resolution or legal compliance.

Upon completion of the investigation, the investigators will prepare a report. It will note who was interviewed and any additional forms of information obtained. A summary of interviews will be included along with any relevant documents. The report, along with the original complaint and response, will be sent to the Grievance Review Panel at least two weeks prior to the Grievance Review Panel Hearing.

3. The Grievance Review Panel Composition

a. No one who investigates a complaint will serve on the Grievance Review Panel for that complaint. The investigators’ role will be to present the report and answer questions from the panel. The Grievance Review Panel shall be constituted from the individuals available in the trained pool. A faculty member in the pool will chair in all cases involving faculty, an administrator in all cases involving a member of the administrative staff. In cases involving faculty/administration/staff combinations, or between students, the Panel shall choose its chair from among its members.

b. If one of the parties is a student and the other a member of the faculty, staff or administration, the Panel shall have four members, two from the same College category as the complainant and two from that of the accused.

c. If one of the parties is a member of the faculty and the other a member of the staff, the Panel shall have four members: two from each category as the parties.
d. If both parties are faculty, the Panel shall have three members drawn from the panel elected by the faculty, one of whom will serve as chair.

e. If both parties are staff, the Panel shall have three members; one drawn from the panel elected by the staff and two from administration, one of whom shall serve as chair.

f. If both parties are administrators, the Panel shall have three members drawn from the panel elected by the administration, one of whom will serve as chair.

g. If both parties are students, the Panel shall have three members, one each drawn from the student, faculty and administrative pools. The faculty or administrative representative shall serve as chair.

h. If one of the parties is the President, the Panel shall have three members from the Board of Governors.

4. Selection of Grievance Review Panel Members in Each Category

The Grievance Review Panel for each case shall be constituted by selecting members from the pool, alternating between alphabetical lists of female and male members, beginning with the first person who did not serve on the last constituted Committee. The Dean’s office will facilitate this process as soon as possible as the investigators are appointed. The Dean shall ask the potential participants whether they have a conflict of interest or bias and, if so, they shall not serve. The chair may consult the College’s approved legal counsel for advice.

5) Grievance Review Panel Procedures

a. At least one week prior to the hearing, the panel shall meet telephonically, electronically or in person with the investigators to review the investigators’ report.

b. The Grievance Review Panel, not the complainant or respondent, has the burden of proof. The Panel constructs the proof from the material it assembles—primarily through the investigators. The Panel determines what evidence is relevant and what witnesses, other than the complainant and respondent, will be heard. The task of each party is to provide the investigators accurate and timely information throughout the process and to state clearly how the evidence relates to the allegations. The Panel may ask the investigators to provide additional materials prior to the hearing.

c. Once the Panel has met initially and reviewed the investigators’ materials, the materials to be used or referenced in the hearing will be given to both parties, unless to do so will seriously jeopardize the safety or well-being of any member of the College-Institute community. Any materials given to one party must be given to the other.
d. Both parties will receive at least one week’s advance written notice of the time and place of the hearing.

e. The investigators will attend the hearing and deliberations as resource persons, but will not participate in questioning any witnesses or vote on findings or sanctions.

f. Each party speaks individually with the Panel. The other party is not present. The party may be accompanied by and confer with a support person of his or her choosing, including legal counsel, but only the party is allowed to speak directly to the Panel. The College-Institute may also invite its legal counsel as a non-speaking participant. The Panel will hear the complainant first. It may hear any other witnesses and the respondent in whatever order it determines. The Panel may re-interview a party if it determines it necessary for clarification.

g. The Panel will explain its process to each party and give each party an opportunity to make brief opening and closing statements. The Panel will devote the remainder of the time to asking questions to clarify the written materials, witness testimony or any other relevant issues it elects to address.

h. The Panel will reach its decision based on a preponderance of the evidence. This is a qualitative not a quantitative standard and means: “whether or not it is more likely than not that a violation of the sexual harassment policy occurred.”

i. The Panel will keep official minutes of the hearing and provide a written summary of its deliberations. The official minutes and summary are available to both parties. Generally, the minutes will name witnesses interviewed in the hearing and the deliberation’s summary will reflect the materials considered. If either jeopardizes the safety of anyone, names will be removed from the copies given the parties. The personal notes of Panel members shall not be available and will be destroyed at the end of the process.

j. In deliberations, the Grievance Review Panel shall attempt to reach a consensus. If consensus cannot be reached, a vote shall be taken. All decisions of the Panel shall be made by a majority. When the Panel is not unanimous in its findings or sanctions, the deliberation’s summary shall record both majority and minority opinions. The summary shall be signed by all members of the Panel. In the summary there will be no recording of the negative or affirmative votes of any individual members of the Panel.

k. No later than two weeks after the hearing concludes, the Panel shall send to the complainant and to the respondent a copy of the minutes of the hearing and the summary of the deliberations. The deliberation’s summary will note the sanction(s) to be imposed, if any. The minutes and summary shall also be sent to the Dean of the campus, the Provost, the President and the College’s Counsel.
6. Formal Sanctions

When the finding is that a sexual harassment violation has occurred, sanctions shall be imposed upon the offender. If there are previous incidents on file in the Dean’s office involving the offender, those may be shared with the Panel after their finding has been reached, but before sanctions are imposed.

Possible sanctions upon faculty, administration and staff may include:

- Oral warning
- Letter of warning or reprimand, and a copy of the grievance placed in the personnel file of the offender
- Prohibition to participate in grading, recommendations, reappointment, and promotion decisions or other evaluations concerning the complainant
- Denial of access to College-Institute resources, such as travel/research funds or merit or cost of living salary increases for a specific period
- Suspension without pay for a specific period
- Dismissal from the College-Institute in accordance with the established procedures

Possible sanctions upon students may include:

- Oral warning
- Letter of warning or reprimand, and a copy placed in the student’s file
- Probation
- Forced leave of absence
- Suspension for a defined period of time
- Dismissal from the College-Institute

When any of the last four sanctions are recommended by the Grievance Panel, it will be imposed through the Student Tenure Committee, without its further investigation of the allegations or findings. The Panel will provide information adequate to substantiate its findings and recommendations to the Student Tenure Committee.
II. Appeals Procedures

Either party to the complaint may appeal the decision of the Grievance Review Panel. Only the respondent may appeal the sanctions. Appeals must be filed in writing as here designated, regardless of the provisions under the Student Tenure Review, within seven days of receipt of the decision.

a. If the accused is a student or faculty member, the appeal shall be considered by the Provost.
   If the accused is a member of the staff or the administration, the appeal shall be considered by the Vice President for Administration.

Appeals will be considered only when:
   new evidence which was not reasonably available at the time of the formal investigation becomes available which could have substantially altered the outcome or when an allegation of substantial procedural error is made which could have substantially altered the outcome.

The appeal authority shall have the power to affirm, reverse or modify the decision and/or the sanction imposed. The appeal authority will provide a ruling generally within ten (10) working days from receipt of the appeal. Written notice of the ruling shall be sent to both parties, to the Grievance Review Panel, to the campus Dean, to the President and the College’s Counsel. The notice shall include a statement of the reason for the decision.

The President of the College-Institute shall have the authority to make final decisions in all appeals procedures. In cases involving the President, the Chair of the Board of Governors is such authority.

III. Record and Monitoring

The record of all formal grievance procedures and any appeals shall be placed in locked files in the offices of the President and the Director of Human Resources. All other copies will be destroyed except a notation of the file’s existence will be kept in the Dean’s office of the campus where the complainant and respondent are located. The record will include the written complaint and response, a copy of the policies and procedures in place at the time of the event, the minutes of the proceedings and the statement of finding and deliberations summary and any sanction(s). Access to the record will only be by order of legal process or at the discretion of the President and/or Human Resources Director.

Except as otherwise prohibited by law, (1) requests for access by a certifying or licensing body or Jewish professional association responsible for either party will be given substantial deference and generally be permitted; and (2) if there is a finding that sexual harassment has occurred, the Provost shall report the finding to the Placement Director of the Jewish professional association responsible for the offender.

Rev. July 9, 2003