# TABLE OF CONTENTS

TEACHING FRESHMEN ........................................................................................................... 3

SUCCESSFUL TA VIRTUES .................................................................................................. 4

HELPING STUDENTS ............................................................................................................. 6
- INDIVIDUALLY ..................................................................................................................... 6
- ASSISTING EMOTIONALLY TROUBLED STUDENTS ........................................................... 7
- ASSISTING STUDENTS IN NEED OF TUTORING ................................................................ 7
- ASSISTING STUDENTS WITH DISABILITIES ................................................................. 7

RESOLVING DISAGREEMENT .............................................................................................. 8

PRIVACY OF STUDENT RECORDS ....................................................................................... 10

DISCRIMINATION, HARASSMENT AND INTERPERSONAL VIOLENCE ............................ 10
- STATEMENT OF PURPOSE ................................................................................................. 10
- NONDISCRIMINATION ....................................................................................................... 11
- SEXUAL AND DISCRIMINATORY HARASSMENT ............................................................... 11
- REPORTING CONCERNS OF DISCRIMINATION OR HARASSMENT .............................. 12
- REPORTING OBLIGATIONS FOR DISCRIMINATION ......................................................... 13
- INAPPROPRIATE ROMANTIC RELATIONSHIPS .............................................................. 13
- EMPLOYMENT CONTEXT ................................................................................................... 15
- REPORTING OBLIGATIONS FOR ROMANTIC RELATIONSHIPS ...................................... 16

THE TA IN DISCUSSION ...................................................................................................... 19

THE TA IN THE LAB ............................................................................................................ 21

EVALUATING YOUR PERFORMANCE .................................................................................. 23

GRADUATE STUDENT EVALUATIONS ................................................................................ 24

TA COMMITTEE .................................................................................................................. 25

GENERAL LAB POLICIES (FOR THE STUDENT) ................................................................. 26
- LABORATORY HOURS ......................................................................................................... 26
- CHECK IN ............................................................................................................................ 26
- LOCKER .............................................................................................................................. 26
- PRE-LABORATORY PREPARATION .................................................................................. 26
- MAKING UP LAB WORK .................................................................................................... 26
- SAFETY ............................................................................................................................... 27
- CLEANLINESS ................................................................................................................... 27
- REAGENTS .......................................................................................................................... 27
- EQUIPMENT ....................................................................................................................... 28
- WASTE ............................................................................................................................... 28

LAB SAFETY FOR THE GEN. CHEM LABS ........................................................................ 29
GENERAL INSTRUCTIONS ................................................................. 31
ABSENCE ..................................................................................... 31
ANNOUNCEMENTS ...................................................................... 31
BOOKS ............................................................................................ 31
EQUIPMENT AND SUPPLIES ....................................................... 31
FORMS .......................................................................................... 31
GRADING AND PROCTORING ....................................................... 32
KEYS ............................................................................................. 32
LECTURES ..................................................................................... 32
MAIL ............................................................................................. 32
MEETINGS .................................................................................... 33
OFFICE HOURS ........................................................................... 33
TUTORING .................................................................................... 33
TA ACADEMIC YEAR CALENDER ................................................. 34
FORMS ..........................................................................................
CHECK-IN: PROCEDURE .................................................................. 35
CHECK-IN: ADDITIONAL NOTES ................................................... 36
TA SUBSTITUTION POLICY CHANGE .......................................... 37
TA SUBSTITUTION FORM .............................................................. 38
TA LABORATORY RESPONSIBILITIES .......................................... 39
LAB SAFETY POLICIES AND PROCEDURES .................................. 40
LABORATORY SAFETY QUIZ ........................................................ 43
ACCIDENT REPORT FORM ............................................................. 45
TA CHECKOUT PROCEDURE ...................................................... 48
MAKE-UP REQUEST FORM .......................................................... 49
SAFETY AGREEMENT AND LOCKER EQUIPMENT LIST .................. 50
UNKNOWN CARD ............................................................................ 52
UNKNOWN REPORT ........................................................................ 53
EMERGENCY ACTION PLAN FOR THE CHEMISTRY BUILDING ......... 54
TEACHING FRESHMEN

There are some special characteristics of freshmen students that set them apart from other students and which teachers of freshmen should keep in mind:

- Most entering freshmen have just completed twelve years of primary and secondary education in which:

  They performed according to a daily schedule of assignments, which were often collected and graded. Most of them moved together from class to class and from term to term, forming a continuing and strong support network. Their grading systems were weighed according to the course’s level of difficulty.

- All the institution’s resources (including the teacher) were available to them on a daily basis in one or two buildings.

  As a result, the expectations of the university, which emphasize self-initiation, independence and self-reliance, are quite unsettling for most of the freshmen.

- Most often, college is the first experience that freshmen have where there is an extended period of independent living. The transition from family, city (or town) and high school to the newness of independence, the absence of urban life and the wonders of the University can all too easily overshadow what the students may perceive as dull rigorous academic responsibilities. Unlike upperclassmen who have learned what the University expects of them, freshmen are still at the stage of being shocked at how much independence they have and how large the burden of responsibility is that has been placed on them.

- The size and the complexity of the University can be very confusing and intimidating to students whose University chemistry class could be half the population of their entire high school. Their classmates and even roommates will be strangers to them. The University environment, which requires students to seek out their own resources, can be intimidating to these students who have been trained to be passive recipients of educational services.

- For the most part, entering freshmen rank in the upper three quarters of their graduating high school classes, and have grown accustomed to being popular and respected by their teachers and their peers. At the University, many of them are anonymous, relegated to a number, and competing with top ranking students from many other high schools. Thus sometimes the transition from high school to college can be difficult.

Therefore, as you prepare for discussion and lab sessions with your students who will mostly be these entering freshmen, keep these points in mind so that you can minimize the difficulties
that they face. Sympathize and empathize. Believe it or not, you were once in the same boat as they are now.

SUCCESSFUL-TA VIRTUES

As a teaching assistant, you form the heart of the general chemistry program at the University of Connecticut. The quality of the program is highly dependent upon how well you do your job. You will work in close contact with the students, and thus can most directly influence their performance in this course. It is extremely important therefore, that you take this responsibility seriously and do the best job possible.

Support as a teaching assistant in this department is not an entitlement; hence this support can be withdrawn at any time if you do not discharge your duties well. Below are some specific traits that we think a good TA must have. (See below as to how your performance will be assessed.):

- **Be punctual**

  If the students perceive that time is not important to you, they will arrive later and later for their classes. Do not rely on classroom clocks. Wear a watch.

- **Be courteous**

  Your students deserve the same amount of courtesy that you would give your superiors or your friends. This means that you obey the common rules of courtesy, i.e., do not interrupt, say excuse me, etc.

  The instructors who use the room after you deserve your courtesy too. That means that you should erase the whiteboard at the end of the period. You also should give the next instructor time to get organized. That means you and your students should leave the room at least 5 minutes before the hour is over.

- **Be well groomed**

  Dress casually but professionally. Show, by your appearance, that you care about yourself, the class and your role as instructor. Being well groomed also means following the rules of good hygiene practiced in the United States. (See below for rules about proper laboratory attire.)

- **Be prepared**
You must have all the homework done when you come to the staff meeting. It is a good idea to have a notebook where you write the solutions on one side and write suggestions on how to teach and talk about the problems on the other side.

- **Be enthusiastic**

  Project a positive attitude and treat your students as the talented people that they are. Encourage them to live up to their potential. Don’t be negative or cynical.

- **Be sensitive and sympathetic**

  Your students may be insecure, nervous, worried and/or overwhelmed at times. Empathize with them. Don’t go overboard by trying to be “one of the guys”. You need to be in control of the class at all times without flaunting your authority or appearing dictatorial. Students’ attitudes and motivations are constantly changing with the student, the time or both. Be aware of this and try to use it to your advantage.

- **Be honest**

  When a question arises for which you do not know the answer, say “I don’t know” and find the answer before the next quiz session. Don’t try to bluff. You will look bad and, worse, the student will get incorrect information.

  If you are an international TA and a question is spoken too fast for you to understand, or a student uses unfamiliar words, ask for your students’ help. They will feel good about doing something for you, and it will save you the embarrassment of having your students believe that you do not know chemistry, when, in fact, it is the English that is giving you trouble.

- **Be approachable**

  Students are usually rather timid about approaching their professors even during office hours. They may be better able to relate to you since you are closer to them in age. Do not treat the students as if they are a bother or a waste of your time. Remember: they are paying your salary.

- **Be discreet**

  You may not like the text, lab book, or system that is used for the course, but don’t tell the students that. If you destroy the faith of the students in the learning materials and procedures that they have available to them, you will seriously undermine the morale of
your section. You are welcome (even encouraged) to be critical, but tell the person running the course — not the students.

• **Do not be afraid of asking questions**

You may have many questions with regard to the course content or how to teach. Never be afraid of seeking answers from the course instructor, your supervisor, or a senior TA. Check out the teaching resources at http://www.ossa.uconn.edu/facultystaff.html

### HELPING STUDENTS

**Individually**

Getting students to come to your office hours is not always a problem; you may find that many students will come in, and for many different reasons. You may find yourself helping a student with material for the general chemistry course, with the logistics of the course, or with a personal problem. Here are some ways to facilitate your sessions with the individual student:

• Try to be as approachable as possible. The best thing to do when a student comes in during your office hours is to make him/her feel welcome. It is very easy to make students feel that they are intruding. It takes only a little bit of care to create a relaxed, pleasant atmosphere in which communication is natural and easy.

• Rely on the student to tell you what he/she has come to see you about. You may suspect some hidden problem, but you should not press the student to tell you about it. You should help students if they actively request your help. Your responsibility need not extend beyond their requests.

• Listen to your students when they come to your office. Give them your undivided attention. The best way to show that you are listening is to ask questions. It also shows the students that you find their concerns important. Students often fear that they are wasting your time. If you listen attentively and respond thoroughly, you will alleviate their fear.

Finally, you should realize that you won’t always be able to provide the answers or information that are needed. If, for example, you are helping the student with a general chemistry problem, there is nothing wrong with saying, “I don’t know, but I will find out.”

In a situation in which the student is asking for personal counseling, remember that you may not be the most qualified person for the student to be talking to. You should suggest that the
student goes to see the people at Counseling Services (Counseling and Mental Health Services, www.counseling.uconn.edu, or 860-486-4705).

Sometimes, you may encounter students who are over-dependent on you either for assistance with course material or for companionship and counsel. It may be necessary to set limits with these students. You might try encouraging them to tackle assignments on their own before coming to you for help, or explain to them that you have limited time to spend with each student and must, therefore, restrict the duration and frequency of office visits.

**Assisting Emotionally Troubled Students**

Should a student come to you with serious emotional problems or, if you become concerned about a student’s emotional health because of comments made in your class, refer the student IMMEDIATELY to counseling services (Counseling and Mental Health Services, www.counseling.uconn.edu, or 860-486-4705). DO NOT try to solve the problem yourself. Remember, you MUST take all verbal threats of suicide seriously. Ask your supervisor for advice.

**Assisting Students in Need of Tutoring**

Many students feel overwhelmed by the burden of four or five courses. This is particularly true of students who have poor study habits or who are deficient in certain skills, e.g., math. You may notice these students in class, or they may come and express their anxieties to you during office hours. Either way, refer them either to their instructor who may be able to recommend a plan of study, or to the Institute for Student Success (www.iss.uconn.edu) where tutorial programs in the evenings are available free of charge.

**Assisting Students with Disabilities**

Generally, you will not receive advance notification that a student in your class has a learning or a physical disability. Instead, the notification will usually come from the student himself/herself, especially in the case of a learning disability.

Having such a student in your class is no cause for alarm. You should realize that many disabled students are fiercely independent and may take offense at being given special attention. It is important that students with disabilities be held to the same standards of conduct and academic performance expected of all non-disabled students, even though their testing conditions may differ.
You must refer all such cases to the student’s course instructor who will make arrangements with the proper agencies on campus. Do not attempt to make the arrangements yourself, or to check the veracity of the disability.

RESOLVING DISAGREEMENT

In dealing with disagreement, confrontation and inappropriate behavior, you as a new TA should probably seek the advice and guidance of a more experienced TA or faculty member. New TA’s are often afraid to share these kinds of problems because they feel that these problems are their own fault or are a poor reflection of their teaching abilities. Similar problems arise continually, however, regardless of experience, age, capability or gender. In fact, students sometimes sense when you are inexperienced and believe that they can “get away with it” more because of your timidity and lack of experience. For these reasons and because of the reassurance that you will get, it is usually best to discuss any interpersonal problems that you may have with your students with someone who can help you.

There is usually no problem with a student who disagrees politely, calmly and rationally. If you act accordingly, then the two of you are almost certain to reach a reasonable and equitable solution. Students who are openly hostile or rude are the ones that will cause most of the problems. Here are some suggestions for dealing with the latter type of student.

- If the confrontation arises in public, attempt to move it to a more private location, e.g., an office. Often the person who confronts relies on the public nature of the locale and the encouragement (even though tacit) of other students to press the argument.

- Listen carefully, openly and professionally to the criticism or grievance. Do not attempt to interrupt or respond to the criticism made during the narrative. Let the critic express all existing problems. Make notes. Repeat all the salient points of the argument/criticism, as you understand them, to be sure that both of you are talking about the same things.

- Accept any valid criticism. Apologize if an apology is warranted and state what action you will take, if any, to correct the grievance. Show a genuine willingness to compromise where you feel it is appropriate.

- Explain that you see things differently (if that is the case) and would like to express your point of view or your side of the situation. State your opinions without emotion and allow the critic to respond.
• If it appears that the issue cannot be resolved in a mutually satisfying way, indicate regret that this is the case. Restate your position and make clear any action you intend to take (if any). Indicate to your critic what channels he/she may have recourse to.

• Close the conversation in a polite and professional manner.

• If the critic becomes agitated, remain calm. Often, simply remaining calm will return the conversation into a more serene tone.

• It sometimes helps to ask a colleague to join in on a confrontational conversation. Just make sure that the observer can remain neutral and is not involved, even in a tangential way, with the problem at hand. The observer might be able to point out possible routes for an amicable resolution of the problem. The critic may also see the observer as a sign of your good faith, and as a guarantee of the fairness of the proceedings.
PRIVACY OF STUDENT RECORDS

The University of Connecticut in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, sets forth requirements designated to protect the privacy of students. The statute governs the access to records maintained by educational institutions and the release of such records.

The Buckley Amendment provides for the confidentiality of student records, including grades, and graded work. You must take care that your students’ records not be revealed to anyone other than the student.

The practice of leaving tests, quizzes, papers and/or homework in a specified location for students to pick up violates the student’s privacy. Graded work must be returned individually.

The release of information about a student is also a very delicate matter. It is especially so if it is the student’s parents who are requesting the information since it is impossible to establish the veracity of the student-parent relationship. If the request is made by phone or e-mail, no information can be released under any circumstances. In fact, any request for grades over the telephone or e-mail should not be entertained, even if the person on the phone or e-mail message identifies himself or herself as the student.

Some students ask their roommates or friends to pick up their graded exam or quiz. Such requests should also not be entertained unless the person who comes to see you has a signed request from the owner of the graded material.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

I. Statement of Purpose

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits
discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

II. Non-Discrimination

It is the policy of the University to maintain an academic and work environment free from discrimination. Discrimination is contrary to the mission and standards of the University, it diminishes individual dignity, and it impedes equal employment and educational opportunities. Discrimination is conduct that is based upon an individual's race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disabilities, past/present history of a mental disorder), veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law that excludes an individual from participation, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a University program or activity. Discrimination includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

III. Sexual and Discriminatory Harassment

The University will not tolerate discriminatory harassment directed toward any person or group within its community. Discriminatory harassment consists of offensive behavior directed at an individual or group based upon an individual's race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, intellectual disability, past/present history of a mental disorder), veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or membership in other protected classes set forth in state or federal law. Harassing conduct may take many forms, including verbal acts, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be humiliating or physically threatening. The University strictly prohibits making submission to discriminatory harassment a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance. The University also forbids discriminatory harassment that has the effect of unreasonably interfering with an individual's performance or creating a hostile environment. Such behavior is particularly offensive to the spirit of this policy when those in positions of authority are involved in perpetrating harassment.

Sexual harassment is any unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence. Sexual harassment also may include inappropriate touching, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any
academic purpose. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex. Acts that do not necessarily involve conduct of a sexual nature but are based on sex or sex-stereotyping, and which may include physical aggression, intimidation or hostility, are considered sex-based harassment and are similarly prohibited. All forms of sexual and sex-based harassment and discrimination are considered serious offenses by the University.

A violation of this policy will be found where: (a) submission to harassment of any kind is made either explicitly or implicitly a term or condition of an individual’s employment, performance appraisal, or evaluation of academic performance; or (b) these actions have the effect of creating a hostile learning or working environment. Discriminatory harassment creates a hostile environment when the harassment is sufficiently severe, pervasive, or persistent to deny, limit or unreasonably interfere with a student’s or employee’s ability to participate in or benefit from the academic or work environment.[2] State and federal law protects individuals from discrimination or discriminatory harassment in connection with employment and all academic, educational, extracurricular, athletic or other programs of a school. This protection extends to conduct that occurs both on and off University property.

IV. Reporting Concerns of Discrimination or Harassment

Any person who believes that s/he is being or has been discriminatorily harassed or otherwise subjected to discrimination by a University employee or person doing business with the University is encouraged to contact the Office of Institutional Equity, which includes the Title IX Coordinator. OIE is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175; Telephone (860) 486-2943; Email: equity@uconn.edu. In particular, any person who believes s/he has been sexually harassed or discriminated against by any member of the University community on the basis of his or her sex (gender) is encouraged to contact the University’s Title IX Coordinator, Elizabeth Conklin, Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, Telephone: (860) 486-2943; Email: titleix@uconn.edu. The Title IX Coordinator will ensure that complaints of this nature are addressed by the appropriate University administrators and will assist the parties in receiving support services. The Title IX Coordinator also will facilitate any interim measures that may be necessary during the investigation to protect the parties in the University setting.

Early reporting of concerns is encouraged because early intervention can prevent a situation from escalating. No person should feel compelled to wait to report concerns until discriminatory harassment becomes sufficiently severe, pervasive or persistent to create a hostile environment. Complaints against students are handled by Community Standards and are governed by the provisions of The Student Code. Therefore, complaints about student misconduct (including graduate students) should be reported to Community Standards, Wilbur Cross Building, Room 301, 233 Glenbrook Road, Unit 4119, Storrs, CT 06269-4119; Telephone: (860) 486-8402; Email: community@uconn.edu.
V. Deans, Directors, Department Heads and Supervisors – Reporting Obligations for Discrimination and Harassment

All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination or harassment. The failure of supervisors at any level to remedy known discrimination or discriminatory harassment violates this policy as seriously as that of the original discriminatory act. As a result, deans, directors, department heads, and supervisors receiving information, including but not limited to informal and formal complaints and reports, that any University employee or person doing business with the University has engaged in discrimination or discriminatory harassment must alert ODE as to the nature of the incident and also refer the inquirer to ODE as soon as it is disclosed or becomes known to the dean, director, department head or supervisor.

Deans, directors, department heads, and supervisors receiving information, including but not limited to informal and formal complaints and reports, that a student (including graduate students) has engaged in discrimination or discriminatory harassment must alert Community Standards as to the nature of the incident and refer the inquirer to Community Standards as soon as it is disclosed or becomes known to the dean, director, department head or supervisor.

VI. Inappropriate Romantic Relationships

For the purposes of this policy, “Romantic relationships” are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

A. Instructional/Student Context

All faculty and staff must be aware that Romantic relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any Romantic relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student’s instruction or evaluation. In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

i. Undergraduate Students

Subject to the limited exceptions herein, all members of the faculty and staff are prohibited from pursuing or engaging in a Romantic relationship with any undergraduate student.
ii. **Graduate Students**

With respect to graduate students (including but not limited to Master’s, Law, Doctoral, and any other post-baccalaureate students), all faculty and staff are prohibited from pursuing or engaging in a Romantic relationship with a graduate student under that individual’s authority. Situations of authority include, but are not limited to: teaching; formal mentoring or advising; supervision of research and employment of a student as a research or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and faculty/staff alike should be aware that pursuing or engaging in a Romantic relationship with any graduate student will limit the faculty or staff member’s ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with him or her in a Romantic relationship.

iii. **Graduate Students in Positions of Authority**

Like faculty and staff members, graduate students, while at all times considered students and not employees for the purposes of this policy, may nonetheless themselves be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when supervising other students in research. The power difference inherent in such relationships means that any Romantic relationship between a graduate student and another student over whom they have authority is potentially exploitative and should be avoided. All graduate students currently or previously engaged in a Romantic relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student’s instruction or evaluation.

iv. **Pre-existing Relationships with Any Student**

The University recognizes that a Romantic relationship may exist prior to the time a student enrolls at the University or, for Romantic relationships with graduate students, prior to the time the faculty or staff member is placed in a position of authority over the graduate student. **Using the Romantic Relationships Disclosure Form**, the current or prior existence of such a Romantic relationship must be disclosed to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

All faculty and staff currently or previously engaged in a Romantic relationship with a student are prohibited from the following unless effective steps have been taken in conjunction with Labor Relations and the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this policy: teaching; formal mentoring or advising; supervising.
research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity— including but not limited to student employment and internships, work study, or as a research or teaching assistant. Similarly, all graduate students currently or previously engaged in a Romantic relationship with another student are prohibited from serving in a position of authority over that student.

**v. If a Romantic Relationship Occurs with Any Student**

If, despite these warnings, a faculty member, staff member, or graduate student becomes involved in a Romantic relationship with a student in violation of this policy, the faculty member, staff member, or graduate student must disclose the relationship immediately to the Office of Diversity and Equity or the Office of Faculty and Staff Labor Relations using the Romantic Relationships Disclosure Form. Absent an extraordinary circumstance, no relationships in violation of this policy will be permitted while the student is enrolled or the faculty or staff member is employed by the University. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the faculty or staff member’s employment standing or the graduate student’s position of authority may need to be adjusted until s/he no longer has supervisory or other authority over the student.

In addition to the Romantic relationship itself, a faculty, staff or graduate student’s failure to report the existence of an inappropriate Romantic relationship with a student is also a violation of this policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

**B. Employment Context**

Romantic relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any University employee who participates in supervisory or administrative decisions concerning an employee with whom s/he has or has had a Romantic relationship has a conflict of interest in those situations. These types of relationships, specifically those involving spouses and/or individuals who reside together, also may violate the State Code of Ethics for Public Officials as well as the University’s Policy on Employment and Contracting for Service of Relatives.

Accordingly, the University prohibits all faculty and staff from pursuing or engaging in Romantic relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had a Romantic relationship. The individual in a position of authority can be held accountable for creating a sexually hostile environment or failing to address a sexually hostile environment and thus should avoid creating or failing to address a situation that adversely impacts the working environment of others.
i. **Pre-existing Romantic Relationships Between Supervisors and Subordinate Employees**

The University recognizes that a Romantic relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or previously has existed a Romantic relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate employee to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations using the Romantic Relationships Disclosure Form. Working with the Office of Faculty and Staff Labor Relations, the relevant managers will determine whether the conflict of interest can be eliminated through termination of the situation of authority. The final determination will be at the sole discretion of the relevant dean or vice president.

ii. **If a Romantic Relationship Occurs or has Occurred between a Supervisor and his/her Subordinate Employee**

If, despite these warnings, a University employee enters into a Romantic relationship with someone over whom s/he has supervisory, decision-making, oversight, evaluative, or advisory responsibilities, that employee must disclose the existence of the relationship immediately to the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations using the Romantic Relationships Disclosure Form. In consultation with appropriate University administrators, the relevant dean or vice president will determine whether the conflict of interest can be eliminated. The final determination will be at the sole discretion of the relevant dean or vice president. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible. If the conflict of interest cannot be eliminated, the supervisor’s employment standing may need to be adjusted. In addition to the Romantic relationship itself, a supervisor’s failure to report the existence of the relationship with a subordinate employee is also a violation of this policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

C. **Deans, Directors, Department Heads and Supervisors – Reporting Obligations for All Romantic Relationships in Violation of this Policy**

Any dean, director, department head or supervisor who is aware or becomes aware of the existence of a Romantic relationship involving any University employee with a student or subordinate employee in violation of this policy must inform the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations as to the existence of the relationship as soon as it is disclosed or becomes known to the dean, director, department head or
supervisor. The failure of supervisors at any level to report the existence of a prohibited Romantic relationship is a violation of this policy.

Any dean, director, department head or supervisor who is aware or becomes aware of the existence of a Romantic relationship involving any University graduate student with a student in violation of this policy must alert Community Standards. Any employee, even those without supervisory authority, who becomes aware of a Romantic relationship that may be in violation of this policy is encouraged to alert the Office of Diversity and Equity and/or the Office of Faculty and Staff Labor Relations as to the existence of the relationship. Non-supervisory employees also may choose to utilize the Office of Audit, Compliance and Ethics Anonymous Report line: (888) 685-2637.

Non-Retaliation
The University encourages individuals to bring forward information and/or complaints about alleged violations of state or federal law, and University policy, rules, or regulations. Retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations is strictly forbidden. For more information, please see the University’s Non-Retaliation Policy: http://policy.uconn.edu/2011/05/24/non-retaliation-policy/

TA–Student Romantic Relationships
As you start your job as teaching assistant, be aware of the University’s policy, (see above) on sexual harassment. Your status as an instructor obligates you to guard against abuse of your authority on such matters. Even if an undergraduate seems to welcome a romantic relationship, a power imbalance exists which puts the student at a serious disadvantage and exposes you to charges of unprofessional conduct. Any personal relationship can bias, or appear to bias, an instructor in favor of one student at the expense of others. Even if you are scrupulously fair, it is likely that other class members, who are bound to notice the relationship, will believe that the involved student has a privileged position. This perception will be severely damaging to your creditability and class morale. When a pre-existing relationship exists or a new one arises, the Office of Institutional Equity (OIE) MUST be notified.

A student is defined as one who is enrolled in the course that you are teaching, and not necessarily just to the section that you supervise. Romantic relationships between those defined as students in this way and teaching assistants are expressly prohibited by University policy.
University of Connecticut policy explicitly prohibits romantic relationships between graduate students and faculty. As above, any pre-existing or newly arising relationships MUST be reported to the Office of Institutional Equity (OIE).

Professors can be charming, dynamic and extremely interesting; their intellectual abilities may inspire awe and admiration. The risk of romantic involvement is further compounded by the fact that professors and TAs within this department share similar intellectual interests and pursuits. You should understand the difficulties inherent in such romances: they are hard to keep secret and often become the fodder of department gossip; they present serious ethical problems in the evaluation process; they don’t reflect well on the professional integrity of the TA or the professor; and they may stir resentment between fellow TAs and professors.

The full policy can be found at this website: http://policy.uconn.edu/wp-content/uploads/sites/243/2016/07/2016-07-1-DiscHarassment.pdf
THE TA IN DISCUSSION

1. **Student’s Names**

   Learn the students’ names as quickly as possible. Calling the roll for a few days is a good way to do this.

2. **Speaking and Writing**

   Speak clearly and loudly. Be sure to write legibly on the board. Make sure your voice can be heard and your writing can be read in the back of the room.

3. **Don’t Lecture to the Students**

   In a discussion section, the students work on worksheets as a team. Walk around the class and listen to each group as they try to solve the problem. If the group is on the wrong track, ask a question to try to put them on the right track instead of telling them outright that they are on the wrong track.

4. **Questions**

   When you ask the students whether they have any questions, do so in a way in which the students feel that you really welcome questions. “What if” questions are usually the most effective.

5. **The Learning Process**

   Although you probably have never taken a course in the psychology of learning, you have a great deal of experience in the subject. You have been a student for over 15 years. Think about your experiences as a student. Remember some of the techniques you used in learning a particular concept. What helped you could help someone else. See if you can figure out why some teachers are ineffective while others are very effective. Your experience as a successful student should be excellent preparation for your teaching career.

   Remember that most learning takes place outside the classroom when the students are on their own. As their TA, your main task is to stimulate and guide the student. Most students learn more from someone pointing out their mistakes and why they made them than from someone reciting a bunch of facts. It is therefore more accurate to say that you are helping the student learn than to say that you are teaching the student.
6. **Flexibility**

Chemistry is complicated and, therefore, can be difficult for beginning students to understand. Chemical systems are typically influenced by a large number of factors. Because of this, a simple procedure for solving a particular type of problem can usually not be given. Students must learn not to be locked into a particular method. Above all, stress the chemical principle more than the method.

You can help the students learn flexibility by allowing them to watch you think out loud when you come across a problem you have not seen before. It is a good idea to show them that the solution is not obvious the moment you finish reading the problem. Assure them that problem solving, even for accomplished scientists, can be a series of false starts.

A special comment about dimensional analysis, or the factor label method, seems appropriate. Dimensional analysis is seen by some people as a sort of panacea for introductory chemistry students – a magic method for guaranteeing success on stoichiometry and other types of problems. Although there is no question that dimensional analysis is a powerful and valuable tool (it is the only way to change from g/ml to lbs./cu. ft for example), incorrect use of the method can lead to problems. Buffer problems, for example, cannot be solved by dimensional analysis. Total reliance on dimensional analysis short circuits the thinking process. The student may get the correct answer but is not forced to think about the principles involved.

You should therefore be careful that you do not reflect an attitude that getting the correct answer is the student’s main goal. With this in mind, teaching may be more difficult at times, but it is the only honest way to teach chemistry and challenge your students to think like a chemist.

Following these suggestions should help you become a successful teacher. However, there is no substitute for on-the-job training. If you are conscientious and alert, you will learn a great deal during your first semester of teaching. You will be visited (by Dr. Selampinar and other faculty) early in the semester, while you run your discussion sections. These visits are not meant to make you nervous or interrupt the lessons. Rather, they are meant to give you constructive criticism and feedback on your performance.
THE TA IN THE LABORATORY

The lab section is offered in conjunction with the large lecture course so that the students have the opportunity to acquire technical skills. This hands-on experience encourages them to develop a spirit of inquiry and allows them to live for a year (at least during the lab period!) as practicing chemists.

To realize your full potential as a laboratory instructor, you will have to recover some of the enthusiasm YOU had when you were a freshman in a chemistry laboratory.

PREPARATION

- Read the entire experiment before you go to the staff meeting. It is only after you have read the experiment that the instructions given at the staff meeting make sense.
- Get acquainted with the Teaching Laboratory Services and laboratory technicians, they can be of invaluable help. Stop and see them at the beginning of every lab to check for last minute developments and pick up your bucket.
- Get to the pre-lab on time. Listen to what is being said so that you and your students hear the same instructions. Some experiments have been modified to suit this laboratory and its limitations.

SAFETY PROCEDURES

Safety takes on special importance when you are directly responsible for the health and well being of 16 laboratory students. Window shattering explosions are rare, but it is not uncommon for students to get cut from glass tubing, get acid burns or ignite their lab notes with a Bunsen burner. You must therefore refer constantly to the ACS Safety in the Academic Chemistry Laboratory manual and to the different sheets in this manual that refer to safety and conduct (both your students’ and yours) in the laboratory.

You are responsible for enforcing the safety contract and making sure your students abide by it. If faculty or the safety committee notice that these rules are not enforced in your laboratory, the student at fault will be expelled from the lab and get a zero for the experiment he/she was working on. A memo will also be put in your file about your carelessness on rule enforcement. A number of these memos in your file could seriously jeopardize continuation of TA support for you. (See below for all of the criteria your performance will be evaluated on.)
SUPERVISING THE EXPERIMENT

Get to know the students quickly and make full use of the lab period to teach and observe. DO NOT spend the lab time grading quizzes, lab reports or chatting with other TA’s. Try to talk with each student at least once during the experiment. Technical and procedural matters can be handled quickly with a few words of advice or a very brief demonstration, but your primary role is to help the students master the steps of scientific inquiry.

Helping students master each step is not an easy task. There are a variety of ways to help students get to each step and solve problems for themselves. Instead of answering questions, you can ask them. You might also try to correlate principles covered in the lecture during the week with the experiment at hand.

However you approach this part of your task, refrain from giving outright answers or advice. If the student asks, “Why don’t I get a precipitate?” try asking him/her a series of questions which will lead him/her to discover the reason rather than you explaining why the experiment failed. Of course, sometimes the reason will be relatively simple (You used potassium nitrate instead of potassium nitrite.), but just as often the reason can be more substantial. Students may become frustrated if they can’t get a straight answer out of you but in the end they will learn more and, if they are honest, thank you for it.
EVALUATING YOUR PERFORMANCE

New teaching assistants are more closely supervised than teaching assistants who have had experience in our department. This supervision takes many forms:

- Your discussion classes and labs will be visited and your performance in those classes will be evaluated.

The following evaluation will be used:

- A TA Committee (from, and determined by, the Graduate Committee + the General Chemistry Instructors) is charged with the instruction, guidance, and evaluation of the TAs.
- At mid-term and the end of the semester, the TA Committee will request evaluations from all the instructors the TA was assigned to, the General Chemistry Coordinators (as applicable), and the students (at the end of the term only – the students will be asked on Department of Chemistry Evaluation forms to rate your performance on a scale of 1 - 5 in lab and discussion. They also have an opportunity to provide written comments.).
- The TA Committee will weigh the evaluations and determine the final evaluation: O (outstanding), S (satisfactory), M (marginal), U (unsatisfactory), T (terminate).
- The Stock Room will assist the instructors in their evaluation but will not provide ‘grades’.
- Any M, U, T evaluation will come with a detailed written or oral explanation by us. We, or the instructors you are assigned to, will make any attempt to bring any deficient performance immediately to your attention and will try to discuss corrective measures. All evaluation documents will be collated in your departmental personnel folder.
- You can appeal the decision of the TA Committee to the Graduate Committee.
- We have established an e-mail address (TACommittee@uconn.edu) that you can use to ask questions, express concerns, or make suggestions. Or you can see any of us any time.

We hope the system (also shown schematically on the next page) will clarify our expectations and help you to perform to everyone satisfaction.

If your performance is satisfactory, your assistantship will be renewed. The following is a motion passed by the faculty on the non-renewal of assistantships:

"A teaching assistantship can be lost when a graduate student receives an evaluation of "terminate" (T) for gross misconduct and/or incompetence. For less serious problems associated with teaching, students may receive a grade of U, but will be given the opportunity to improve their teaching. A second U can lead to loss of the teaching assistantship. These penalties can be applied after a review and subsequent recommendation by the Graduate Affairs Committee and at the discretion of the Department Head." (Note: the grade M is a satisfactory grade)
Graduate Student Evaluations

A subcommittee (the TA committee) from – and determined by – the Graduate Committee and the Gen Chem Coordinators evaluates all TAs:

Students
- The OIR student evaluations of the TAs are part of the TA’s personnel files and are NOT available to the TA committee. TAs may submit, however, these evaluations to the TA committee on a strictly voluntary basis) e.g. to support a nomination for a TA award or appeal
- A questionnaire with a comments section for the evaluation of the TAs by the students will be distributed with the OIR forms, these questionnaires are evaluated by the TA committee
- Student complaints

Grading 0-4

Instructor
- Evaluation along criteria established by the instructor
- Detailed written comments about the TA’s performance in the evaluation sheets distributed at mid-term and the end of the semester are strongly recommended
- Assessment of the TA’s performance by the stockroom team along criteria developed by the stockroom team
- Assessment is forwarded to instructor for signature, who may forward it to the TA committee

Grading 0-4

Gen Chem Coordinators (where applicable)
- Administrative competence: punctuality, reliability, response to critique, etc.
- Preparation: lab, discussion, TA meetings, quizzes
- Subject competence (as judged by supervisors)
- Subject delivery: non-intimidating teaching environment, communication, pedagogy (e.g. building learning strategies, use of groups, etc.)
- Safety enforcement: own and student’s attire, goggles, fume hood use, chemical disposal, accident reports, etc.

Grading 0-4
The TA committee initiates and collects all evaluations and determines for each TA an overall evaluation at the end of the semester:
  - O (outstanding), S (satisfactory), M (marginal), U (unsatisfactory), T (terminate);
  - TAs with an O rating may be recommended for TA awards; TAs with an M/U/T rating will receive a detailed letter and verbal explanation.

Concerns about TAs are to be sent to the instructor and/or the TA Committee (TACommittee@uconn.edu). It is expected that the instructors communicate with the TA (or instruct the TA Committee to do so) in a timely fashion after a concern has become known in order to remedy any problem, and to guide the TA toward improvement.

Generally, no TA shall receive a U/T in the absence of a documented history if infractions and a documented failure to respond timely to the critique by the instructor, the stock room personnel, and Gen Chem Coordinators, or the TA Committee.

The TA Committee will inform the research advisor of the TA in the event of serious problems arising.

The TA may appeal the evaluation to the Graduate Committee, which will make a recommendation to the Department Head.

All collected documents will become part of the TA’s personnel file.

As for any other TA, TAs that receive a U will generally be assigned the next semester without prejudice and solely dependent on skill level and availability, as dictated by the schedules.

The TA committee will also strive to provide training and guidance to the TAs.
GENERAL LABORATORY POLICIES  
(FOR THE STUDENT)

LABORATORY HOURS

Labs run all day, you must start and end your lab section on time.

CHECK IN

Check In is the only time you will be able to exchange or obtain equipment for your locker without being charged. After check-in you will be charged for missing or broken glassware. Please follow the instructions on the check in sheet.

LOCKER

- The locker you are assigned is your responsibility and is used by you and only you.
- After completing the experiment, return all equipment to your drawer. Make sure that you lock your drawer. Check that it is locked by tugging on the lock a few times.
- If your lock is not working properly, or if you suspect that someone else has had access to your locker, a different lock can be issued at the Teaching Laboratory Services window, A003.
- Make sure that you remember your locker number and the combination of your lock. Write these numbers down in a secure place. (The cover of your lab manual or the palm of your hand are NOT secure places.) Have these numbers with you every time you come to lab.

PRE-LABORATORY PREPARATION

- Students must complete all pre-laboratory work before beginning work in the laboratory.
- A penalty (up to and including being prohibited from working in the laboratory) will be applied where pre-laboratory assignments have not been completed.

MAKING UP LAB WORK

- If you miss a lab or anticipate missing a lab, you must make up this work the same week the experiment is assigned. Follow the procedure below for making up a lab:
  1. See the Teaching Laboratory Services attendant to make arrangements to reserve a space.
  2. Fill out a make-up sheet.
3. The laboratory technician will assign you to a section and TA.
4. Turn in your make-up sheet and prelab calculations to the TA and get an unknown.
5. When you have finished, turn in your data and unknown report to the TA.

Make-ups are assigned on a *first come first serve space available basis*. You will be allowed to do this twice in a semester.

- DO NOT make private arrangements with your TA for make-up in the lab.
- If you cannot make up the lab the week the experiment is assigned, you can make up *one* experiment at the end of the semester. If you have a legitimate excuse for missing more than one experiment, see your instructor.

**SAFETY**

- Follow the safety contract at all times.
- State law requires the use of chemical splash safety goggles when anyone is in the laboratory. Only the approved kind will be allowed. Any TA, faculty member, or member of the safety committee can kick you out of the lab if you do not have your approved safety goggles on.
- Appropriate attire is required; refer to the safety contract for specific details.
- Note the location of emergency exits, eyewash station and fire alarms.
- If you have an accident in which you are injured no matter how slightly, report it at once to your TA.
- In case of a fire, DO NOT TRY to take care of it by yourself, report it to your TA immediately.

**CLEANLINESS**

- It is essential that the laboratory be kept clean and neat at all times.
- If you accidentally spill a chemical, notify your TA immediately.
- DO NOT, under any conditions, put insoluble materials, matches, papers, or capillary tubes in the sink.
- When you have completed your experiment, wash off your bench area and ask your TA to sign your data sheet and check you out for the day. DO NOT FORGET TO WASH YOUR HANDS BEFORE YOU LEAVE!

**REAGENTS**

- The reagents used in the current experiment will be set out on the bench in front of the reagent rack.
• DO NOT move these bottles to your own bench. They are for the use of all the students in your section.
• Never pour excess reagent back into a bottle or do anything else that might contaminate it.

EQUIPMENT

• Special equipment, not in your lockers, will be necessary to perform certain experiments. Follow the procedure below for signing out this equipment:

  1. Obtain the equipment from the reagent bench.
  2. Check that you have all the equipment in good working order. If you are given glassware, check that it is not chipped or scratched.
  3. When you are finished, return the equipment to the reagent bench. Do not just leave your equipment on the counter in the lab.

Equipment, such as ring stands, clamps, burners etc., is located in the cabinet in the lab. If something is not in working order, inform your TA. When you are finished, return all equipment to the proper cabinet.

WASTE

• Solid waste should be discarded in the waste bottle provided at the reagent bench. Do not dispose of any solid waste in the sink or in the trashcans. Trashcans not for chemical waste.
• Liquid waste generated by the experiment should be disposed of as instructed by your TA.
• Glass should be disposed of in the white buckets labeled BROKENGLASS. Do not throw any glass in the solid waste container or in the trashcans. Do not throw any trash in the glass waste container.
• Weigh paper, filter paper, weigh boats, pH paper, gloves, paper towels, etc. are to be disposed of in the trash can and not the solid waste container.
LABORATORY SAFETY FOR THE GENERAL CHEMISTRY LABS

1. In case of an accident, call your instructor.
   - For a flame or high temperature burn, flood the affected area with water for several minutes.
   - For a chemical burn, accompany the student to the emergency shower, make them remove their clothing covering the affected area and have them wash thoroughly. Replacement clothing is available in the stockroom.
   - If anyone is cut and bleeding, hand the victim some gauze (from stockroom or first aid kit) and instruct him/her to put pressure on the wound. DO NOT touch the victim’s blood unless you put on double gloves.
   - For eye injuries, use an eyewash immediately and send someone else to get help.
   - If the injury is severe, call the Fire Department ambulance to transport the student to the infirmary or hospital.
   - If the student is ambulatory but wants to go to the infirmary, ask another student to accompany the injured student to the infirmary. Never send an injured student unaccompanied to the infirmary.

2. A mop and pail are available in the stockroom to clean up floods. Any liquid on the floor should be mopped up immediately to avoid falls.

3. In case of a fire, pull the fire alarm or call 911, and evacuate the teaching wing. Do not attempt to put the fire out yourself.

4. The following safety rules should be communicated to your students and enforced by you:
   - When heating a substance in a test tube, be careful not to point the test tube toward yourself or anyone else.
   - Never pour water into concentrated acid. Always pour acid slowly into water while constantly stirring.
   - Always carry out reactions that give off objectionable gases under a hood.
   - Never taste a chemical.
   - If you are instructed to smell a chemical, gently fan the vapors toward your face. Never smell a chemical by putting your nose into the container.
   - Always protect your hands by using a towel when breaking glass tubing or inserting tubing into a rubber stopper. (Not observing this rule leads to more lab accidents than any other single factor.)
   - Before removing a chemical from a bottle, read the label on the bottle carefully. Be certain that you have the correct chemical. Serious accidents can occur if the wrong chemical is used in an experiment.
• Do not take any more reagent than is required. Chemicals are expensive and excess chemicals add unnecessary waste to the environment.
• Make certain that all gas outlets and water faucets are turned off before you leave the laboratory.
GENERAL INSTRUCTIONS

Absence

• If you become ill or will be unavoidably detained the day that you have to teach a class, call the instructor of the course you are teaching and TLS to inform them so that arrangements can be made.
• If you can anticipate your absence, you will have to make the arrangements yourself. Get a form (sample provided) from the office staff in room A-100. In this form, you will have to give the date(s) you will be absent, the name(s) of the TA(s) who will take your place, and the signature of your Advisor, faculty supervisor and if the absence will be during the last week of classes and/or during finals week, you must also obtain the Department Head approval.

Announcements

Be sure to make all announcements to your discussion and lab classes as you receive them.

Books

The books issued to you belong to the General Chemistry Program and are to be returned at the end of each semester. DO NOT write in the books or tear out pages from the lab manual. These books are not to be lent to your students.

Equipment and Supplies

• A photocopier and paper are available in the Chemistry Main Office (A100) for general chemistry TA’s to duplicate their quizzes. Please ask the office staff for assistance running the photocopier. If you need more paper for the copier, it is also located in the main office. Please keep the area around the copier clean and neat.
• A computer and printer is available in the main office for TA related duties only. Please use the computer ONLY for professional purposes. Do not use the printer to make multiple copies.
• At the start of each semester, you will be given a grade book. This is an important record of each student’s efforts. DO NOT tear off any of the taped pages of the grade book you get. They are important and must be kept. These grade books belong to the General Chemistry program and should be returned at the end of each semester. All your entries in your grade book should be in ink. They should be accurate, current and complete. Do not “white-out” any entry that you have made. Cross out wrong entries. Write the corrected entry next to, or above the crossed off one. Do not write over the wrong entry.
• You will be given a locker with a lock in the Graduate Lounge, (A-401). See Emilie Hogrebe in A-115, for a locker assignment. You may obtain a lock for your locker by contacting the Teaching Laboratory Services. You must sign up to use a locker each semester.

**Forms**

Do not sign any students’ forms except those connected with your lab duties (i.e., equipment sheet, make-up request, accident report). Students requesting your signature on any other form must be sent to their instructor for a signature. DO NOT SIGN university withdrawal slips, change of section, change of program forms, etc.

**Grading and Proctoring**

You are expected to grade the lab reports and the homework problems handed in by your students. You are required to proctor and grade hour exams and finals at the time and place designated. DO NOT schedule any activity during these times (see syllabus for schedule). You MUST be physically present to identify your students.

**Keys**

New TA’s will be issued keys during the TA Orientation. Others who need keys in connection with duties in General Chemistry must obtain them from Tyler Cardinal in room A-001. All keys must be returned to Tyler when your duties are completed.

**Lectures**

All new TA’s are **required** to attend all the lectures of one of the faculty teaching the course. For Chem 1127, you have a choice of the following professors and times:

<table>
<thead>
<tr>
<th></th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Cady</td>
<td>TuTh</td>
<td>9:30—10:45 AM</td>
<td>CHM A-120</td>
</tr>
<tr>
<td>S. Barshay</td>
<td>MWF</td>
<td>12:20 – 1:10 PM</td>
<td>CHM A-120</td>
</tr>
<tr>
<td>R. Guardokus</td>
<td>TuTh</td>
<td>12:30 – 1:45 PM</td>
<td>CHM A-120</td>
</tr>
<tr>
<td>K. Caldwell</td>
<td>MWF</td>
<td>10:10 – 11:00 AM</td>
<td>CHM A-120</td>
</tr>
<tr>
<td>C. Cady</td>
<td>TuTh</td>
<td>2:00 – 3:15 PM</td>
<td>CHM A-120</td>
</tr>
<tr>
<td>S. Barshay</td>
<td>MWF</td>
<td>5:00 – 5:50 PM</td>
<td>CHM A-120</td>
</tr>
</tbody>
</table>

**Mail**

• Be sure to check your mailboxes at the main office and e-mail at least once a day. Notices and announcements from the faculty and/or TA’s are put in these boxes. You should get a mailbox combination from Emilie Hogrebe in room A-115.
• Mail for a faculty member or TA must be put it in the appropriate slot near the mailboxes.
Meetings

All Chem 1127–1128 TA’s must attend the weekly staff meeting scheduled on Monday’s at 4:00 P.M in room A-304. There are no seminars or group meetings at this time. If you have to take courses outside chemistry, you may NOT take a course that meets at this time without prior approval.

Office Hours

Full-time TA’s are required to have two hours of office hours per week. Half-time TA’s are required to have one hour per week. These hours, between 9:00 A.M. and 4:00 P.M., will be scheduled for you. You must be in room A-301 for these office hours. Be on time and treat these hours as you would all other teaching responsibilities. You are not allowed to have office hours in your dorm rooms or research laboratories.

Tutoring

You may tutor students in chemistry for a fee. If you are interested, ask Emilie in room A-115 for the form to fill out. You may NOT however, tutor any student that is in the course that you TA. This applies even if that student is not in your section.
Teaching Assistant Academic Year Calendar 2018-2019

Since many of you make travel plans many months in advance and purchase non-refundable tickets, please keep this schedule and the remarks that follow in mind.

**Fall 2017**
- Pay period: August 23 - January 7
- All teaching assistants must be available to start work on **Tuesday, August 21, 2018**. You are expected to be available until **Wednesday, December 19, 2018**. Note that the pay period ends on January 7.

**Spring 2018**
- Pay period: January 68 – May 22
- All teaching assistants must be available to start work on **Tuesday, January 15, 2019**. You are expected to be available until **Tuesday, May 14, 2019**. Note that the pay period ends on May 22.

If you hold a TA-ship and must be absent at any time, for any reason, during the periods specified above, you must receive prior consent by your course instructor, your major adviser, and the Department Head (see the Chemistry Department TA Substitution Policy). If you hold an RA-ship, all arrangements are between you and your adviser.
CHECK-IN: PROCEDURE

Please follow in the given sequence

1. Take attendance. If students are present who are not on your roster, send them to Teaching Laboratory Services (A003).

2. Assign lockers only to students who have completed the online safety training. **Students who are highlighted on your roster have not completed the online safety training and may not check in until the next lab.**

3. Inform students who have not finished the online training they must do so by midnight or they may not be able to participate in the next lab. Remind them that they also need goggles and appropriate lab attire for the next lab. **Send these students home.**

4. Instruct remaining students to write locker combinations in their lab manual. *(If combo does not work, confirm serial # on back of lock. Call Teaching Laboratory Services if it does not match.)*

5. Assist students with checking into locker; make sure that they have ALL the listed glassware. *(Gen Chem Florence flasks: additional information on backside of sheet)*

6. Replace any broken or missing general glassware from the TA closet. *(For organic chemistry and advanced courses, send students to teaching stockroom for macro and micro kit items.)* **Do not place broken or dirty glassware in TA closet.** Broken glass goes in the broken glass box. Dirty glassware can go in the blue lost and found bucket.

7. **When Complete, both student and TA MUST sign and date the check-in section of the locker sheet.**

8. Remind students they must bring goggles and dress appropriately starting next lab.

9. **Before allowing these students to leave, collect their locker/safety sheets and make sure they have been filled out correctly!**

10. Arrange the locker/safety sheets in numerical locker order and put them in the section folder.

11. Keep a copy of the student roster and the locker combination list for your records.

12. Place the completed folder, including the locker sheets and safety agreements, and the room keys in the bucket. Return bucket to room A003.
CHECK-IN: ADDITIONAL NOTES

1\textsuperscript{st} and 2\textsuperscript{nd} Floor

\textbf{Mon AM and Wed PM Labs ONLY}

\textbf{Florence Flasks}

Lockers ending in the number one (1) or six (6) are not large enough to accommodate the 500 mL Florence Flask.

This applies to all \textit{Monday Morning} and \textit{Wednesday Afternoon} Sections.

These are not an inventory item for these lockers.

When needed, the Florence Flasks are located on the shelves next to the coat closet, behind the white board.

\textbf{Directions to Open Combination Locks:}

Turn \textbf{RIGHT} three times. Stop at the first number.

Turn \textbf{LEFT} one full turn passing the first number to stop at the second number.

Turn \textbf{RIGHT} and stop at the third number.

Pull the lock open.
TA Substitution Policy Change

Update
Effective immediately, ALL Chemistry Department TA Substitution Forms must be approved by your major advisor in addition to the course supervisor.

New Procedure
If you will be absent from your assigned TA discussion, lab, grading and/or proctoring assignment you must:

1. Find someone to cover your assignment.
2. Fill out a TA substitution form (available in the Main Office). This form will ask you to provide:
   a. the date(s) you will be absent,
   b. the name(s) of the TA(s) who will take your place, and
   c. the reason for absence (as detailed as possible).
3. Your major advisor should sign the form first, indicating they accept the reason for your absence.
4. Your course instructor should sign the form indicating they agree with the TA who will be covering your duties and also agree with the reason for your absence.
5. Return the completed form to Emile in the Main Office.
6. Any requests for a substitute during the last week of classes and/or during finals week must also have Department Head approval.

The original form will be kept in the Main Office. A copy of this form will also be provided to:
- Emilie for your Departmental Employment File
- The Teaching Laboratory Services
- Your Major Advisor
- The Course Instructor

Reminder
TA’s are not allowed to make any travel arrangements before completing this form and having it approved by both the TA supervisor and the Major Advisor (and the Department Head for absences occurring during the last week of classes and/or during finals week).
TA SUBSTITUTION FORM

**Complete and return to Emilie in A-115- see policy on back**

Name: _______________________________ Date of Request: _____________
Course/Section: ____________________________
Date of Absence(s): ___________________________

TA’s are not allowed to make any travel arrangements before completing this form and having it approved by both the TA supervisor and the Major Advisor

Reason for Absence (as detailed as possible):
__________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Name(s) of Substitute(s):

________________________  ________________________  __________________________
Date/Time:  Description  (Lab/Discussion/Office Hour)

________________________  ________________________  __________________________

________________________  ________________________  __________________________

Advisor: ___________________ Signature: ________________________________

Instructor: ___________________ Signature: ________________________________

Department Head approval is required if a substitute is requested during the last week of classes and/or during finals week.

Department Head Signature: ___________________ Date: ___________________

Cc: Teaching Laboratory Services
   Advisor
   Course Instructor
   Emilie Hogrebe-student file
   Original-Main office (A-100)
TA LABORATORY RESPONSIBILITIES

TAs: Here is a brief overview of the TA responsibilities for the labs. Please take the time to look these over and make sure you are doing your part.

Reagents – Refill the reagent bottles at the end of your laboratory. Extra reagents can be found in the prep room T101.

Reagent Bench – Wipe down the reagent bench at the end of the laboratory and replace the paper towels on the reagent tray. Extra paper towels can be found under the sink by the lab entrance or in the prep room T101.

Waste Disposal - Make sure that students are putting waste in the proper containers and that at the end of the lab the waste containers are closed. Absolutely nothing is to be poured down the drains. Solid and Liquid wastes are supposed to be separated. Gloves, filter paper, weigh paper and paper towels can go in the trash can. Pasteur pipette and capillaries can go in the broken glass bucket.

Broken Glass – All forms of broken glass, including Pasteur pipettes and capillaries go in the broken glass bucket. Broken glass is not to be thrown away in the trash and trash is not to be thrown away in the broken glass bucket.

Balances – Please make sure that the students clean the balances after using them.

Special Equipment – Please make sure students clean and return any special equipment used from the back lab bench, broken equipment must be recorded in the red breakage folder.

Hoods – Please make sure that all the hood sashes are closed and the hoods are set to MIN before leaving the lab.

TA Closet – Remember that there is extra glassware and supplies in the TA closet. If a student breaks something, it must be recorded in the red breakage folder.

T101 – Please check in the prep room T101 for extra reagents and supplies before calling down to the stockroom. If you haven’t been in there yet, take the time to go and look around for where items are located.

Safety – Remember to obey and enforce the safety rules at all times. Make sure that the students are wearing goggles at all times and are in proper laboratory attire.

Unknowns – Make sure students rinse out the unknown test tubes before returning them to you. In the stockroom place the test tubes in the test tube rack. Any unused unknowns can go in the unknown racks in the stockroom.

If you have any questions or concerns, feel free to ask us.

Thank you and keep up the good work!
Laboratory Safety Policies and Procedures Overview

Instructions:

Before you are allowed to work in the laboratory, you must complete the Laboratory Safety Policies and Procedures overview.

Prior to check-in (your first lab period):

1) Review this Laboratory Safety Policies and Procedures document. You may print a copy for your records.

2) View the online safety video.

3) Complete the online Laboratory Safety Quiz. Review the safety material and attempt the quiz again as needed until you score 100%.

During check-in:

1) Review and fill out the Laboratory Safety Policies and Procedures Agreement.

2) Be sure to return the completed Laboratory Safety Policies and Procedures Agreement to your TA.

It is only after you have completed all the above items that you will be assigned a laboratory locker and allowed to work in the laboratory.
Laboratory Safety Policies and Procedures

1. Prior to Working in the Laboratory

- Know the location of the following:
  - Eye Wash Fountains
  - Emergency Shower
  - First aid Kit
  - Emergency Exits
- Read the experiment before your scheduled laboratory time to familiarize yourself with the chemicals and techniques to be used.
- Safety data sheets (SDS) for all chemicals are available in the stockroom or online at the UConn EH&S web site (www.ehs.uconn.edu).
- Food, drink and chewing gum are never allowed in the laboratory.
- No cell phones or other electronic devices may be used at any time in the laboratory.

2. During the Laboratory Experiment

**Laboratory Attire**

*Dress code compliance is at the discretion of and enforced by instructors, teaching assistants, and laboratory technicians. Violation of any of the following will result in laboratory dismissal and other disciplinary actions.*

<table>
<thead>
<tr>
<th>Laboratory Dress Code</th>
<th>Personal Protective Equipment (PPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair</td>
<td></td>
</tr>
<tr>
<td>Long hair must be tied back to prevent exposure to flame or chemicals.</td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td></td>
</tr>
<tr>
<td>Contact lenses may result in injury; prescription eye glasses are recommended under required chemical splash goggles.</td>
<td>Approved splash goggles are required and must be worn at all times</td>
</tr>
<tr>
<td>Body</td>
<td></td>
</tr>
<tr>
<td>Clothing must completely cover a student from the neck down. Loose fitting clothes should be avoided</td>
<td>Lab coats may be required at by your instructor. Contact your teaching assistant for more information</td>
</tr>
<tr>
<td><strong>Upper Body</strong></td>
<td></td>
</tr>
<tr>
<td>Shirts must completely cover the torso and upper arms/shoulders.</td>
<td></td>
</tr>
<tr>
<td><strong>Lower Body</strong></td>
<td></td>
</tr>
<tr>
<td>Shorts, capris, skirts, tights, leggings yoga pants, and articles of clothing made of Spandex or similar material are prohibited.</td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
</tr>
<tr>
<td>Shoes that completely cover the feet are required. Socks are not an acceptable substitute for proper footwear or full length pants. Shoes that leave any part of the foot exposed are not allowed.</td>
<td></td>
</tr>
</tbody>
</table>
Laboratory Experiment

- It is essential that the laboratory be kept clean and neat at all times.
- The reagents used in the current experiment will be set out in the designated area. Do not move them to your own bench. They are for the use of all students in your section.
- Never pour excess reagent back into the stock bottle. This may contaminate it.
- Read the label on the chemical bottles closely since some chemicals have similar names.

3. After the Laboratory Experiment

Waste Disposal

<table>
<thead>
<tr>
<th>Material</th>
<th>Waste Disposal Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical</td>
<td>All waste from the experiment should be disposed of in the designated waste bottles in the laboratory.</td>
</tr>
<tr>
<td>Glass</td>
<td>Glass, including capillaries, must go in labelled containers for “broken glass.”</td>
</tr>
<tr>
<td>Consumables (e.g. paper towels, gloves)</td>
<td>Dispose of chemically contaminated garbage, including gloves and paper towels as instructed by your TA.</td>
</tr>
<tr>
<td></td>
<td>Do not put any insoluble material (e.g. paper, paper towels) in the sinks.</td>
</tr>
</tbody>
</table>

- Wash off your bench area and dispose of any garbage in the trash can.
- Be aware that your hands may be contaminated with chemicals while in the laboratory; never touch your face or mouth while in the laboratory.
- Remove gloves and always wash your hands before leaving the laboratory.

4. Emergency Protocol

- If you have an accident in which you are injured, no matter how slightly, you must report it and fill out an accident report form.
- In case of a chemical spill, notify your TA. Do not try to clean it up yourself.
- In case of a fire, notify your TA. Do not try to extinguish it yourself.
- If you get a chemical in your eye, you must rinse in the eyewash for at least 15 minutes.
- If you get a chemical on your skin, you must wash it in cold running water for at least 15 minutes.
- If you get a chemical on your clothing get help. The clothing must be carefully removed to avoid further exposure. The affected skin must be washed with water for at least 15 minutes.
LABORATORY SAFETY QUIZ

Name: __________________________  Course: _______  Section: _______
Date: __________

Windows

[Diagram of windows with numbers 1 and 3 indicated]

Hallway

1. Show on the above diagram, (by placing the number in its proper location), where each of the following items can be found in your laboratory. A number can be used more than once:
   (1.) Exits
   (2.) Safety Shower
   (3.) Fume hoods
   (4.) Eyewash
   (5.) First Aid Kit
   (6.) Eyewash Fountain

For the following questions, circle the correct answer. Each question has one correct answer.

2. In the laboratory the eyes are the most important part of the body to protect. Protection is achieved by wearing:
   a. Safety Spectacles
   b. Prescription eye glasses
   c. Approved chemical safety goggles

3. In the laboratory it is necessary to wear closed footwear and clothes that fully cover the legs and torso because:
   a. The temperature in the lab is kept cool to avoid fires
   b. They will protect you from accidental spills and broken glass
   c. You need to be ready to evacuate the lab at any time

4. You should never work alone in the laboratory because:
   a. Accidents can happen at any time
   b. You need someone to verify your results
   c. In case you need help with calculations

5. The most common cause of cuts in the laboratory is:
   a. The chemical waste container
   b. Broken/defective glassware
c. The fume hood sash

6. Treatment for chemical burns and heat burns is:
   a. Cover with a band-aid
   b. Rinse under cold water for 15 minutes
   c. No treatment necessary

7. Three ways that chemical poisons can enter the body are:
   a. Absorption, inhalation, ingestion
   b. Assertion, incubation, ingestion
   c. Inflammation, inhalation, incantation
   d. Ingestion, digestion, exhalation

8. In the laboratory it is necessary to carefully read all reagent bottle labels before using a reagent because:
   a. Using the wrong reagent could cause a dangerous reaction
   b. It would be expensive if everyone used the wrong chemical
   c. It would cause unnecessary waste in the laboratory
   d. All of the above

9. SDS stands for:
   a. Stability Data Statistics
   b. Suitability Discussion Sheet
   c. Safety Delivery System
   d. Safety Data Sheet

10. SDS can be found:
    a. Online AND in the teaching stockroom
    b. In the lab manual AND in the main office
    c. Only in the Teaching Stockroom
    d. Only in the main office in the main office

11. In the laboratory chemical waste is never disposed of down the drain; it is disposed of in a proper waste container. **Three** requirements of a proper waste container are:
    a. It is labeled, locked in a cupboard, and it is red.
    b. It is labeled, in a secondary container, and has a cover.
    c. It is in a secondary container, near a window, and it is red.

12. If a chemical is accidentally spilled on your clothing you should:
    a. Remove the contaminated clothing immediately and wash the skin underneath with water for 15 minutes
    b. Continue with the experiment and remove the contaminated clothing when you get home
    c. Clean the contaminated clothing with paper towels

13. Broken glassware should be:
    a. Placed in your locker
    b. Put in the Broken Glass Container in the lab
    c. Put in the trash
Accident Report Form
University of Connecticut – Department of Chemistry

Instructions:
1. TA completes both pages of the report describing in detail both the accident and injuries; provide all data requested. 2. The TA brings the form to the Teaching Laboratory Services to scan. 3. The TA brings it to the instructor of the course for signature. 4. The TA brings the form to the Main Office to be placed into the Dept. Head’s mailbox. 5. The Dept. Head determines who is to follow up with the accident victim. 6. The form goes to the departmental Safety Committee for periodic review.

INCIDENT SPECIFICS
Date: ______________ Time: ___________ AM PM Location: Room # ___________
☐ TEACHING LAB INCIDENT ☐ RESEARCH LAB INCIDENT
Course: ______________ Section: ________
Experiment: ___________________________________________________________
Person(s) Involved: ___________________________ (signature): ___________________
_____________________________________________________________________
                                                                                   (signature): ___________________
Witness(es): ___________________________ (signature): ___________________

INCIDENT TYPE (check/circle all that apply)
☐ INJURY: Cut Chemical Burn Burn Chemical Exposure Other: ________________
☐ FIRE: Electrical Fire Solvent Metal Paper/Wood Other: ________________
☐ EXPLOSION/IMPLOSION: High Pressure Low Pressure Chemical Equipment
Malfunction Other: __________________________________________________________________

CHEMICAL EXPOSURE:
Spill Container Break Leak Vapor Liquid Solid Other: ________________

☐ ILLNESS (symptoms): Fainting Nausea Dizziness Other: ________________

DESCRIPTION OF ACCIDENT
(Example: Individual sustained a laceration on the third finger of the right hand while washing a beaker)
MATERIALS INVOLVED IN THE ACCIDENT
(Example: 6M HCl acid resulted in a burn, broken glass resulted in a cut)

TREATMENT
(Example: hand was rinsed under cold water for 15 min)

SAFETY EQUIPMENT USED (check/circle all that apply):

- First Aid Kit
- Fire Extinguisher
- Spill Cleanup Kit
- Eye Wash
- Shower
- Neutralizing Material
- Other: ____________________________

☐ Student was NOT sent to the infirmary
☐ Student was sent to the infirmary at ______ AM PM, accompanied by ________________

FOLLOW UP

Student’s cell phone number: ______________________________

Follow up contact (print): __________________________ Follow up date: ________________

TA Name (print): __________________________ (signature): __________________________

Instructor/PI Name (print): __________________________ (signature): __________________________

Department Head (signature): ______________________________

Safety Committee reviewed (date): __________________________
T.A. CHECKOUT PROCEDURE
Check off each task as it is completed.

Students:
- Hand in their locks
- Place all items in their lockers on the benchtop
- Make sure all items are clean and not cracked
- Throw out any scrap that has accumulated in the locker (e.g. paper towels, paper, etc.)
- Return extra equipment to the lost and found in the lab.
- Place clean locker items back into locker
- Clean Benchtop
- **Sign and date locker sheets**

TA’s:
- Make sure lockers items are not chipped, broken, or dirty.
- If any items are missing or broken replace the item with stock from the TA cabinet or prep room.
- Record any breakages in the charge book in the TA closet.
- Make sure students have cleaned their benchtops with a damp sponge.
- **Sign and date locker sheets**
- **Switch locks on lockers and record on blank locker sheet**

ORGANIC, ADVANCED ORGANIC, ADVANCED INORGANIC LABORATORIES:
- Call for a technician to inspect glassware after more than ¾ of the lockers have been checked by the teaching assistant.

TA Checkouts (for absent students):
- Checkout the absent students following the same checkout procedure above.
- Write “TA Checkout” in the student signature field.

When all locker drawers have been checked-out, return bucket, new locker list, and student locker sheets, placed in numerical order, to the stockroom.

Do not allow students to leave until all these tasks have been completed.
### Make-Up Request Form

**Stockroom Copy**

<table>
<thead>
<tr>
<th>Experiment Will Be Made Up:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of Make-Up: __________

---

**Student Copy**

**Make-Up Request Form**

<table>
<thead>
<tr>
<th>Experiment Will Be Made Up:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of Make-Up: __________

---

**To be filled in by the student:**

Student Name: ______________________________________________________________

Course: ___________________ Section: ___________ Lab Room: ___________

TA Name: ______________________________________________________________

Experiment # or Name: _______________________________________________________

---

**To be filled in by the stockroom personnel:**

Section where experiment will be made up: ___________ Lab Room: ___________

TA of the above make up section: ____________________________________________

Uncoded Unknown #: ___________________ Portable Locker Needed: Yes No

---

**Student:** Hand this in with your report sheet to the Make-Up TA.

Make-Up TA: Do not grade. Give to the student’s TA listed above.

---

**To be filled in by the student:**

Student Name: ______________________________________________________________

Course: ___________________ Section: ___________ Lab Room: ___________

TA Name: ______________________________________________________________

Experiment # or Name: _______________________________________________________

---

**To be filled in by the stockroom personnel:**

Section where experiment will be made up: ___________ Lab Room: ___________

TA of the above make up section: ____________________________________________

Uncoded Unknown #: ___________________ Portable Locker Needed: Yes No

---

48
UConn Chemistry Safety Agreement & Locker Equipment List

SECTION 001
ROOM T108

<table>
<thead>
<tr>
<th>Locker: 1</th>
<th>Serial #: 18109</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key #: v51</td>
<td>Combination: 8-22-04</td>
</tr>
</tbody>
</table>

Student Information (please print):

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Middle Initial:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Student ID#:</th>
<th>Email:</th>
</tr>
</thead>
</table>

Check In Procedure:
1. Complete all required safety training before checking in.
2. Fill out student information section.
3. Write your combination in a secure place where you will remember it.
4. Check your locker for all the equipment listed on the back of this page.
5. Replace missing, cracked, or broken items. Obtain items from TA.

NOTE: Check in is the only time you can replace equipment at no charge.
6. When your locker is complete to your satisfaction, sign and return this form to your instructor.

Check Out Procedure:
1. Give your lock to your TA.
2. Check each item on the list; make sure it is clean and has no chips or cracks.
3. Clean dirty glassware with soap and water.
4. Obtain Replacements for missing or broken items.
5. Throw out any JUNK you have accumulated in your locker. ie: corks, matches, old papers.
6. Any extra equipment should be placed in the lost and found equipment box in the lab.
7. Line locker draw with clean paper towels and return equipment to drawer.
8. Wipe down your section of the lab bench.
9. Have your TA inspect your area and equipment.
10. Sign this sheet and return it to your TA.

READ BEFORE SIGNING:

By signing below, I acknowledge that I have:

1) viewed and understood the Chemistry Department Safety Video,
2) read and understood the Laboratory Policies and Procedures
3) completed the Safety Quiz with a score of 100%.

I agree to follow all Chemistry Department policies. I am aware that any violation of Chemistry Department policies and procedures may result in my being removed from the laboratory.

Additionally, I acknowledge that the locker to which I have been assigned contains equipment listed on the back of this page in good condition. I assume responsibility for the equipment in my locker until I have checked out under supervision of a TA. If I do not check out my locker and someone else has to do it for me, I will be assessed a **minimum charge of $25.00**. I must check out even if I drop or withdraw from the course.

**CHECK IN AND SAFETY AGREEMENT**

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA Signature</td>
<td></td>
</tr>
</tbody>
</table>

**CHECK OUT**

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA Signature</td>
<td></td>
</tr>
</tbody>
</table>
**Locker Equipment List:**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 beaker, 50 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 beaker, 100 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 beaker, 150 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 beaker, 250 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 beaker, 400 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 beaker, 600 mL</td>
<td>1</td>
</tr>
<tr>
<td>2 Erlenmeyer flasks, 25 mL</td>
<td>2</td>
</tr>
<tr>
<td>1 Erlenmeyer flask, 125 mL</td>
<td>1</td>
</tr>
<tr>
<td>2 Erlenmeyer flasks, 250 mL</td>
<td>2</td>
</tr>
<tr>
<td>1 filtering flask, 250 mL</td>
<td>1</td>
</tr>
<tr>
<td>1 graduated cylinder, 10mL</td>
<td>1</td>
</tr>
<tr>
<td>1 graduated cylinder, 50mL</td>
<td>1</td>
</tr>
<tr>
<td>1 filter funnel</td>
<td>1</td>
</tr>
<tr>
<td>1 Buchner funnel</td>
<td>1</td>
</tr>
<tr>
<td>1 watch glass, 3”</td>
<td>1</td>
</tr>
<tr>
<td>1 watch glass, 4”</td>
<td>1</td>
</tr>
<tr>
<td>1 spatula</td>
<td>1</td>
</tr>
<tr>
<td>1 Buchner funnel</td>
<td>1</td>
</tr>
<tr>
<td>1 crucible with cover</td>
<td>1</td>
</tr>
<tr>
<td>1 pipestem triangle</td>
<td>1</td>
</tr>
<tr>
<td>1 glass rod</td>
<td>1</td>
</tr>
<tr>
<td>1 ruler</td>
<td>1</td>
</tr>
<tr>
<td>1 wire gauze</td>
<td>1</td>
</tr>
<tr>
<td>1 pinchcock</td>
<td>1</td>
</tr>
<tr>
<td>1 wire test tube holder</td>
<td>1</td>
</tr>
<tr>
<td>1 test tube brush, small</td>
<td>1</td>
</tr>
<tr>
<td>1 test tube brush, large</td>
<td>1</td>
</tr>
<tr>
<td>1 test tube rack</td>
<td>1</td>
</tr>
<tr>
<td>10 small test tubes - 10x75</td>
<td>10</td>
</tr>
<tr>
<td>6 medium test tubes - 13x100</td>
<td>6</td>
</tr>
<tr>
<td>6 large test tubes - 18x150</td>
<td>6</td>
</tr>
<tr>
<td>2 extra large test tubes - 25x150</td>
<td>2</td>
</tr>
<tr>
<td>1 extra long test tube - 25x200</td>
<td>1</td>
</tr>
</tbody>
</table>

**Illustrations:**

- Beaker
- Erlenmeyer flask
- Filter flask
- Graduated cylinder
- Test tube
- Watch glass
- Buchner funnel
- Filter funnel
- Test tube brush
- Ruler
- Crucible with cover
- Pipestem triangle
- Pinchcock
- Glass rod
- Spatula
- Wire test tube holder
- Test tube rack
<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Class</td>
</tr>
<tr>
<td>Section</td>
<td>Section</td>
</tr>
<tr>
<td>Exp.</td>
<td>Exp.</td>
</tr>
<tr>
<td>Instructor</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
**Unknown Report**

T.A. Name: ________________________________

Course: ________________________________ Section: ________________________________

Experiment #: ________________ Experiment Name: ________________________________

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unknown Report**

T.A. Name: ________________________________

Course: ________________________________ Section: ________________________________

Experiment #: ________________ Experiment Name: ________________________________

<table>
<thead>
<tr>
<th>#</th>
<th>#</th>
<th>#</th>
<th>#</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EMERGENCY ACTION PLAN
For the
CHEMISTRY BUILDING

FIRE EVACUATION PLAN

This plan contains requirements for a general or specific fire evacuation which is designed and implemented to protect University employees, students, visitors and contractors from the hazards associated with a fire related emergency which may occur on University property.

SCOPE

This Emergency Action Plan is applicable to all university faculty and staff, student, visitor and/or contractor that become aware of a fire related emergency as defined below.

DEFINITIONS

Area of Refuge: A specified room, area or stairway, which has been designed to withstand the passage of smoke or fire for a required time period. Such a room would have a two-way communication system to call for help. All areas in the building that are equipped with an Automatic Sprinkler System are considered “Areas of Refuge”.

Fire Evacuation Plan: A written plan, specific to the Chemistry building which provides guidelines and requirements for the safe evacuation of all occupants and reporting of an emergency situation.

Fire Emergency: A fire emergency is any unusual situation, which may cause an immediate fire or the hazardous products of fire, which in turn will create an unsafe environment. Such examples of a fire emergency are:
* The smell of smoke (regardless of how small an amount)
* The sight of smoke (regardless of how small an amount)
* The smell of gas or other hazardous chemical
* Electrical equipment, which is sparking
* A FIRE, REGARDLESS OF HOW SMALL, EVEN IF IT HAS ALREADY BEEN EXTINGUISHED.

Evacuation Diagram: A pictorial drawing of the building layout, showing the closest route from any point in the building.

Fire Alarm Pull Station: A device, normally placed at or near the exits that when activated will sound a general alarm throughout the building. This alarm signifies that all occupants must leave the building via the most direct and safe route.
FIRE EVACUATION PLAN REQUIREMENTS

NOTE: WHEN IN DOUBT OF YOUR SAFETY OR THE SAFETY OF OTHERS, EVACUATE AND REPORT THE EMERGENCY.

1. The Chemistry building shall have an Emergency Action Plan on site and available for viewing/training by all staff, students, employees, contractors etc. It is located at the Chemistry Department Main Office (A-100).

2. Each permanent/part time individual who works at the Chemistry building shall be trained on the plan when they are first hired and periodically thereafter (at least once per year, more often as deemed necessary by the hazards associated with the building). Training will include evacuation routes, and fire alarm pull station locations, procedures for evacuation of staff, students, patrons, etc. and fire reporting procedures. Special operational procedures that need to be shut down, secured or made safe and other critical equipment also needs to be covered.

3. The Emergency Action Plan includes diagrams of the Chemistry building showing the routes to be taken from any point in the Chemistry building. This identifies routes with dotted lines, color coded lines, etc. which terminate at the nearest exit. A primary and secondary evacuation route is shown for any area in the Chemistry building.

4. The Emergency Action Plan states the procedures for reporting a fire. In most cases, the Emergency Action Plan is general enough to cover all concerns. Where there are special hazards, the plan includes the appropriate procedures specific to the hazard.

5. The Emergency Action Plan will be reviewed on an annual basis to update or remove any item which may change due to the occupancy, construction changes, use of the space or other changes which would invalidate the plan.

PROCEDURES (GENERAL)

NOTE: ALL SITUATIONS WHICH MAY CAUSE A FIRE WILL BE CONSIDERED AN EMERGENCY. THIS INCLUDES ANY FIRE WHICH HAS ALREADY BEEN EXTINGUISHED, REGARDLESS OF THE SIZE OR NATURE OF THE FIRE.

WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS.

1. When noticing a fire situation, by the sight or smell of smoke, any electrical equipment sparking, or the assumption that there may be a fire situation, the individual noting the emergency must evacuate the immediate area, and initiate the evacuation procedure(s).

2. The individual will activate the nearest fire alarm pull station. These are located on wall at entrance to each wing and at entrance door to stairwell.
3. The individual noting the emergency will call for emergency responders. This is normally done by the following methods: NOTE - THIS CALL MUST BE MADE FROM A SAFE LOCATION.
   * Dialing the Campus Emergency Dispatch number “911”.

4. The person calling will inform the dispatcher of the building name, Chemistry, and address, 55 North Eagleville Road. Additional information should be included if known:
   * Type of emergency (smoke, fire, electrical arcing, smell of natural gas etc.)
   * Location of the emergency within or near the Chemistry building.
   * The extent of the emergency. (How large is the incident, is anyone injured, room number, etc.)
   * Whether or not the building is being evacuated. Also include if there are any known persons who cannot evacuate on their own for whatever reason.
   * Is the fire spreading or contained.
   * If the fire alarms sounding or sprinkler system activated.
   * Any other notable information that would help emergency responders such as:
     ** chemicals involved
     ** color of smoke
     ** what started the fire if known
     ** any known injuries
     ** any suspicious people or objects in the area of the emergency
     ** or any information which you feel would be helpful.
   * The individual contacting the fire department should wait outside the building and be prepared to talk to the emergency response personnel regarding the incident.

5. Tyler Cardinal, Building Services Manager (860) 486-3695 or his designee, or Christian Brueckner, Department Chair, is the person to advise the arriving Fire Department personnel of the location and current situation with the emergency.

6. When the building is evacuated, no one is allowed to re-enter until directed by the responding emergency personnel. The only agencies authorized to allow re-entry is the Fire Department Incident Commander. The Incident Commander will inform Tyler Cardinal or Christian Brueckner or the designee when the building is cleared for re-entry. Tyler Cardinal or Christian Brueckner or the designee will inform the other building occupants when re-entry is authorized.

7. When deemed necessary the shutting down or securing of any critical equipment, experiments and high value items etc may be done. This may be done ONLY in cases where time and safety permits. Such procedures include, but are not limited to:
   * Turn off any gas, oxygen or other valve, which may control a hazardous substance.
   * Secure all fire doors leading to room with high value items.
   * Remove or shut down any experiment, which may be affected by smoke or fire.

** DO NOT:**
   * Do not spend time collecting papers or personal items or wait for others who are doing so.
   * Do not go back into the building once you have evacuated because you forgot something.
   * Do not try to evacuate through smoke or fire. Use a second exit or an area of refuge until assistance can arrive.
   * **Do not attempt to fight the fire.** Leave the building immediately.
8. When evacuating, securely close all doors in the lab and all exit doors behind as you exit the building. Do not lock them except under security-required conditions. The fire department may have to forcibly open the door to check for fire spread.

The following evacuation routes are to be used:

**Evacuation Route Instructions for All Floors, Basement thru Attic**

Upon receipt of evacuation notification, proceed immediately to the nearest corridor and to a route indicated in red on the plan map.

Most areas outside of individual rooms have at least two route options.

The option of primary and secondary routes will be indicated by visual observance of more than one exit sign or double arrows on the plan map.

Primary route should always be to the nearest observed exit.

Secondary route shall be used as required by proceeding to another exit indicated by visual observance of an exit sign or double arrows on the plan map.

Proceed directly to the exterior of the building.

Assemble away from entrance doors and off of driveway areas as both may be needed for emergency services access.

There are two assembly areas as follows (1) lawn between Swan Lake and North Eagleville Road, near the planetarium for those exiting the Teaching Wing, North Exit, or atrium, East or Front Exit (2) Science Quad area to the west of the Chemistry Building for those exiting the Research Wing, South Exit, the South, West or North atrium exits and Central Stairwell, the Administrative Wing, West Exit, and the central stairwell at north side of atrium. In the event of inclement weather, those in assembly area (2) should proceed to the Pharmacy/Biology building and wait in the atrium.

All evacuees must stay clear of the building and firefighting operations.

9. A count of all persons known to be in the building will be done at the meeting sites. If all known persons are not accounted for outside at the designated area, report this to the first arriving emergency responder, Tyler Cardinal, Christian Brueckner.

10. Instructions and information will be passed from the Fire Marshall to Tyler Cardinal, Building Services Manager, and/or Christian Brueckner, who will pass it on to the personnel responsible for each evacuated group. In turn they will pass the information to individuals. No other persons
should approach the fire marshal or emergency response personnel. No one may re-enter the building until they have been given permission to do so.

PROCEDURES (SPECIAL CONCERN AREAS). All procedures listed above apply, plus any of the following if required.

NOTE- THIS SECTION IS TO BE USED FOR AREAS WHICH HAVE HAZARDS PARTICULAR TO THEIR AREA IN THE BUILDING.

LABORATORIES: It should be noted that lab safety dealing with chemical handling and spills are regulated by the University’s Chemical Hygiene Plan in conjunction with the University of Connecticut Fire Department on chemical spill response. This section deals with chemicals when potentially involved in a fire emergency. Of course a combined spill and fire would entail a more serious hazard than either on its own.

1. Procedures are to be covered during annual training for dealing with special handling of chemical spills. The UCONN Fire Department Hazardous Materials Response Team is designated for emergency mitigation of hazardous incidents.

2. Spill procedures must be handled only by personnel trained to the appropriate level and properly equipped for the spill.

3. All persons (instructors, staff, student, custodial, contractors, etc.) who may work in or around, or may frequent the laboratory must be briefed on the spill response procedures.

4. A fire situation (within the lab or in another area) will require the immediate shut down of all gases, chemical experiments, or other hazardous operations. EXCEPTION: A hazardous operation in which an immediate shutdown outside of normal procedures will cause an additional hazardous situation.

5. Shutting down experiments and their location(s) must be reported to the first emergency responder.

STOCKROOMS: In addition to procedures for Laboratories,

1. If safe to do so, in the main stockroom SECURELY close the doors to the flammable storage room (A013), to the gas cylinder storage room (A014) and the chemical archive room (A015).

2. In the teaching stockroom securely close the door to the organic preparation lab (A005) and the office area (A004, which has a separate air supply system).

3. The chemical inventory for the chemistry building can be accessed using the following web address:

   http://verte.re.chem.uconn.edu/vimenterprise/

   Information is available regarding chemicals stored in individual labs in the building. In the event of an emergency, the information should be accessed in a safe location, away from the chemistry building.
SPECIAL DETECTION/SUPPRESSION SYSTEMS.
An automatic carbon dioxide fire suppression system is installed in the Flammable Liquid Storage Room (A013).

STANDARD AUTOMATIC FIRE SPRINKLER SYSTEMS.

1) Automatic sprinklers operate on the activation of a fusible link within each sprinkler head. (NOTE- activation of one head WILL NOT activate any other heads.)

2) Sprinkler activation is instantaneous when the fusible link melts from the heat of a fire. The general building fire alarm will be activated.

3) Water will discharge until shut off by the fire department.

4) All normal fire evacuation procedures will apply to an automatic sprinkler alarm.

FIRE EXTINGUISHERS
Fire extinguishers are strategically located throughout the Chemistry Building for use by trained personnel.

1. Do not use fire extinguishers unless you have been specifically trained to do so.

2. Fire extinguishers in the hallways between the labs, and in marked cabinets in office and administrative areas.

(Please Post Above Laboratory Wall Telephone)
WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS:

1. Evacuate the immediate area.
2. Activate the nearest fire alarm pull station.
3. Call for help by dialing the Campus Emergency Dispatch number “911”.
4. Tell the dispatcher that you are calling from the Chemistry, 55 North Eagleville Road, Ground Floor, Admin Wing or Research Wing, Wing, Room A 0 _ _ _ or R 0 _ _ _

   Additional information should be included if known:
   - Type of emergency - smoke, fire, electrical arcing, smell of gas, chemical spill
   - The extent of the emergency. How large is the incident, is anyone injured?
   - Whether or not the building is being evacuated. Do you know if there are any known persons who cannot evacuate on their own for whatever reason?
   - Is the fire spreading or contained?
   - Is the fire alarm sounding or sprinkler system activated?
   - Any other information that would help emergency responders such as:
     o chemicals involved
     o color of smoke
     o what started the fire if known
     o any known injuries
     o any suspicious people or objects in the area of the emergency
     o any other information which you feel would be helpful.

5. Wait outside the building and be prepared to talk to the emergency response personnel regarding the incident.

(Please Post Above Laboratory Wall Telephone)
WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS:

5. Evacuate the immediate area.
6. Activate the nearest fire alarm pull station.
7. Call for help by dialing the Campus Emergency Dispatch number “911”.
8. Tell the dispatcher that you are calling from the Chemistry, 55 North Eagleville Road, First Floor, Admin Wing, Room A 1 _ _, or Teaching Wing, Room T 1 _ _, or Research Wing, Room R 1 _ _. Additional information should be included if known:
   - Type of emergency - smoke, fire, electrical arcing, smell of gas, chemical spill
   - The extent of the emergency. How large is the incident, is anyone injured?
   - Whether or not the building is being evacuated. Do you know if there are any known persons who cannot evacuate on their own for whatever reason?
   - Is the fire spreading or contained?
   - Is the fire alarm is sounding or sprinkler system activated?
   - Any other information that would help emergency responders such as:
     - chemicals involved
     - color of smoke
     - what started the fire if known
     - any known injuries
     - any suspicious people or objects in the area of the emergency
     - any other information which you feel would be helpful.
5. Wait outside the building and be prepared to talk to the emergency response personnel regarding the incident

(Please Post Above Laboratory Wall Telephone)
Chemistry Building Emergency Response and Evacuation Procedure

WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS:

9. Evacuate the immediate area.
10. Activate the nearest fire alarm pull station.
11. Call for help by dialing the Campus Emergency Dispatch number “911”.
12. Tell the dispatcher that you are calling from the Chemistry, 55 North Eagleville Road, Second Floor, Admin Wing, Room A 2 _, or Teaching Wing, Room T 2 _, or Research Wing, Room R 2 _. Additional information should be included if known:
   - Type of emergency - smoke, fire, electrical arcing, smell of gas, chemical spill
   - The extent of the emergency. How large is the incident, is anyone injured?
   - Whether or not the building is being evacuated. Do you know if there are any known persons who cannot evacuate on their own for whatever reason?
   - Is the fire spreading or contained?
   - Is the fire alarm is sounding or sprinkler system activated?
   - Any other information that would help emergency responders such as:
     - chemicals involved
     - color of smoke
     - what started the fire if known
     - any known injuries
     - any suspicious people or objects in the area of the emergency
     - any other information which you feel would be helpful.

5. Wait outside the building and be prepared to talk to the emergency response personnel regarding the incident

(Please Post Above Laboratory Wall Telephone)
Chemistry Building Emergency Response and Evacuation Procedure

WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS:

13. Evacuate the immediate area.
14. Activate the nearest fire alarm pull station.
15. Call for help by dialing the Campus Emergency Dispatch number “911”.
16. Tell the dispatcher that you are calling from the Chemistry, 55 North Eagleville Road, Third Floor, Admin Wing, Room A 3 ___, or Teaching Wing, Room T 3 ___, or Research Wing, Room R 3 ___.

Additional information should be included if known:
- Type of emergency - smoke, fire, electrical arcing, smell of gas, chemical spill
- The extent of the emergency. How large is the incident, is anyone injured?
- Whether or not the building is being evacuated. Do you know if there are any known persons who cannot evacuate on their own for whatever reason?
- Is the fire spreading or contained?
- Is the fire alarm is sounding or sprinkler system activated?
- Any other information that would help emergency responders such as:
  - chemicals involved
  - color of smoke
  - what started the fire if known
  - any known injuries
  - any suspicious people or objects in the area of the emergency
  - any other information which you feel would be helpful.

5. Wait outside the building and be prepared to talk to the emergency response personnel regarding the incident

(Please Post Above Laboratory Wall Telephone)
WHEN A FIRE EMERGENCY IS DISCOVERED, TAKE THE FOLLOWING ACTIONS:

1. Evacuate the immediate area.
2. Activate the nearest fire alarm pull station.
3. Call for help by dialing the Campus Emergency Dispatch number “911”.
4. Tell the dispatcher that you are calling from the Chemistry, 55 North Eagleville Road, Fourth Floor, Admin Wing, Room A 4 ___, or Teaching Wing, Room T 4 ___, or Research Wing, Room R 4 ___.

Additional information should be included if known:
- Type of emergency - smoke, fire, electrical arcing, smell of gas, chemical spill
- The extent of the emergency. How large is the incident, is anyone injured?
- Whether or not the building is being evacuated. Do you know if there are any known persons who cannot evacuate on their own for whatever reason?
- Is the fire spreading or contained?
- Is the fire alarm is sounding or sprinkler system activated?
- Any other information that would help emergency responders such as:
  - chemicals involved
  - color of smoke
  - what started the fire if known
  - any known injuries
  - any suspicious people or objects in the area of the emergency
  - any other information which you feel would be helpful.

5. Wait outside the building and be prepared to talk to the emergency response personnel regarding the incident.
WHEN THE FIRE ALARM SOUNDS, TAKE THE FOLLOWING ACTIONS:
(Emergency Action Plan for the Chemistry Building, pages 3-4)

EXIT THE BUILDING

- Go immediately to the nearest corridor and to a route indicated in red on the plan map
  - When deemed necessary the shutting down or securing of any critical equipment, experiments and high value items etc may be done. This may be done ONLY in cases where time and safety permits. Such procedures include, but are not limited to:
    - Turn off any gas, oxygen or other valve which may control a hazardous substance
    - Secure all fire doors leading to room with high value items
    - Remove or shut down any experiment which may be affected by smoke or fire

- Securely close all doors in the lab and all exit doors behind as you. Do not lock doors except under security required conditions
  - Do NOT spend time collecting papers or personal items or wait for others who are doing so
  - Do NOT go back into the building once you have evacuated because you forgot something
  - Do NOT try to evacuate through smoke or fire. Use a second exit or an area of refuge until assistance can arrive
  - Do NOT attempt to fight the fire. Leave the building immediately

- Look both ways to see exit signs. Follow primary (shortest) route to exit
- Go to secondary exit if smoke or fire blocks route to primary exit
- Go directly to the exterior of the building

ASSEMBLE AND AWAIT INSTRUCTION

- Assemble away from entrance doors and off of driveway areas as both may be needed for emergency services access. Assembly areas are:
  - Lawn between Swan Lake and North Eagleville Road, near the planetarium for those exiting the Teaching Wing, North Exit, or atrium, East or Front Exit.
  - Science Quad area to the west of the Chemistry Building for those exiting the Research Wing, South Exit, the South, West or North atrium exits and Central Stairwell, the Administrative Wing, West Exit, and the central stairwell at north side of atrium.
    - In the event of inclement weather, those in Science Quad proceed to the new Pharmacy/Biology building and wait in the atrium.

- All evacuees must stay clear of the building and firefighting operations.

- A count of all persons known to be in the building will be done at the meeting sites. If all known persons are not accounted for outside at the designated area, report this to the first arriving emergency responder (Incident Commander at red SUV), or to Tyler Cardinal, or Christian Brueckner.

- Instructions and information will be passed from the Fire Marshal OR Incident Commander to Tyler Cardinal, Building Services Manager and/or Christian Brueckner, who will pass it on to the personnel responsible for each evacuated group. In turn they will pass the information to individuals. No other persons should approach the fire marshal or emergency response personnel.
- No one may re-enter the building until they have been given permission to do so.