In today’s media and information environment, the UCLA GSA must tell its story clearly, consistently and effectively. We must promote a positive, accurate image to our core constituencies and facilitate the exchange of information among graduate students, officers, cabinet, forum representatives, councils, administration, and various media outlets.

The GSA Communications and Marketing Guide is an important document to help us present this unified message.

The Director of Communication and the staff are responsible for creating materials that reflect GSA’s mission and promote the interests of all graduate and professional students at UCLA. The success of any communication and branding initiative – which includes everything from advertising and publications to letterhead, press releases and Web design – depends on faithful execution by GSA Officers, Cabinet Members, and Staff.

A consistent presentation of the organization is an integral part of creating GSA’s brand in the marketplace. It helps build name recognition and advances our mission.

Thank you for your help in assuring GSA shares a clear, consistent message.

Adam J. Fowler
General Information and Mission

OVERVIEW

The Graduate Students Association (GSA) was established in 1936 to promote the interests of all graduate and professional students at UCLA. The GSA is a student-run organization that sponsors a variety of social, academic, and community programs. Our mission is to represent the interests of graduate students and increase student decision-making power, to improve graduate student life through the creation and continuation of viable and effective student services, and to support graduate students and graduate student organizations in their academic and community endeavors.

GOVERNING BODIES

The Graduate Students Association is composed of two main governing bodies: Cabinet and Forum. Cabinet comprises the four elected officers -- President, VP Internal, VP External, VP Academic -- and a number of appointed members who are responsible for specific areas of GSA activity. Forum comprises representatives from the Academic Councils, the Student Interest Groups, Weyburn Terrace, and the University Apartments South Residents' Association.

ABOUT UCLA

UCLA is known worldwide for the breadth and quality of its academic, research, health care, cultural, continuing education and athletic programs. The university is a shared public asset that benefits society by educating students, creating knowledge through research discoveries, powering the economy and improving quality of life.

BRIEF TIMELINE

1919 California Gov. William D. Stephens signs Assembly Bill 626, establishing the Southern Branch of the University of California.

1927 Regents adopt the name University of California at Los Angeles.

1933 Graduate study is authorized for the Master of Arts degree.

1934 The Graduate Division is established.

1935 The College of Business Administration (now the Anderson School) is founded as UCLA's first professional school.

1936 Graduate studies expand to include the doctoral degree; Ph.D. programs are approved in three departments.

1936 The Graduate Students Association (GSA) is founded by James E. LuValle.

1938 UCLA awards its first doctoral degree: a Ph.D. in history to Kenneth P. Bailey.

1939 The School of Education (now the Graduate School of Education & Information Studies) is founded.

1946 The School of Medicine is founded.

1947 The School of Law is founded.

1950 The School of Social Welfare (now part of the School of Public Policy and Social Research) is founded.

1961 The School of Public Health is established.

1968 The Center for African American Studies, the American Indian Studies Center, the Asian American Studies Center and the Chicano Studies Research Center are established.

1983 Library volumes exceed 5 million.

1995 National Research Council ranks UCLA among the nation's premier research universities, with 31 Ph.D. programs among the top 20 in their fields — third best in the country.

2005 Graduate student housing opens. About 1,400 graduate students make their home in Weyburn Terrace.
During the Fall 2008 quarter there were 11,684 graduate students enrolled at UCLA.

UCLA offers graduate degrees in 198 program areas. The UCLA College of Letters and Science - five divisions encompassing 44 departments, 106 undergraduate majors and 66 graduate programs - is the most comprehensive academic organization in the University of California system.

UCLA has 11 highly regarded professional schools. Seven are ranked among the nation’s top 20 in their field by U.S. News & World Report: the David Geffen School of Medicine, the Graduate School of Education & Information Studies, the Henry Samueli School of Engineering and Applied Science, the Anderson School of Management, the School of Law, the School of Public Health and the School of Nursing. The master’s degree programs at the School of Theater, Film and Television, the School of the Arts and Architecture, and the School of Public Affairs ranked in the top 15. While dentistry programs are not ranked, the School of Dentistry is fifth in research grants received from the National Institutes of Health and is widely considered among the nation’s best.

GSA Distinct Position and Vision

Our Community and Our Constituency.
### What is the Communication Mechanism?

**WHO DOES IT?**

**How is it done?**

**Post to Twitter.**

YOU.

Log onto Twitter and sum it up in one sentence. Make it pithy if possible but keep in mind you are limited to 140 characters total. If needed you can include a link to the event in the tweet. It might make sense in your situation to link to the event in the GSA calendar, to an RSVP page, or any other webpage you think is appropriate. You will need to shorten the URL in order to make it fit in the 140 characters Twitter parameter.

To shorten the long web url: open another window in your browser and go to [http://www.tinyurl.com](http://www.tinyurl.com) and follow the directions on the main page. Once finished, paste the new short link into the Twitter tweet. Submit and log out.

**Outdoor Sandwich Boards.**

ADAM and YOU

A version of your event flyer will be posted on the GSA campus sandwich boards during general flyer distribution. Note: If you are not doing flyers for your event then you are not doing sandwich boards.

**Facebook Group Message.**

ADAM

Email your proposed message to Adam and he will edit it and send it to the Facebook group members as a message.

**Student Affairs Officer (SAO) Listserve.**

ADAM

For those events that should go out to the Student Affairs Listserv send the proposed message to Adam and he will edit it and send it out to the SAO Listserve.

**GSA Web Calendar.**

YOU

Your webpage login will allow you the ability to post your event information on the web calendar.

**GSA Website.**

YOU

Your webpage login will allow you the ability to post your event information on newsfeed.

**GradLIFE Website.**

YOU

Log onto the gradLIFE website and go to the create content tab. Click on Blog and compose your message. Please note this is a post that is similar to a journal entry. This is not a Who, What, When type of posting. You should include the vital information but it should be composed as a paragraph or two. If you think your blog post would good with a picture, then add one. Adam can email you some html cheat codes to make that process a piece of cake.

**Flyers.**

ADAM and YOU

Does your event need a flyer? If so the Office of Communication will design one for you or make comments on your proposed flyer. Flyers should be posted at least five (5) working days before your event (as a general rule).

Adam needs to receive your information at least two (2) full working days before you plan to have the flyer physically posted.

Adam will forward design to Kathy (GSA Communication Staff) for print and distribution. Kathy coordinates physical hanging with the GSA staff members.
PREPARING FOR AN INTERVIEW

Before doing an interview, get the reporter's name and the media organization for which he or she is reporting. Know who you're talking to.

You have the right to accept or decline a reporter's request. You should only agree to talk about subjects you are comfortable discussing. Make every effort to cooperate.

Ask in advance about the topic of the interview and ask for sample questions. If you need time to collect your thoughts and the reporter's deadline allows, offer a specific time to call back and be sure to follow through.

Formulate a set of main speaking points. Write them down if necessary.

Stick to your speaking points during the interview, but don't read or try to memorize them. Your interview should appear natural in print or broadcast.

DURING THE INTERVIEW

Be brief. The shorter the comments, the less likely you are to be misquoted in print, and the more likely you are to create a "sound bite" for broadcast.

Relax. Be conversational and informative.

Avoid technical jargon or terms. Tell your story with confidence and conviction.

Be objective and factual. Do not offer opinions or interpretations unless the reporter specifically asks for them and you feel comfortable providing a response.

Asking the reporter to rephrase the question will give you time to think of an appropriate answer.

Always "keep your cool" even if the subject matter is sensitive or difficult to discuss. If you are uncomfortable for any reason or at any time, you can defer to the university news coordinator.

As a general rule, avoid saying "no comment." It's better to be honest and frank. As Dan Rather says, "Stick with one of three responses: a) I know, and I can tell you; b) I know, and I can't tell you; c) I don't know."

It is best never to speak "off the record." If a reporter asks you to speak off the record, be sure you both agree on what that means. Typically, you and the reporter should understand that the material cannot be used by the reporter in any way. Also, indicate when you resume speaking on the record. It's best to be selective in what you share. You can't say after the fact, "Now what I just said is off the record."

Avoid being an "unnamed source." It's not a wise practice.

TIPS FOR A BROADCAST INTERVIEW

Try to make your responses in 20 seconds or less. Short sound bites are the building blocks of broadcast news.

For TV, wear solid colors if you have the chance to plan ahead. Avoid white, plaid or narrowly striped clothing. Avoid large, jingling jewelry.

Always check in a mirror. A reporter may not tell you whether or not your hair is a mess.

Ask whether the TV or radio interview will be live or taped. Be sure you are comfortable with the process of live interviewing before agreeing to "go live."

For a taped TV interview, look at the reporter (not the camera). Don't look back and forth between the reporter, camera or any other person. This makes you look shifty on camera.

Live TV interviews from a remote site may require you to look directly into the camera and wear an ear piece. If you're not sure what to do, ask.

Avoid rocking, swaying or moving around during a TV interview. This will help keep the audio recording levels consistent and keep you in focus on camera.

Be aware of any nervous habits such as tapping a pen or saying "um" throughout the interview.

TV crews often take "cutaways." These are extra camera shots and angles used to edit stories together. Act naturally during the cutaway taping, but always be aware that the microphone may still be recording your comments.
SUSTAINABILITY STATEMENT

The UCLA Graduate Students Association pledges whenever possible that our publications will use:

Uncoated office and printing paper, unless coated paper is made with at least 50 percent post consumer materials by weight.

Recycled paper that contains at least 10 percent post consumer material by weight, has not been dyed with colors (excluding pastels) and was manufactured using little or no chlorine bleach or chlorine derivatives.

No more than two colored inks, standard or processed, except in formats where additional colors are necessary to convey meaning.

Reusable binding materials or staples (use of glue is discouraged).

Soy-based inks.

Both sides of paper where commonly accepted publishing practices allow for it.

Include the recycled symbol \( \text{\includegraphics[width=1cm]{recycle.png}} \) and a recycling information statement indicating the appropriate post consumer waste content of your paper on all publications. (Contact your printer to verify the post consumer waste content.)
Writing a Press Release: General Rules of Thumb

Elements of a Press Release

1. Use the heading “For Immediate Release” to show the document is a press release, not a letter or memo.

2. List the news agency where you’re sending the release. Whenever you can, use a reporter’s or editor’s name. If you’re doing a general press release to hand out at an event, skip this line.

3. Provide your organization’s name, a contact name, and a phone number so they can get more information.

4. Include the date.

5. Provide a headline.

6. The first sentence is the ‘lead’—it should grab the reader’s attention.

7. The second sentence gives a factual summary of the article. Some people only read this far, so make your point right away.

8. Be sure to provide a brief description of your organization for readers who may not know much about you.

9. Use quotes from members, leaders, or other supporters to strengthen your points or provide detailed information. Text carries facts; quotes carry feeling.

10. Write like a reporter—just the facts. Who, what, when, where and why. Don’t praise yourself—just write objectively, and let your work speak for itself.

11. Write like you’re talking about someone else—she, they, the organization—not we, us, our organization. Keep it short: 400 words or less. Use short paragraphs of only one or two sentences.

12. In the last paragraph, explain how people can contact you or get more information.

13. Four number signs together signal the end of the press release.
An Example Press Release Using these Elements

Study questions safety of children’s exposure to cell phones during prenatal and early childhood period
Date: May 21, 2008
Contact: Sarah Anderson (email)
Phone: (310) 267-0440

First of its kind study finds possible link between cell phone exposure and behavioral problems in young children and urges additional research

Los Angeles, CA - A large-scale, ongoing study by UCLA School of Public Health and University of Aarhus, Institute of Public Health researchers in Denmark has found that the children of mothers who used cell phones while pregnant, and young children who used cell phones themselves, had more behavioral problems at the age of seven than non-cell phone users. The findings were published online in the journal, Epidemiology, and will appear in its July issue.

“These results were unexpected and should be interpreted cautiously,” say Drs. Leeka Kheifets and Jørn Olsen, study authors of the paper. “We do not know how this use could cause behavioral problems, and the association between these two factors could turn out to be unfounded. On the other hand, if cell phone use early in life has impact on brain functions, it should be seen as a public health concern.”

It is estimated that there are 2.5 billion cell phone users worldwide. While most epidemiologic studies of exposure to cell phone radiofrequency fields have focused on the incidence of certain types of cancers in adults, this is the first study to explore the physiologic effects on potentially vulnerable populations such as fetuses and very young children.

The study looked at 13,159 Danish children born in 1997 and 1998 who are participants of the Danish National Birth Cohort. Mothers completed a series of telephone interviews and self-administered questionnaires starting at 12 weeks of pregnancy until the child reached 18 months of age and then again at seven years of age. Mothers were asked about cell phone use during pregnancy and current use by the child. Participants also answered a battery of questions about their child’s behavior.

Nearly 30 percent of the seven year olds in the study used cell phones and 11 percent of children were exposed to cell phones in the womb and in early childhood. Children who were exposed to cell phones before and/or after birth tended to have higher prevalence of emotional symptoms, behavioral problems, inattention, hyperactivity and problems with peers. When looking at the combined use of cell phones during pregnancy and in childhood, children were 80 percent more likely to have behavioral problems compared to children who do not use a cell phone and whose mothers did not use cell phones during pregnancy. When looking at cell phone use during pregnancy alone and not during childhood, children were 54 percent more likely to have behavioral problems.

But the investigators make clear that these observed associations may be caused by other factors than cell phone use and that further study is necessary. “We hope that our results will inspire others to study cell phone use early in life” say Drs. Kheifets and Olsen. “If cell phone use during pregnancy or in early childhood causes an increase in childhood behavioral problems or other health problems we need to know as soon as possible. Children may well be more susceptible than adults to exposure from cell phones.”

The results are surprising because the expected exposure to the fetus is very low. But the investigators add that a child’s immature nervous system is extremely vulnerable to toxicants, which can result in behaviors that may not emerge until well into childhood, adolescence or adulthood, therefore it is valuable to continue to track the health outcomes of these children.

“Not knowing what may cause a health problem related to cell phones does not mean that the problem does not exist. We have to keep an open mind, especially for a technology that is becoming commonplace around the world.”

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The UCLA School of Public Health is dedicated to enhancing the public’s health by conducting innovative research; training future leaders and health professionals; translating research into policy and practice; and serving local, national and international communities. For more information, see http://www.ph.ucla.edu/.