

Philanthropy Communication in a Digital World (JMC:3633:001/FPC:3633:001) Spring 2015

Class meets Monday and Wednesday, 1:30 – 3:20 PM in W332 AJB

Class website: <http://digitalphilcomm.wordpress.com>

Instructor: Linda Wastyn, Linda-Wastyn@uiowa.edu; Office Hours: MW 11:30 – 1:00, E336 AJB

SJMC DEO: David Ryfe, david-ryfe@uiowa.edu, E305B AJB

Course Overview

The world of philanthropy and nonprofit work has changed rapidly – and continues to change – with and in response to developments in digital communication. Campaigns and fundraisers driven by “free agents” on social networking sites provide one example of how philanthropists and nonprofits operate in a digital environment. This class provides an overview of trends in the areas of philanthropy and nonprofit work and teaches practical skills to help you communicate, create, and disseminate messages using multiple digital tools and social media. You will learn to analyze communication/media strategies as well as produce media in this hands-on course.

Philanthropy Communication in a Digital World –a 4-credit course – meets twice a week. This class involves digital media and media production software to produce relevant content to fundraising and nonprofit organizations. We will work with local nonprofit organizations throughout the semester to develop and produce content related to their mission and goals.

This course fulfills one of the [core courses](#) for the [Fundraising & Philanthropy Communication Certificate](#). For more information about the certificate, check the [2014-2015 General Catalog](#).

Course Objectives

- Critically analyze fundraising and philanthropy communication strategies to better understand the field
- Learn to develop communication and media materials for fundraising, philanthropy, and other nonprofit work
- Create media messages and materials using digital and social media tools

Readings and Required Texts

Required Texts: Available at the University Bookstore and from online sellers

Mansfield, Heather (2012). *Social Media for Social Good: A How-To Guide for Nonprofits*. New York: McGraw Hill. ISBN: 978-0-07-177081-1

Aaker, Jennifer and Andy Smith (2010). *The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*. San Francisco: Josey-Bass. ISBN: 978-0-470-61415-0

Other readings come from the following sources: Available on ICON

Bianchi, M. (2014). The magic of storytelling: How curiosity and aesthetics preferences work. *Economics* 8: 2014-44.

Bourland, D. David and Paul Dennithorne Johnston (1991). *To Be or Not: An E-Prime Anthology*. San Francisco: International Society for General Semantics

Byers, Peggy Yuhas (1997). *Organizational Communication: Theory and Behavior*. Needham Heights, MA: Allyn and Bacon

Collins, M.E. (2014, Summer). "Join the crowd: How crowdfunding helps engage donors you wouldn't attract in other ways," *Advancing Philanthropy* 30-33.

Davis, Emily (2012). *Fundraising and the Next Generation: Tools for Engaging the Next Generation of Philanthropists*. Hoboken, NJ: John Wiley & Sons

Dove, K.E. (2000). *Conducting a Successful Capital Campaign* 2nd Ed., San Francisco: Jossey-Bass.

Fredricks, Laura (2010). *The Ask: How to Ask for Support for Your Nonprofit Cause, Creative Project, or Business Venture*. San Francisco: Jossey-Bass

Hay, Deltina (2011). *The Social Media Survival Guide: Strategies, Tactics, and Tools for Succeeding in the Social Web*. Fresno, CA: Quill Driver Books

Held, T. (2014, July 13). "Charities like Facebook for rallying support by not much for fundraising," *Philanthropy*.

"High-Net-Worth Giving Increases in the United States" (2015, Winter). *Advancing Philanthropy*, 7-10.

James, R.N. (2014, Winter). "Brain studies and donor decision making: What do we know?" *Advancing Philanthropy* 44-46.

Janus, Kathleen Kelly (2014, July 14). "Three Ways to Engage Millennium Donors. *Stanford Social Innovation Review*. Downloaded from http://www.ssireview.org/blog/entry/three_ways_to_engage_millennial_donors

Kanter, Beth and Allison H. Fine (2010). *The Networked Nonprofit: Connecting with Social Media to Drive Change*. San Francisco: Jossey-Bass (Also available as an e-book from the Iowa Library)

Kanter, Beth and Katie Delahaye Paine (2012). *Measuring the Networked Nonprofit: Using Data to Change the World*. San Francisco: Jossey-Bass (Also available as an e-book from the Iowa Library)

Keller, Ed and Brad Fay (2012). *The Face-to-Face Book: Why Real Relationships Rule in a Digital Marketplace*. New York: Free Press

Mann, T. (2007). "College fundraising using theoretical perspectives to understand donor motivation," *International Journal of Educational Advancement* 7(1): 35-45.

- McLeish, Barry. (2011). *Successful Marketing Strategies for Nonprofit Organizations: Winning in the Age of the Elusive Donor*. Hoboken, NJ: Wiley & Sons
- "More to Giving than Checkbook Philanthropy" (2015, Winter). *Advancing Philanthropy* 13.
- Ott, J. Steven and Lisa A. Dicke (Eds) (2012). *The Nature of the Nonprofit Sector* 2nd ed. Boulder, CO: Westview Press
- Prince, R.A. and File, K.M. (1994). *The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors*. San Francisco: Jossey-Bass.
- Reich, B. (2011). *Shift and Reset: Strategies for Addressing Serious Issues in a Connected Society*. New York: John Wiley & Sons.
- Ross, Bernard and Clare Segal (2009). *The Influential Fundraiser: Using the Psychology of Persuasion to Achieve Outstanding Results*. San Francisco: Jossey-Bass
- Ryan, Damian (2014). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*, 3rd Ed. Philadelphia: Kogan
- Sagrestano, B.M. and Wahlers, R.E. (2013, Winter). "Reinvent individual-gifts fundraising," *Advancing Philanthropy* 40-45.
- Saul, Jason (2011). *The End of Fundraising: Raise More Money by Selling Your Impact*. San Francisco: Jossey-Bass
- Schiller, Robert J. (2014, July 5). "Donors give more when they have a sense of belonging," *New York Times*. Downloaded from <http://nyti.ms/1mU61G2>
- Smith, Ronald D. (2013). *Strategic Planning for Public Relations* 4th Ed., New York: Routledge
- Sturtevant, W.T. (2004). *The Artful Journey: Cultivating and Soliciting the Major Gift*. 2nd Ed. Chicago: Institutions Press.
- "Using Stories for Fundraising," (2015, January). *Guidestar*. Downloaded from <http://www.guidestar.org/rxa/news/articles/2015/using-stories-for-fundraising.aspx>
- VanDeCarr, Paul (2014, July 30). "How to turn audience emotion into action." *The Chronicle of Philanthropy*.
- Wagner, L. (2015, Winter). "No magic – just magical alignment," *Advancing Philanthropy* 44-48.
- Wastyn, M.L. (2009). "Why Alumni Don't Give: A Qualitative Study of What Motivates Non-Donors to Higher Education," *International Journal of Educational Advancement* 9(2): 96-108.
- Zak, P.J. (2003, December 17). How stories change the brain. *Greater Good: The Science of a Meaningful Life*. Downloaded from http://greatergood.berkeley.edu/article/how_stories_change_brain.

Hardware and Software

You can check out all equipment used for this class (See Equipment on p. 7). The PC labs in AJB and SJMC Resource Center have all of the required software.

Assignments/Grade Allocation

Students must submit all written work in Microsoft Word (unless otherwise indicated) via the class ICON site (unless otherwise noted). All of my grading assumes that you produce professional, high quality, work, free of spelling and grammatical errors. Please proof your work carefully. Assignments must be turned in on time unless you make prior arrangements. *Late work will lose one letter grade for each day it is late.*

Blog Posts (DUE as noted; 10 points each, 10% of final grade): Social media and its role in nonprofit organizations evolve almost daily. Therefore, during the semester, you must keep up with industry developments by following publications and websites such as [Advancing Philanthropy](#), [The Chronicle of Philanthropy](#), [Philanthropy News Digest](#), [Philanthropy Journal](#), Case Studies from [Network for Good](#), [Movie Mondays for Fundraisers](#), [Beth's Blog](#), [Nonprofit Tech for Good](#), [Community Organizer 2.0](#), and [Allison Fine.com](#). Some of these have daily or weekly new briefs to which you might consider subscribing. If you find others, please let me know and we can evaluate their value in following as well. Blogs should balance discussions of changes in the nonprofit sector, digital media, and the intersection of both.

To share what you learn with the class and practice your own digital communication skills, you must post on the [class website](#) every other week throughout the semester. Due by class on Monday of the assigned week, last names of A-L post on odd weeks; M-Z on even weeks; see schedule. We will discuss the elements of a good blog post in class on January 26. Evaluation of each post will be based on clarity, writing, appeal to the audience (non-profit community), and relevance to the class (e.g., relates to digital communication in philanthropy).

Journal (DUE February 18, March 30, and April 29; 25 points each; 10% of final grade): Each student will follow two nonprofit organizations and their digital/social media. Please choose one local/regional organization and one national organization so you can compare and contrast their use of digital communication strategies and tactics. Throughout the semester, you will receive journal prompts that allow you to reflect upon the current topic using these organizations to exemplify your knowledge. I also expect students to bring examples to class from their nonprofits to share with the rest of the class. I collect journals three times throughout the semester (see schedule) but expect you to stay current with the postings. I reserve the right to see your journal at any time.

Social Media Presentations (DUE April 15, April 20 or April 22; 5% of final grade): In pairs, you will research different social media platforms and prepare a 20-30 minute presentation to the class that describes the platform, its history, demographics, and expected future along with appropriate use in nonprofit organizations.

Individual Projects (DUE as noted below; 300 total points; 25% of final grade): Each student will choose one nonprofit organizations with which to work throughout the semester. You may choose the same organization for the journal and the individual projects if you like. You will work with this organization to produce the following:

- *E-newsletter or website for a blog* which includes the content for one issue, a template for future issues, and a six-month content plan (**DUE: February 13; 50 points**)
- *Visual story* which can include a video (2-3 minutes), infographic, slide show or other way to tell their story visually (**DUE: March 27; 150 points**)
- *Social media plan* which outlines a 6 month social media strategy for the organization including justification to include or exclude certain types of social media, messaging within and across social media platforms, and a work plan to implement the plan (**DUE: May 11; 100 points**)

Group Project (DUE as noted below; 400 total points (100 per part); 40% of final grade): As a class, we will work with Miracles in Motion (www.miraclescanmoveyou.com), a therapeutic equestrian center in Swisher, IA, that works with children and veterans with disabilities. In groups, you will create a digital communication plan and digital materials for the organization. While we will divide the responsibilities into four groups (assigned at the beginning of the semester), we will also work across groups to give our client (the organization) a coherent plan. Because each section builds on the next, each group will need to learn the information collected by the other groups by reading the collective paper that I will post on ICON shortly after each segment is due.

The project proceeds through four parts:

- *Part I: Research (DUE: March 6):* This part provides the foundation for the rest of the project by providing the necessary data upon which to build a digital marketing and fundraising plan. Each group will research one of the following:
 - The organization: Its mission, values, vision, capacity, constraints
 - The audience: Who does this organization reach? What do they value?
 - The environment: Technology constraints, online giving in general, fundraising environment
 - Goals of the organization: Funds raised, volunteers engaged, information disseminated
- *Part II: Messages (DUE: April 10):* Each group will develop a case statement based on the data collected in the research phase for one aspect of the organization's overall case as we discuss in class
- *Part III: Digital Tools (DUE: April 24):* Each group will take one of the following platforms to evaluate and create an improvement plan or product for Miracle in Motion:
 - Website layout and design
 - E-newsletter (including a plan for sustaining the newsletter)
 - Blog site (including a plan for sustaining the blog)
 - Visuals for use on the website or for soliciting individuals to support the veteran program

- **Part IV: Media (DUE: May 11):** Each group takes a social media platform to develop specific tactics using the best messages identified in Part II. Be sure to incorporate not only written but visual messages. Here groups work together to assure a coherent strategy for the organization as a whole

Final Presentation (DUE: TBD week of May 11-15; 5% of final grade): During finals week, the class as a whole will present the final plan for Miracles in Motion's digital communication to members of their board of directors.

Attendance/Participation (DUE daily; 5 points each, 5% of final grade): As adults, you have the responsibility to come to class. A workshop-based class such as this one requires attendance and active class participation, and much of the knowledge you gain will come from your active participation in class. From my experience, students with poor attendance receive lower grades as they miss much of the class discussion that can clarify the readings and expectations and enhance overall learning. In short, if you desire a passing grade, come to class and participate fully.

If you cannot attend a class session, please let me know as soon as you can (before the class you miss rather than after). For classes that you do miss, you must make up any missed work including getting notes from classmates. I will assess attendance and participation with 5 possible points for each class. Excessive use of cell phones, e-mail and other electronic devices will lower your grade for that class.

Extra Credit: The Fundraising and Philanthropy Communication Program will host a conference on April 10 and 11, 2015 that emphasizes different aspects of philanthropy from both the academic and practitioner's perspective. There is no cost to University of Iowa students to attend the conference but you must register in advance at <http://clas.uiowa.edu/sjmc/philanthropy-certificate/fundraising-and-philanthropy-communication-forum-2015>.

Students who attend all or part of this conference may receive extra credit (up to 5 points) on their attendance grade just for attending. You may also write about what you learned at the conference for one journal entry for the final journal submission and receive up to 5 extra credit points on that journal as well. If you have questions, please ask!

Class Schedule and Assigned Readings

This syllabus, readings, assignments and due dates may change throughout the semester as communicated in class or posted on ICON or the class website. When in doubt, ask!

Classwork assumes that you have completed readings by the start of the class indicated.

Date	Topic/Assignment	Due Before Class*
January 21	<i>Introduction to Class and Assignments</i>	Review syllabus
January 26	<i>Bloggging, Websites, e-newsletters, email campaigns</i> <ul style="list-style-type: none"> • Mansfield, ch. 7 • Mansfield, ch. 1 	Find an article to write a sample blog post about
January 28	<i>Introduction to Communication</i> <ul style="list-style-type: none"> • Byers, pp. 3-19 	Identify organizations for individual project and journal
February 2	<i>Nature of Nonprofit Organizations</i> <ul style="list-style-type: none"> • Ott & Dicke, Intro, ch. 1-3 • Kantor & Paine ch. 2 	Blog Post: A-L
February 4	<i>Fundraising Basics</i> <ul style="list-style-type: none"> • Ross and Segal, ch. 3 	
February 9	<i>Introduction to Digital Communication in Nonprofits</i> <ul style="list-style-type: none"> • Mansfield, ch. 2 • Ryan, ch. 2 • McLeish, Preface 	Blog Post: M-Z
February 11	<i>Understanding the Organization</i> <ul style="list-style-type: none"> • Smith, ch. 2 	*2/13: E-newsletter or website for a blog due
February 16	<i>Understanding the Audience</i> <ul style="list-style-type: none"> • McLeish, ch. 4 • Davis, ch. 2 • Janus, "Three Ways to Engage Millennial Donors" 	Blog Post: A-L
February 18	<i>Overview of Semester Project</i> <ul style="list-style-type: none"> • GUEST: Jennifer Yi-Boyer, Board President, Miracles in Motion 	<ul style="list-style-type: none"> • Journal #1 Due by midnight • Review Miracles in Motion materials, prepare questions
February 23	<i>Messaging: Getting the Audience's Attention</i> <ul style="list-style-type: none"> • Aaker & Smith, ch. 1-2 	Blog Post: M-Z
February 25	<i>Messaging: Storytelling</i> <ul style="list-style-type: none"> • VanDeCarr, "How to Turn Audience Emotion" • "Using Stories for Fundraising" • Bianchi, "The Magic of Storytelling" • Zak, "How Stories Change the Brain" 	
March 2	<i>Messaging: Using Visuals</i> <ul style="list-style-type: none"> • Mansfield, ch. 5 • Aaker & Smith, ch. 3 	Blog Post: A-L
March 4	<i>Work session on Visual Stories</i>	*3/6: Group Project Part I Due by midnight

Date	Topic/Assignment	Due Before Class*
March 9	<i>Messaging: Using Visuals Part II</i> <ul style="list-style-type: none"> http://www.thegoodmancenter.com/wp-content/uploads/2014/01/Freerange_14_02.pdf http://www.socialbrite.org/2012/05/02/engaging- uplifting-nonprofit-promotional-video/ 	Blog Post: M-Z
March 11	TBD: Guest Speaker	Review assigned materials
March 16-18	SPRING BREAK: NO CLASS	
March 23	<i>Messaging: Writing the Case for Support</i> <ul style="list-style-type: none"> Ross & Segal, "Making Your Case" Dove, "Building and Stating your Case" Fredericks, "Do You Have a Well Thought Out Plan" 	(No blog due)
March 25	<i>Messaging: Highlighting the Organization's Impact</i> <ul style="list-style-type: none"> Sinek, TED talk Saul, ch. 3 and 7 	*3/27: Visual story due by midnight
March 30	<i>Messaging: Engaging Your Audience to Act</i> <ul style="list-style-type: none"> Wagner, "No Magic" Reich, "Shift Your Awareness" 	<ul style="list-style-type: none"> Blog Post: A-L Journal #2 due
April 1	<i>Messaging: The Power of Language</i> <ul style="list-style-type: none"> Reich, "Shift Your Language" Ross & Segal, Appendix B Bourland & Johnston, pp. xi-xvi, 3-14, 37-56 	
April 6	<i>Messaging: Understanding Donor Motivation</i> <ul style="list-style-type: none"> Sturtevant, ch. 3 Prince & File, "Seven Faces of Philanthropy" "High Net Worth Giving" "More to Giving" 	Blog Post: M-Z
April 8	<i>Messaging: More on Donor Motivation</i> <ul style="list-style-type: none"> Mann, "College Fundraising" Wastyn, "Why Alumni Don't Give" Sagrestano, "Reinvent Individual-Gifts" James, "Brain Studies" 	*4/10: Group Project Part II due by midnight
April 10-11	<i>FPC@SJMC Forum 2015 Extra Credit Conference</i> <ul style="list-style-type: none"> Register at http://clas.uiowa.edu/sjmc/philanthropy-certificate/fundraising-and-philanthropy-communication-forum-2015 	
April 13	<i>Creating Giving Messages</i> <ul style="list-style-type: none"> Aaker & Smith, ch. 4 Kantor & Fine, ch. 5 Kantor & Paine, ch. 6-7 Schiller, "Donors Give More" 	Blog Post: A-L
April 15	<i>Understanding Different Media: Facebook</i> <ul style="list-style-type: none"> Mansfield, ch. 2 Held, "Charities Like Facebook for Rallying Support" 	Social Media Presentations, Groups 1-3

Date	Topic/Assignment	Due Before Class*
April 20	<i>Understanding Different Media: Twitter and LinkedIn</i> <ul style="list-style-type: none"> • Mansfield, ch. 4 • Mansfield, ch. 6 	<ul style="list-style-type: none"> • Blog Post: M-Z • Social Media Presentations, Groups 4-6
April 22	<i>Understanding Different Media: Mobile Technology; Crowdfunding</i> <ul style="list-style-type: none"> • Mansfield, ch. 8-9 • Collins, "Join the Crowd" 	<ul style="list-style-type: none"> • Social Media Presentations, Groups 7-10 • *4/24: Group Project Part III due by midnight
April 27	<i>Evaluating Social Media</i> <ul style="list-style-type: none"> • Kantor & Paine, ch. 10 	Blog Post: A-L
April 29	<i>Beyond Digital Media: Building Personal Relationships</i> <ul style="list-style-type: none"> • Keller & Fay, Intro, ch. 1, ch. 9 Guest Speaker: TBD	Journal #3 Due
May 4	<i>Future of Digital Communication for Nonprofits</i> <ul style="list-style-type: none"> • Mansfield, conclusion • Hay, ch. 13 	Blog Post: M-Z
May 6	<i>Bring it all together; catching up</i>	
May 11-15	<i>Final Exam Week</i> Final Presentation to Miracles in Motion	*Monday, 5/11: <ul style="list-style-type: none"> • Social Media Plan due by midnight • Group Project Part IV due by midnight TBD: Final Presentation

Equipment

Equipment used in this class is available for checkout in the equipment room located on the first floor of the Becker Communications building. We have access to audio recorders, cameras, and other accessories.

This is valuable, expensive equipment, and you are responsible for maintaining it when you check it out.

To check out equipment for this course, please reserve it by visiting <http://research3.its.uiowa.edu/film/>. You must reserve equipment by 8 a.m. on the day you'd like to check it out. You can only reserve equipment for pickup on a Monday, Wednesday or Friday. You can reserve equipment up to two weeks in advance. **You must have a valid University of Iowa student ID card to checkout equipment.**

- Pick up reserved equipment between 2:00 – 4:00 p.m. on Monday, Wednesday, and Friday only. Students without a reservation may check out equipment from 4:00 pm – 4:30pm on Monday, Wednesday, or Friday, if equipment is available.
- Return equipment between 8 a.m. – 12 p.m. Monday through Friday.
- Equipment checked out Monday is due Wednesday before noon; Wednesday is due Friday before noon; Friday is due Monday before noon.
- Journalism students pay a \$15 late fee for every day late. Three occurrences of late returns may result in loss of checkout privileges. Prevent late fees by contacting checkout staff before equipment is due.
- It is your responsibility to make sure that everything listed on the contract is included and working before signing. Anything found missing or damaged upon return will be charged to your U-Bill. Equipment returned dirty may be charged a \$10 cleaning fine.
- If you are unable to pick up equipment you reserved, you must cancel your reservation before checkout time via email or telephone, or be charged a \$5 fine. Any equipment not picked up by 4:00 p.m. may be checked out to other users.
- Someone else may pick up the equipment for you as long as you have made prior arrangements with checkout staff. Valid university ID must be presented.
- When checking out multiple pieces of equipment, please reserve the same equipment number for everything you need (ex: Camera #1, Tripod #1, etc.).
- Please reserve only the equipment that you plan to use. If you decide in advance that you do not need a piece of equipment, delete it from your online reservation. Only one camera per student without written consent from instructor.
- Any use of University of Iowa equipment for purposes other than those relating directly to coursework is strictly prohibited. Students in violation of this policy will permanently lose access to Production Unit equipment.

With questions or problems, contact Tim Looney at cla-film-broadcasting@uiowa.edu or 319-335-0587.

The Iowa Dozen

In this course, we emphasize the **bolded** aspects of the Iowa Dozen.

We learn:

- **to write correctly and clearly**
- **to conduct research and gather information responsibly**
- **to edit and evaluate carefully**
- **to use media technologies thoughtfully**
- to apply statistical concepts appropriately

We value:

- First Amendment principles for all individuals and groups
- **a diverse global community**
- **creativity and independence**
- **truth, accuracy, fairness, and diversity**

We explore:

- **mass communication theories and concepts**
- media institutions and practices
- the role of media in shaping cultures

The College of Liberal Arts and Sciences: Policies and Resources

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

For more information visit: <http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert>