

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs
SPEA E555 Sustaining Urban Ecosystems (6226)
SYLLABUS

Instructor: Gwen M. White, whiteg@iu.edu

Course Description: SPEA-E 555 Sustaining Urban Ecosystems (3 cr.) Prerequisite: an upper division or graduate course in ecology or a waiver for E527. With over 50% of the world's population now living in urban or urbanizing areas, and urbanization of the landscape in the US expected to grow from 3.1% in 2000 to 8.1% by 2050 (Nowak 2005). Understanding the unique conditions affecting nature in urban environments will lead to increased relevance of decision-making and allow conservationists to capitalize on opportunities to enhance the only exposure that many people will have to wildlife and natural places. We will examine local, global, socioeconomic, and technological factors in the application of strategic tools to enhance the vitality and sustainability of place-based community conservation.

Learning Outcomes: *By the end of the semester students should be able to ...*

- Recognize the complex interplay between social, cultural, economic, and physical impacts on ecological systems.
- Be familiar with tools commonly used for research, design, outreach, policy, and financial support in sustaining urban ecosystems.
- Effectively communicate scientific knowledge to administrative, decision-making, nontechnical, and funding audiences.

Skills:

- Situation analysis, program development, evaluation, and communication with stakeholders, administrative, nontechnical, and funding audiences.
- Technical writing and presentations skills.
- Efficient and effective use of peer-reviewed and other authoritative literature.

O’Neill School expectations of civility and professional conduct¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Course Requirements:

This course will consist of online recorded lectures, in class exercises held once a week on Mondays, in addition to self-directed exploration and team projects in which you learn by doing and reflection. The professor will provide lectures, textbooks, and some reading and other background material to guide you in certain tasks, as well as discuss with you how to approach your projects and answer any questions that you have.

Do not hesitate to contact your instructor as soon as you anticipate any concerns with functioning effectively through online and in class participation or regarding your ability to complete the work. ***The critical issue is to begin work on Individual Site and Spatial Team projects as soon as guidance is available so that you do not fall behind. The projects during this semester build on each other. If you have any questions after receiving review comments, do not hesitate to ask for additional feedback.***

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Your work in this course will simulate the kind of project development, reporting, and presentation that you will find in the workplace. The professor will critique you according to standards you may encounter as you begin a job using these types of tools. We want you to be fully prepared to compete successfully in the workforce with an awareness and understanding of how to function well on a team using these tools to solve the complex physical and social challenges confronting urban conservationists in today's world.

Assignments: Paper and presentation guidelines are available on Canvas and will be discussed at length in class. Take home exercises and quizzes will be **open book, untimed and submitted online. There is no exam during finals week.**

- 1) Each team will conduct background research and **facilitate class discussions** within one of the three spatial levels (local, regional, global) during the semester to:
 - a. Define the topic with a focus on emerging issues or current controversies and select up to three (3) **readings** as preparation for the first session.
 - b. Provide an **overview** of the topic during the first team-led class session.
 - c. Identify at least six (6) realistic **stakeholder roles** that could logically exist on a steering committee organized to address these issues by identifying challenges and opportunities and work together towards innovative and feasible solutions (classmates will play these roles during the second team-led class session).
 - d. Design a **simulated interaction** that sets up a stakeholder dialogue on the emerging issues and/or controversies and facilitate the class discussion process in the second team-led session.
 - e. Develop and administer a **process evaluation** that reflects the stakeholder's perceptions of the sessions.

The instructor will invite a guest speaker (live or previously recorded) for each topic.

As the team focuses in one of the three spatial scales, each student will individually select their own study location (an actual small town, suburb, or large city) to explore during the course and will prepare the following individual products to specifically address ecological and social factors potentially affecting conservation in that urban setting. Each individual will:

- 2) Create a **program logic model** (3-page) to lay out the purpose and structure of a strategic urban conservation program to address issues identified in background research and during the class stakeholder role play.

Each student will conduct an assigned **peer review** of another student's logic model. Students will not be using the peer review to revise their original Logic Model, but rather as input for working on their next products (policy memo, nontechnical outreach communications strategy, and grant proposal).

- 3) Prepare an **administrative brief** (1-page) promoting executive adoption of your Program Logic Model focusing initially on the establishing the program, initiating the highest priority intervention actions, and pre-emptively addressing any anticipated concerns.

- 4) Prepare an **outreach strategy** (3-page) for a specific audience that explains and promotes the value of taking a specified action relative to an ecosystem service that would support species or habitats and benefit humans in your urban context. *This action can be directly related to your Program Logic Model or may be on a separate issue.*
- 5) Develop a **grant proposal** (2-page) on a topic of the student's choice that explores existing research, explains the significance and application of a proposed future area of research, describes the investigation, predicts outcomes, identifies PI team qualifications, and estimates resources required to conduct the study.

Grading (percentage for each assignment):

Participation	10 %
Homework and quizzes	10
Project proposal	5
Team facilitated sessions	10
Program logic model	20
Administrative brief	10
Outreach strategy	15
Grant proposal	<u>20</u>
Total:	100 %

Grading Scale:

A+: 97 and higher	A: < 97 to 94	A-: < 94 to 90 %
B+: < 90 to 87	B: < 87 to 84	B-: < 84 to 80 %
C+: < 80 to 77	C: < 77 to 74	C-: < 74 to 70 %
D+: < 70 to 67	D: < 67 to 64	D-: < 64 to 60 %
F: < 60 and below		

Academic Integrity: No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. You are responsible for understanding the concept of plagiarism and for avoiding it at all times. Some work for this course is supposed to be done in groups. I will distinguish carefully between group work and individual work and you should do the same.

A PowerPoint on plagiarism and appropriate citation is available on Canvas.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic

misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Please review your responsibilities as a student at <http://www.iu.edu/~code/>.

Texts:

Required: Niemela J, Breuste JH, Elmqvist T, Guntenspergen PJ, McIntyre NE. 2011. Urban Ecology: Patterns, Processes, and Applications. Oxford University Press, Oxford. 374 pp. ISBN 978-0-19-964395-0

Optional: Parris, K.M. 2016. Ecology of Urban Environments. Wiley Blackwell. 240 pp. ISBN 978-1-44-433265-0. -- *can serve as a back-up text for those who need further reading.*

Recordings of **asynchronous lectures** and **supplementary readings** will be posted in the weekly Modules. If you prefer offline access to the readings, you may download them from the Readings subfolder in Files on Canvas. Recorded lectures generally will become available at least two weeks in advance of the scheduled topic.

We may access software periodically during the course, also available at no cost.

Course Policies

Late Assignments: If you know you will have to turn in an assignment late, please communicate with me in some way BEFORE the due date if at all possible, to request an extension. Please bear in mind that your extracurricular activities are your responsibility - if you decide to schedule an interview during class time, you are responsible for finding a way to hand in assignments on time and to get the class notes. **Late assignments received without explanation will be downgraded 10 pts/day.**

Generally, I am fairly flexible by a day or two on written assignments. You will typically have the assignments posted for 1-2 weeks and should be able to pace yourselves enough to finish by the due date.

General assistance: Students routinely need some support in two general areas: technical writing, and life getting out of control.

(1) Some of you will never have done any technical writing or may generally have difficulty writing. We will be discussing the topic briefly in class, and there is a review of technical writing on Canvas. If you still feel in some doubt, please check with me. I may recommend that you visit the Writing Tutorial Service on the first floor of the Learning Commons in the Wells Library. To schedule a tutoring session, call **855-6738** and indicate you are looking for help with professional or technical writing.

Students who are unsure of their technical writing skills may find the following book useful: *Academic Writing for Graduate Students by Swales and Feak* (PE 1404 S93 1994), which is available at the Business/SPEA Information Commons if it has not been checked out – if it has been checked out, you can recall it. It is written specifically for students who do not speak English as a first language. You can also Google *technical writing* or *professional writing*.

(2) You may find yourself facing more than you can easily handle during the semester. It may be something wonderful, or it may be something terrible, but it will make it difficult or impossible for you to focus, work, think, or otherwise deal normally with the semester. Health Services has people whose primary job is helping students survive such problems, and your professors are aware that these things can happen. SPEA now has a Counselor-in-Residence from Student Health Services with office hours in the SPEA building each week. Information on scheduling a meeting is on MySPEA – if you can't find it, staff in the MPO can help. And, as always, you can go directly to the Health Services building. Counseling is confidential and often very practical. When your brain is not working well, someone else's can be a great help.

I try to be flexible with deadlines, although I will want a minimal justification for doing so. The university allows us to grant incompletes if students are in good standing when the incomplete is requested – this allows up to a year of additional time to complete course requirements. Please try to be in touch as soon as you can. You do not owe us the details – a message that life has become difficult or complex and some idea of what kind of timeframe you think might be involved will help us to help you best.

Students with Disabilities: I will make accommodations for students registered with Disability Services for Students Office in Franklin Hall (812-855-7578).

Schedule of Assignments: *The schedule below is subject to change in the event of extenuating circumstances.* Key deadlines, meetings and products are in bold. Readings will generally be available on Canvas; if they do not appear there, contact your instructor immediately. *All guest speakers are tentative* before the course begins and may change throughout the semester.

Recordings for SUE Lecture # or Class # will correspond to presentation File names in Canvas.

WEEK 1	Mon 1/10	Wed 1/12
Content	SUE Lecture 1 – Course introduction & Short history of urban ecology	SUE Lecture 2 – Framework for understanding ecology in the city (urban ecology as a discipline)
Readings	Oregon DFW (n.d.); Rotatori 2020; Derby Lewis 2019	Endlicher 2006; Pickett 2016; Video: Baltimore Ecosystem Study
Class / Assignment	SUE Class 1 – Introductions & Overview Reflections on your perceptions of urban ecology (instructor-led discussion) Discuss Video – Planning for People & Pollinators in Cities: New Tools & Approaches (45 minutes)	SUE Survey – Initial Survey SUE Survey – Self-Assessment of Writing & Team Skills SUE Survey – Accessibility Acknowledgement Reading questions (due Monday) – Pickett 2016 Ecology in, of & for the city
WEEK 2	Mon 1/17	Wed 1/19
Content	Martin Luther King, Jr. Day	SUE Lecture 3 – Physical conditions affecting species & habitats (climate, soils, hydrology)
Readings	No readings	Palta 2017; Ingram 2008
Class / Assignment	NO CLASS	Reading questions (due Friday) – Palta 2017 accidental urban wetlands SUE Discussion – What question would you ask guest speaker Burney Fischer? (due by midnight Thursday)
WEEK 3	Mon 1/24	Wed 1/26
Content	SUE Lecture 4 – Structure of urban ecological communities (island biogeography theory, patches, humans as keystone species)	SUE Lecture 5 – Adaptations to thrive & extinction in urban settings (hard surfaces, remnant vegetation, floodplains & wetlands, designed small landscapes)
Readings	Marshall 2013; Avins 2013; Moxley & Fischer 2020; Johnson 2020a	Fukase 2016
Class / Assignment	Reading question (due before class) – Moxley & Fischer 2020 redlining SUE Class 2 (a) Redlining of 1930s: a lens for urban patch dynamics (Burney Fischer, guest speaker, confirmed) (b) Class organization for Spatial Team and Individual urban study location.	SUE Quiz – Select Spatial Team & Individual Urban Study Location due midnight FRIDAY Jan 28

WEEK 4	Mon 1/31	Wed 2/2
Content	SUE Lecture 6 - Introduction to Local Conditions: How the Built Environment Shapes Species & Habitats	SUE Lecture 7 – Land surface design (paved, parking, rooftops, skyscrapers, windows)
Readings	Lepczyk 2017; Hostetler 2014; Lowenstein 2016	Hager 2017
Class / Assignment	SUE Class 3 – Point/Counterpoint: Do cities matter for nature? Does nature matter in cities? (discussion)	SUE Quiz – Knowledge of ecological concepts (due midnight Friday)
WEEK 5	Mon 2/7	Wed 2/9
Content	SUE Lecture 8 – Waterway design (straightened, buried, crossing watersheds, migratory barriers, debris removal)	SUE Lecture 9 – Mitigating human effects on biochemical pathways (eutrophication, stream flashiness, thermal, chemical & light pollution, microplastics)
Readings	Teurlinx 2019; McKenna 2017; Youth 2020; Logic Model template & examples	Kaye 2006; Sun 2015; Yurk 2020; Salas guest speaker recording
Class / Assignment	SUE Class 4 (a) Tools training: Red-crowned parrot is suburban hit, Youth 2020 (instructor-led SWOT analysis) (b) Tools training: Creating programs that work in the urban context using Logic Models (instructor-led exercise)	SUE DISCUSSION – What question would you ask guest speaker Dan Salas? (due by midnight Thursday)
WEEK 6	Mon 2/14	Wed 2/16
Content	SUE Lecture 10 – Population manipulation (fragmentation, inbreeding, artificial selection, cultivars, heritage breeds, predator reduction, hunting, fishing, disease, behavior - primate theft, domestication/imprinting)	SUE Lecture 11 – Human effects on biodiversity patterns (invasive species, exotic pets, domestic cat colonies, habitat simplification, species dominance, biomass, trophic levels)
Readings	<i>Readings TBD - selected by team</i>	<i>No readings</i>
Class / Assignment	SUE Class 5 – Exploring & finding solutions to local conditions (Local Spatial Team stakeholder meeting)	SUE Quiz - Local Spatial Team Evaluation

WEEK 7	Mon 2/21	Wed 2/23
Content	SUE Lecture 12 – Regional / Continental Connections	SUE Lecture 13 – Regional climate impacts on urban habitats: storms, fire, flooding
Readings	The Economist 2011; Schneider 2015; McHale 2013	The Trust for Public Land 2016; Derkzen 2017; Filippelli 2020 WATCH Guest speaker recording; Reynolds 2019
Class / Assignment	SUE Class 6 – Comparing regional patterns in East-Southeast Asia to Africa (discussion) Reading question (due before class) – Prepare a brief SWOT Analysis for one of these two regions.	SUE Assignment – Program Logic Model due midnight Friday
WEEK 8	Mon 2/28	Wed 3/2
Content	SUE Lecture 14 – Air & water pollution (smog, acid rain, particulates, pesticides; heavy metals - mercury, lead; emerging contaminants - pharmaceuticals)	SUE Lecture 15 – Epidemiology & zoonotics (pandemics in the wildland/urban interface)
Readings	Simpkins 2020; Reilly 2020; Rotatori 2020; Harvey 2021; Krabbenhoft 1995; USGS 2015; NOAA n.d.; USGS & EPA websites Communications Plan template & examples – FWS 2017, Dayer 2013	Karesh 2012; Hassell 2017; Ahmed 2019; Gibb 2020; Johnson 2020; Mackenstedt 2015; Winchell 2020
Class / Assignment	SUE Class 7 (a) Leveraging climate change for green infrastructure support (SWOT Analysis) (b) Tools training: Communicating with decision-makers in the urban context – administrative briefs & outreach strategies (instructor-led exercise)	SUE Quiz - Reading Question on Urban Zoonotic Diseases SUE Quiz – Peer Review of another student’s Program Logic Model due midnight Friday
WEEK 9	Mon 3/7	Wed 3/9
Content	SUE Lecture 16 - Regional / Continental Connectivity	SUE Lecture 17 – Ecosystem Services
Readings	<i>Readings TBD - selected by team</i>	Niemela 2011: Chapter 4.5
Class / Assignment	SUE Class 8 – Exploring solutions to regional / multi-state conditions (Regional Spatial Team stakeholder meeting)	SUE Quiz - Regional Spatial Team Evaluation

SPRING RECESS (March 12 – March 20)

WEEK 10	Mon 3/21	Wed 3/23
Content	SUE Lecture 18 – Introduction to Socioeconomic Drivers	SUE Lecture 19 – Land Use Policy (definitions in comprehensive plans, new construction, established neighborhoods, brownfields, vacant lots)
Readings	Anderson 2019; CMP 2016; Collective Impact Forum materials 2014	Yachnin 2021; O’Farrell 2019; Atu 2013; Healy 2016
Class / Assignment	SUE Class 9 – Tools training: Disease spread in urban human and wildlife populations using Collective Impact , a model for cross-sector collaboration on complex multi-scale issues (exercise)	SUE Assignment – Administrative Brief (1-page) due midnight FRIDAY.
WEEK 11	Mon 3/28	Wed 3/30
Content	SUE Lecture 20 – Human-wildlife conflict	SUE Lecture 21 – Building better cities: envisioning the future metropolis – VIDEO: 7 principles for building better cities by Peter Calthorpe (14-minute video). https://youtu.be/IFjD3NMv6Kw
Readings	Schell 2020; Gross 2010; Arthreya 2013; Beier 2012 (<i>recorded webinar</i>) Grant Proposal template & examples; US FWS 2015; WildTeam 2021	Felson 2005; VisionMakerNYC (web-based simulation); Sanderson (13-minute video)
Class / Assignment	SUE Class 10 (a) Point/Counterpoint: Coexistence & conflict between large carnivores and people (discussion) (b) Tools training: Grant proposals to leverage green infrastructure (instructor-led exercise)	No assignments due this week
WEEK 12	Mon 4/4	Wed 4/6
Content	SUE Lecture 22 - Economics (property value, neighborhood revitalization, food production)	SUE Lecture 23 – Public health (greenways, food deserts, nature deficit disorder, community cohesion, crime prevention, institutions – schools, hospitals, nursing homes, cultural centers, prisons)
Readings	<i>Readings TBD - selected by team</i>	<i>Readings TBD - selected by team</i>
Class / Assignment	SUE Class 11 – Exploring global / international conditions (<i>Global Spatial Team stakeholder meeting</i>)	SUE Quiz - Global Spatial Team Evaluation SUE Assignment – Outreach Strategy (3-page) due midnight FRIDAY.

WEEK 13	Mon 4/11	Wed 4/13
Content	SUE Lecture 24 – Environmental justice: What does Ecology Have to Do with Race? Steward T.A. Pickett, former Director, Baltimore Ecosystem Study (recorded webinar)	SUE Lecture 25 – Using biophilic design to heal body, mind, and soul by Amanda Sturgeon (14-minute video) https://www.youtube.com/watch?v=uAmbZCtNC9U
Readings	Joselow 2020b; Christensen 2018; Wittenberg 2020	Browning 2014; Orr 1993
Class / Assignment	SUE Class 12 – Tools training: How can urban ecology promote environmental justice? (exercise using Results Chains)	SUE Assignment – Cross-team evaluation (complete immediately after your team session)
WEEK 14	Mon 4/18	Wed 4/20
Content	SUE Lecture 26 – Financing socioecological systems (financial incentives, fiscal policy – Tax Increment Financing / TIF, pollution credit trading)	SUE Lecture 27 – Networking & Research needs for regional collaboration
Readings	Richards 2019; Joselow 2020a	Robinson 2021; Tzoulas 2010
Class / Assignment	SUE Class 13 – Networking & Research needs for urban ecology (discussion)	SUE Assignment – Grant Proposal (2 page plus abstract) and unfinished projects due midnight FRIDAY April 30
WEEK 15	Mon 4/25	Wed 4/27
Content	SUE Lecture 28 – Advocacy for nature & people (science advocacy, diversity, equity & inclusion, ethics)	No lecture
Readings	Wittenberg 2021	No readings
Class / Assignment	SUE Class 14 – (a) How Dr. Seuss got 'mad' and spoke for the trees 50 years ago (discussion Mindmap on advocacy and support for urban ecology projects) (b) Course review (group discussion & evaluation of class function & structure)	Please complete the course evaluation! There is no final exam.

Assignments to submit on Canvas by midnight of the due date (subject to change to a later date only with advance notice):

- **Jan 14** – Initial survey
- **Jan 14** – Self-Assessment of Writing & Team Skills
- **Jan 14** – Accessibility Acknowledgement
- **Jan 17** – Reading Questions for Pickett 2016
- **Jan 20** – Discussion question for guest speaker Burney Fischer?
- **Jan 21** – Reading questions for Palta 2017
- **Jan 24** – Reading questions for Moxley & Fischer 2020
- **Jan 28** – Select spatial team & individual project site selection
- **Feb 4** – Quiz #1 Knowledge of ecological concepts
- **Feb 11** – Discussion question for Dan Salas, Cardno
- **Feb 14** – Local Spatial Team overview and stakeholder meeting
- **Feb 18** – Evaluation of Local Spatial Team facilitation process
- **Feb 21** – Prepare a brief SWOT analysis for East-Southeast Asia or Africa
- **Feb 25** – Program Logic Model
- **March 4** – Peer Review of Program Logic Model
- **March 4** – Reading Question on Urban Zoonotic Diseases
- **March 7** – Regional Spatial Team overview and stakeholder meeting
- **March 9** – Evaluation of Regional Spatial Team facilitation process
- **March 25** – Administrative Brief (1 page)
- **April 4** – Global / International Spatial Team overview and stakeholder meeting
- **April 6** – Evaluation of Global Spatial Team process
- **April 8** – Outreach Strategy (3 page)
- **April 15** – Cross-Team Evaluation (complete after your Spatial Team session)
- **April 22** – Grant Proposal (2 page), along with any missing assignments

There is no final exam for this course.

Additional information for students:

Counseling and Psychological Services

For information about services offered to students by CAPS:
<http://healthcenter.indiana.edu/counseling/index.shtml>.

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website:

<http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: gbltserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Requesting Letters of Recommendation - another chance to relive your past.

In the years ahead, many of you will request letters of recommendation to accompany job applications and applications to graduate schools (yes, some of you will return to school). If you are applying for a job, letters from other employers are helpful, but letters from faculty members can help, too. Faculty members can discuss your general intelligence, your thoughtfulness, your ability to work on a team, your writing and communication skills, the general strengths of the academic program you completed, etc. If you are applying to graduate schools, most of your letters should be from faculty members. Letters of recommendation can be immensely helpful, or they can be nearly useless, and you can influence the outcome. Effective letters give detailed, specific information about you and your education. Most letters these days are sent electronically, but occasionally dead-tree letters are still needed.

The nicest things you can do for someone who is writing you a letter or serving as a reference are:

- Remind us what class you took, when. Hopefully we remember you, but if you had a reasonable record in our class, we can write helpful letters even if you were one of 200 students (although your professors in smaller classes may be able to write more insightful letters).
- Give us at least two weeks' notice, or apologize for giving less.
- Make sure we know when the letter is due and provide the program name (including what degree if it's for grad school) and an address so we can create a proper letter.
- Give us an updated résumé so we can see what you've done with your life.
- Give us a copy of the job description so we know what's important.
- Give us a copy of your cover letter. Your cover letter is where you sell yourself, and it helps us immensely to know what you are claiming for yourself, and how you are pitching yourself. We don't need envelopes – we'll use letterhead for dead-tree letters - it's expected at SPEA.
- Be aware that some of the employers and graduate school people are our colleagues. Help us to write letters that all of us can be proud of - we don't like to write useless letters any more than you appreciate having them written. If you have a skeleton in your closet (perhaps poor grades in your early years at school) that you plan to address, and we have information that you've improved your record since then, tell us that that's an issue. In general, if we've agreed to write for you, or to be contacted in some way, we're on your side - let us know what would be helpful.
- If you think you'll be asking for additional letters in the future, let us know, and ask us to keep your information on file.
- Ask, gingerly, if we'd like a reminder a few days before the letter is due (assuming you've given us more than a few days). Some of us are more busy/scattered/absent-minded than others, and often a reminder is appreciated. Assume that I want a reminder.

For your own sake, save particularly good papers and memos. Some employers and academic programs want to see proof of writing skills. Even if they don't ask for it, enclosing a sample of a really good memo or brief may make a difference to an employer who has listed communication skills, but didn't think to ask for examples - you've demonstrated that you understand what the employer is looking for, and you've gone the extra mile to prove you have the skill. Good luck!