



Course Syllabus
University of Kansas
School of Public Affairs and Administration
Urban Planning Program
Spring 2020

**UBPL 802 Special Topics:
Envisioning a Compassionate and Sustainable Future
during the Climate Crisis**

Thursdays 9:00 - 11:30AM

Instructor, Facilitator:

Ward Lyles, Assistant Professor of Urban Planning

OFFICE: 215 Snow Hall

OFFICE HOURS: *set up by email (available by Skype, phone or in person)*

Welcome Message

I am very excited about this course because I will be learning alongside you this semester, moreso I suspect than I have any other course I have instructed. In this course we will:

- Learn about and ‘do’ service learning and participatory research that trains us for our professional careers;
- Play an active role in Lawrence’s climate planning efforts, in coordination with the City/County Sustainability Department;
- Investigate links between the current climate crisis and systems of oppression like racism, sexism, homophobia, and treating the ‘natural’ as a commodity;
- Generate a wide array of timely and relevant materials and experiences for Lawrence’s efforts; and
- Try and push beyond comfort zones– in ourselves, at KU, and in Lawrence – when it comes to being open, humble, and caring to facilitate and support community engagement.

Please recognize that it is my first time teaching this course, just as it is your first time taking it. I am sincere in hoping you will help me shape it for our time together and future iterations.

Peace,
Ward

Problem Statement:

As professionals, we aim to help our communities become more socially, environmentally, and economically sustainable and resilient. *The climate crisis, including the natural hazards like floods, heat waves, and hurricanes it exacerbates, pose one of the grandest challenges to sustainability and resilience in the history of humanity.* At this moment in particular, global and national-level failures to even remotely address the climate crisis are disheartening, even despair-inducing. Yet, there is a lot of hope to be found at the local level.

Planners, public administrators, engineers, social workers, and other professionals work to address complicated, messy, emotional, and political ‘wicked problems’ on a daily basis. Ideally we do this work in collaboration with the diverse publics who we serve. Some of the most exciting and innovative work in the realm of collaboration is in the realm of climate justice and climate compassion. *In this course we will learn about and apply what we learn in real time as part of the City of Lawrence’s 2020 Climate Planning Process.* This process will begin in January 2020 and we anticipate there will be three months or so of ‘percolation’ during which the city will work with lots of community organizations to inject climate issues into existing methods and events. Then, in mid-April climate change will feature more prominently in community events, including a symposium at KU and the city’s Earth Week celebration. The hope is that as the community discussion broadens and deepens local capacity and commitment to policy, programs, and budgets to advance climate justice will increase.

For us to have a positive impact in advancing discussions of climate justice, however, requires identifying, acknowledging, and counteracting broad systemic issues like inequality, colonialism, environmental degradation, racism, and sexism. *All of these systems issues play out in the context of relationships with other people.* Each of us must grapple with our differences in the context of power and tribalism (mainly group-level phenomena), as well as biases and emotions (mainly individual-level phenomena). We must do so not only in our heads, in our classrooms, and in our offices. We must do so through authentic engagement with our communities, recognizing that there are many forms of knowledge, many forms of research, and many forms of engagement.

Learning Objectives:

This course will cover three main themes:

- 1) the intersection of compassion and justice in our professions,
- 2) theories and practices of community engagement and participatory action research, and,
- 3) climate change and long-term hazard risks.

The primary purposes of this course are to help all participants to:

1. Dedicate time, thought, and feeling to exploring the interplay between the three course themes;
2. Apply a compassionate systems framework to learn about the role of public service professions in long-term risk hazard and climate change risk reduction at the local level;
3. Learn about the broad array of theories and practices associated with community engagement, participatory action research, and service learning;
4. Gain experience with multiple theories and practices in the context of Lawrence’s 2020 climate change planning process; and

5. Add to their portfolio of learning products that showcase their preparation for professional work in the realms of community engagement and the climate crisis.

Readings:

There is no required textbook for this course, all readings are available through the course Blackboard page.

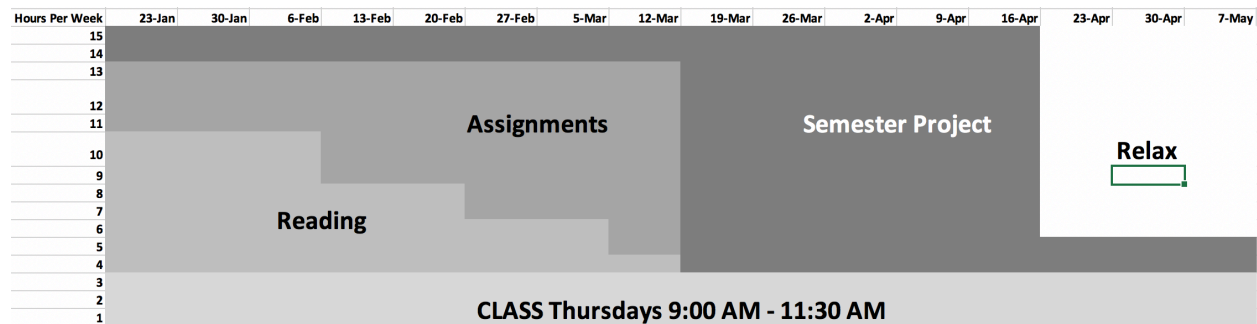
Format:

The format of this course includes weekly in-person class meetings lasting about two and a half hours. The goal is for each class meeting to include time for personal reflection, mini-lectures, group discussion, skill building, and guest speakers. Course readings, videos, and contemplative practices will be available through Blackboard, with supplemental opportunities to interact with the facilitators in person, on the phone or through Skype as appropriate.

The workload in the course is heavily weighted to the first 2/3rds of the semester, as shown in the figure below.

- Up until April 16th, the expectation is for 10 to 15 hours/week and then just 5 or so hours per week over the last four weeks and finals week.
- This timeline exists because it allows our work to contribute to the Lawrence climate planning process, which will have major milestones in mid to late April around the 50th anniversary of Earth Day.
- The timeline also accommodates the need of many students to prepare for comprehensive exams and their job searches at the end of the semester.

Projected Workload Week by Week and Task by Task



Course Components:

Consistent with the objectives of the course, the work you do and the assessment of your work will include active engagement in class, assignments, and a semester project.

Active Engagement:

You are expected to attend each class session, having completed any relevant readings or assignments in advance. Active engagement includes, but is not limited to, listening and speaking during discussion, completing journaling and reflection exercises, and participating in small group activities.

Assignments:

There will be six assignments due weekly over the first half of the semester from late January through early March. Each assignment will engage students in one of the methods of participatory action research. The assignments are low-stakes ways to practice the methods that will be used in the semester project work conducted in March and April. The format of the assignments will vary depending on the method, including memos, letters, digital recordings, video recordings, and maps. The following individual assignments will be due by 11:59pm on Tuesdays. Detailed instructions for each assignment are available on Blackboard.

Due January 28: *Assignment 1*: Letter to Self from Climate Future (5 points)

Due February 4: *Assignment 2*: Perspective Taking (5 points)

Due February 11: *Assignment 3*: Photovoice (5 points)

Due February 18: *Assignment 4*: Oral History/Interview (5 points)

Due February 25: *Assignment 5*: Community Science (5 points)

Due March 3: *Assignment 6*: Community Art (5 points)

Semester Project Part 1: Putting in Practice

The first part of the semester project will consist of carrying out one of the methods of participatory action research in the context of the Lawrence Climate Planning Process. Each student will select one of the methods early in the semester and, by March 5, develop a plan for conducting their research by April 14th. In class on March 5th, students will share their research plans and receive feedback through a structured process. Between March 5th and March 19th, students will begin their research process, providing an update on the 19th through another structured process. On April 2nd, students will present their preliminary results in whatever format is most appropriate (digital recording, video, memo, etc.). By the 14th of April, all students will have completed their research process and finalized their materials to be shared as part of the Climate Compassion and Climate Justice Symposium at KU (April 16th -April 18th) and as part of Earth Week 2020 in Lawrence (April 19th – April 26th).

Due March 5: Project Plan for In-Class Structured Feedback (3 points)

Due March 19: Progress Update and In-Class Structured Feedback (3 points)

Due April 2: Preliminary Project Materials Shared with Class (4 points)

Due April 14: Final Project Ready for Display April 16 through April 25. (15 points)

Semester Project Part 2: Pushing the Boundaries

The second part of the semester project will consist of doing independent research on a different participatory action research method than the one used in Part 1 of the semester project. This part of the project is a chance to learn about a more innovative or emerging engaged research method, such as using speculative fiction in planning processes, using art for place making, engaging people through derived or participatory theatre, and so on. By April 23rd each student will have identified the method they want to focus on for part 2. On April 30th, students will present a draft overview and description of the method, in a 2-page memo format. On May 7th, students will present an example of the method as it has been used in practice and some ideas for how the method might be used in Lawrence in the second half of 2020; this presentation will also be in the form of a 2-page memo. By May 15th, students will revise their 2-page memos, which will be compiled into an online resource for use by the City of Lawrence.

Due April 30: Draft Overview and Description of Method (3 points)
Due May 7: Draft Example and Future Application in Lawrence. (3 points)
Due May 15: Final Celebration – Share Final Projects Part 1 and Part 2. (15 points)

Grading:

<i>Components</i>	<i>Percentage</i>
Active Engagement in Class	25%
Assignments (6 total)	30%
Semester Project Part 1	25%
Semester Project Part 2	20%

Course Schedule:

The following schedule is subject to change. Notification will be provided as soon as possible regarding any changes.

Week 1 (Jan 23): Course Introduction and Climate Change in Lawrence

- Complete before class:
 - Read Syllabus
 - Read Carol Dweck, Mindset, Chapter 1
 - ~2 hours reading Lyles and colleagues' perspective on compassion and public engagement (If you have read these before, go through the references in both papers and pick a few other papers to read instead)
 - Lyles, Ward, and Stacey Swearingen White. "Who Cares? Arnstein's Ladder, the Emotional Paradox of Public Engagement, and (Re) imagining Planning as Caring." *Journal of the American Planning Association* (2019): 1-14.
 - Lyles, Ward, Stacey Swearingen White, and Brooke D. Lavelle. "The prospect of compassionate planning." *Journal of Planning Literature* 33, no. 3 (2018): 247-266.
 - ~2 hours reading materials in the Climate Change Science and Policy folder on Blackboard
 - Highly recommend starting with 2018 US National Climate Assessment, 2015 Climate in the Heartland report, Selections from Boswell, Greve, and Seale 2019
- Guest: Jasmin Moore, Sustainability Director, City of Lawrence/Douglas County
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Course Introduction Session
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Climate Change Planning in Lawrence Session

Week 2 (Jan 30): Compassion and Climate

- Complete before class:
 - ~ 3 hours of reading on climate change science and policy
 - Self-directed depending on your background and interests
 - ~3 hours of reading on climate change and emotions
 - Zak, Dan. August 2019. "How should we talk about what's happening to our planet?" Washington Post
 - Leiserowitz, Anthony et al. June 2019. "Climate Change in the American Mind: April 2019" Yale Program on Climate Change Communication
 - Graves, Lucia. January 2018. "Which works better: climate fear, or climate hope? Well, it's complicated." The Guardian
 - Aaron, Sami. The Resilient Activist
<https://www.theresilientactivist.org/the-resilient-activist-community/>

- Erfan, Aftab. "Confronting collective traumas: an exploration of therapeutic planning." *Planning Theory & Practice* 18, no. 1 (2017): 34-50.
- Wamsler, Christine. Mind the gap: The role of mindfulness in adapting to increasing risk and climate change. *Sustain Sci* (2018) 13: 1121.
- hooks, bell. all about love: New Visions. William Morrow Press. 2001. Introduction (Grace: Touched by Love) (14 pages)
- Makransky, John. Learning to Love as We are Loved. (6 pages)
- Armstrong, Karen. Twelve Steps to a Compassionate Life. 2010. Preface: Wish for a Better World (22 pages)
- Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part One (30 pages)
 - Inayatullah S (2008) Six pillars: futures thinking for transforming. *Foresight* 10(1): 4-21. DOI 10.1108/14636680810855991
 - Fraser et al. Sustaining the Conservationist
- Guests: Kelly Overstreet, SPAA Doctoral Student, Sami Aaron, the Resilient Activist, Merrill Evans Watkins Health Center
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Compassion and Climate Change Session
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Powerful Emotions and Trauma-Informed Practices Session

Week 3 (Feb 6): Community Engagement and Participatory Action Research

- Complete before class:
 - ~2 hours of reading on climate change science and policy
 - Self-directed depending on your background and interests
 - ~4 hours of reading on Community Engagement and Participatory Action Research
 - Old Dominion Resilience Collaborative
<https://www.odu.edu/impact/initiatives/resiliencecollaborative>
 - Dotte Agency <http://www.dotteagency.org/about>
 - Lykes, Briton and Alison Crosby. "Feminist Practice of Action and Community Research" in *Feminist Research Practice*.
 - "Ethical Issues in Community Interventions" The Community Toolbox
 - Wang, Caroline and Mary Ann Burris.1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment" *Health Education and Behavior*
 - Catalani et al. 2012. Videovoice: Community Assessment in Post-Katrina New Orleans Health Promotion Practice.
 - Dorgan, Kathleen. 2008. Principles of Engagement: (mis)Understanding the Community Design Studio
 - Kpamma, Zoya et al. 2016. Participatory Design, Wicked Problems, Choosing By Advantages.
- Guests: Emily Roundtree, Matt Kleinman

- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Engaged Scholarship and Climate Planning in Tidewater Virginia
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Community Based Participatory Research in KCK

Week 4 (Feb 13): Knowledges: Indigenous Knowledges and Youth Knowledges

- Complete before class:
 - ~2 hours of reading on climate change science and policy
 - Self-directed depending on your background and interests
 - If you do not have a background in environmental justice, then please read: Bullard, Robert. *The Quest for Environmental Justice*. 2005. Introduction and Chapter 1 (42 pages)
 - ~4 hours of reading on Environmental Knowledge and Indigenous Studies
 - Gilio-Whitaker, Dina. 2019. As Long as the Green Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock. (recommend Introduction and Chapters 1, 2, 7 and 8)
 - Estes, Nick. 2019 *Our History is the Future*. (recommend Prologue and Chapter7)
 - Wildcat, Dan. *Red Alert: Saving the Planet with Indigenous Knowledge*.
 - Jojola, Ted. "Indigenous planning—An emerging context." *Canadian Journal of Urban Research* 17, no. 1 (2008): 37-47.
 - Johnson, Jay T., and Clare Madge. "Empowering methodologies: feminist and indigenous approaches." *Qualitative research methods in human geography* (2016): 76-94.
 - Sandercock, Leonie. "Commentary: Indigenous planning and the burden of colonialism." *Planning Theory & Practice* 5, no. 1 (2004): 118-124.
 - Castleden et al. 2012. "‘I spent the first year drinking tea’: Exploring Canadian university researchers’ perspectives on community-based participatory research involving Indigenous peoples” *The Canadian Geographer*
 - Derr, Victoria, Louise Chawla, Mara Mintzer, Debra Cushing, and Willem Van Vliet. "A city for all citizens: Integrating children and youth from marginalized populations into city planning." *Buildings* 3, no. 3 (2013): 482-505.
 - Powers, Jane L., and Jennifer S. Tiffany. "Engaging youth in participatory research and evaluation." *Journal of Public Health Management and Practice* 12 (2006): S79-S87.
 - Sunrise Movement <https://www.sunrisemovement.org>
- Guests: Jay Johnson and Kate Lorenz
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Indigenous Knowledges and Community Engaged Research
 - 10:15 – 10:20: Break

- 10:20 – 11:30: Engaging Students and Youth in Climate

Week 5 (Feb 20): Knowledges: Community Science and ‘Lay’ Knowledge

- Complete before class:
 - ~2 hours of reading on climate change science and policy
 - Self-directed depending on your background and interests
 - ~4 hours of reading on Community Science and ‘Lay’ Knowledge
 - Hendricks, Marccus D., Michelle A. Meyer, Nasir G. Gharaibeh, Shannon Van Zandt, Jaimie Masterson, John T. Cooper Jr, Jennifer A. Horney, and Philip Berke. "The development of a participatory assessment technique for infrastructure: Neighborhood-level monitoring towards sustainable infrastructure systems." *Sustainable cities and society* 38 (2018): 265-274.
 - Meyer, Michelle Annette, Marccus Hendricks, Galen D. Newman, Jaimie Hicks Masterson, John T. Cooper, Garrett Sansom, Nasir Gharaibeh et al. "Participatory action research: tools for disaster resilience education." *International journal of disaster resilience in the built environment* 9, no. 4/5 (2018): 402-419.
 - Schlossberg, Marc, and Elliot Shuford. "Delineating" public" and" participation" in PPGIS." (2005).
 - Corburn, Jason. "Bringing local knowledge into environmental decision making: Improving urban planning for communities at risk." *Journal of Planning Education and Research* 22, no. 4 (2003): 420-433.
 - Watson-Thompson, Jomella. "The Road Taken: Contributions to Advancing Community-Engaged Scholarship." *Metropolitan Universities* 29, no. 4 (2018): 108-122.
- Guests: Marccus Hendricks and **Jomella Watson Thompson**
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Community Knowledge in KCK
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Methods for Community Science with Youth in Houston

Week 6 (Feb 27): Knowledges: Integrating Arts, Engagement, and Research

- Complete before class:
 - ~2 hours of reading on climate change science and policy
 - Self-directed depending on your background and interests
 - ~4 hours of reading on Integrating Arts, Engagement, and Research
 - American Planning Association planning and arts resources

- Integrated Arts Research Initiative
<https://www.spencerart.ku.edu/integrated-arts-research-initiative>
 - Ad Astra Writing Project <https://www.megankaminski.com/adastra>
- Guests: Joey Orr and Megan Kaminski
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Integrated Arts Research Initiative
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Creative Writing as Public Engagement through Ad Astra Project

Week 7 (March 5): Preparing to Launch

- Complete before class:
 - ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 1
 - ~6 hours preparing Semester Project Part 1 plan
- Guests: Jasmin Moore, Kelly Overstreet as available
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Student presentations of Semester Project Part 1 plans and structure feedback
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Student presentations of Semester Project Part 1 plans and structure feedback

NO CLASS MARCH 12 – SPRING BREAK

Week 8 (March 19): Progress Updates

- Complete before class:
 - ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 1
 - ~12 hours working Semester Project Part 1 plan
- Guests: Jasmin Moore, Kelly Overstreet as available
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Student presentations of Semester Project Part 1 Progress Updates and structure feedback
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Work Session

Week 9 (March 26): Work Session

- Complete before class:

- ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 1
- ~12 hours working Semester Project Part 1 plan
- Guests: Jasmin Moore, Kelly Overstreet as available
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Work Session
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Work Session

Week 10 (April 2): Preliminary Project Materials Sharing

- Complete before class:
 - ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 1
 - ~12 hours working Semester Project Part 1 plan
- Guests: Jasmin Moore, Kelly Overstreet as available
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Sharing of Materials Developed and Structured Feedback
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Sharing of Materials Developed and Structured Feedback

Week 11 (April 9): Work Session

- Complete before class:
 - ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 1
 - ~12 hours working Semester Project Part 1 plan
- Guests: Jasmin Moore, Kelly Overstreet as available
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Work Session
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Work Session

Week 12 (April 16): Climate Compassion and Climate Justice Symposium

- Class meets in The Commons, Spooner Hall
- Class Schedule: attend as much of Symposium as possible April 16-17

Week 13 (April 23): No Class – you earned it!

- Attend city Earth Day events as possible April 19-26

Week 14 (April 30): Work Session

- Complete before class:

- ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 2
- ~3 hours working on memo for Semester Project Part 2
- Guests: TBD
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Structured sharing of memos with feedback
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Structured sharing of memos with feedback

Week 15 (May 7): Work Session

- Complete before class:
 - ~2 hours of reading on the engaged research method(s) you will use in your Semester Project Part 2
 - ~3 hours working on memo for Semester Project Part 2
- Guests: TBD
- Class Schedule:
 - 9:00 - 9:20: Mindfulness practice and Journal Reflection
 - 9:20 - 10:15: Structured sharing of memos with feedback
 - 10:15 – 10:20: Break
 - 10:20 – 11:30: Structured sharing of memos with feedback

Final (May 15): Celebration

- Guests: All guests from semester will be invited
- Class Schedule: TBD

Resources for Students:

KU Counseling and Psychological Services (CAPS) – CAPS can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available. You can find more information at <https://caps.ku.edu/> Phone is 785-864-2277 and hours are M, W, F 8-5 and T, H 8-6. CAPS is located in Watkins Memorial Health Center

KU Office of Multicultural Affairs (OMA) – OMA provides direction and services for current and prospective students from underrepresented populations. In addition, through collaborative partnerships it offers diversity education programs that foster inclusive learning environments *for all students*. OMA's programs and services enhance the retention of successful matriculation of students, while supporting their academic and personal development. You can find more information at: <https://oma.ku.edu/about> Phone is 785-864-4350 OMA is located in the Sabatini Multicultural Resources Center next to the Union.

KU Academic Access and Achievement Center (AAAC) – AAAC offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. Feel free to talk with AAAC and ask for information or direction about academic and personal issues. You can find more information at: <https://achievement.ku.edu/> Phone is 785-864-4064 The AAAC is located in Rm 22 Strong Hall.

KU Public Safety – Public safety is dedicated to providing a safe and secure environment for the thousands of students, faculty, staff and visitors that are on campus each day. Public Safety's website (<https://publicsafety.ku.edu/>) contains practical information that can protect you from becoming a victim of a crime, help you recognize and report suspicious activity, and guide you in the event of an emergency.

KU Emily Taylor Center for Women & Gender Equity (ETC) – The ETC provides leadership and advocacy in promoting gender equity and challenge gender-related barriers that impede full access, inclusion, and success. The ETC provides services, assistance, advocacy and support to campus community members of all genders. We also provide consultation, information and resources to Edwards and KUMC campus members, parents of KU students and the community by request. Appointments are recommended, but not necessary. Services are private. In situations involving discrimination and violations of Title IX, ETC staff report information to campus authorities. Center programs and facilities are also accessible to individuals with disabilities. For those requesting accommodations, please contact KU [Student Access Services](#) at 785-864-4064 or achieve@ku.edu. The ETC is located in 4024 Wescoe Hall

KU Writing Center - The Writing Center offers a variety of ways for students and members of the community to get feedback on their writing. It offers face-to-face consultations, online appointments, and an eTutoring appointments. Information regarding each type of appointment and a tool for scheduling can be found at <http://writing.ku.edu/> The Writing Center has multiple locations on campus.

KU Student Involvement & Leadership Center (SILC) – SILC prepares students to become contributing members of society by providing meaningful co-curricular experiences. **SILC** is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity/sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations. More information can be found at <https://silc.ku.edu/>. A notable program of SILC is the Safe Zone Training, which aims to reduce homophobia, transphobia, and heterosexism on our campus to make KU a safer and freer environment for all members of our community, regardless of sexual orientation, gender identity, or gender expression. By agreeing to become a Safe Zone ally, the participant agrees to undergo training and to serve as a resource for people seeking clarification on issues of sexuality and gender diversity. SILC is located in the Sabatini Multicultural Resources Center.

Sexual Assault CARE Coordinator - Watkins Health Services provides support to victims of sexual and domestic violence. [Merrill Evans](#), LCSW, is our CARE (Campus Assistance, Resource, and Education) Coordinator whose primary role is to coordinate support for individuals (both victim and alleged perpetrators)

impacted by sexual violence including incidents of sexual assault, sexual battery, partner violence, dating violence and stalking. The CARE Coordinator is a confidential position and is not required to report incidents to University officials or organizations. If you or someone you know has been affected by any form of sexual violence, please do not hesitate to [contact Merrill](#) or stop by Watkins Health Center Room 2615 during normal business hours. If WHS is closed, the Sexual Trauma & Abuse Care Center is available 24 hours for victim assistance at [785-843-8985](tel:785-843-8985). <https://studenthealth.ku.edu/sexual-assault>

Sexual Assault Prevention and Education Center (SAPEC) - SAPEC promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus-wide collaboration. SAPEC is located at 116 Carruth O'Leary; Phone 785-864-5879; email: sapec@ku.edu. <http://sapec.ku.edu/>

Institute of Institutional Opportunity & Access (IOA) - The Office of Institutional Opportunity and Access (IOA) is responsible for administering the University of Kansas equal opportunity and non-discrimination policies and procedures, as well as, encouraging a campus climate of respect and understanding of all aspects of the human experience. To accomplish these duties, the IOA offers assistance and protective measures to students, faculty, and staff who report acts of harassment, discrimination, sexual misconduct, sexual violence, and retaliation; provides information about health, safety, advocacy, and support resources for members of the Lawrence and Edwards campuses; performs formal investigations to detect, discontinue, and prevent violations of the Non-Discrimination Policy and Sexual Harassment Policy; and ensures University compliance with state and federal civil rights laws. IOA is located at 153A Carruth-O'Leary; Phone 785-864-6414; email: ioa@ku.edu; <http://ioa.ku.edu/>.

Formal KU Policies

You should be aware of KU's academic policies, available at the KU policy library: academic. While the policies are numerous, key policies to be aware of include:

Academic Misconduct (<http://policy.ku.edu/governance/USRR#art2sect6>),
Final Examination Schedules (<http://policy.ku.edu/governance/USRR#art1sect3>), and
The Grading System (<http://policy.ku.edu/governance/USRR#art2sect2para3>)

Additional notes:

Incompletes

The Faculty Handbook (F-6) outlines the Grade of Incomplete in the following way: "The Grade of I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for good reason, not been done, while the rest has been satisfactorily completed"

Students with Disabilities

Any student who has a disability that may prevent the fullest expression of abilities should contact me personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

Religious Holidays

If any scheduled assignment conflicts with a mandated religious observance, a student should contact me immediately to arrange a revised deadline on a mutually acceptable date.