

Spring 2026 – SEVI 41003 - Strategic Philanthropy
M/W/F 10:45-11:35; JBHT 147
Syllabus

Instructors

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Office Hours

I will hold office hours on: W/F from 9:30 to 10:30 am; T/Th from 10:00 to 11:00 am or by appointment.

Course Description

Although this is an ancient practice often founded on deep spiritual and cultural traditions, philanthropy is one of those activities we do not study or reflect about enough. Relative to its relevance, long history and recurrent incidence in Western and non-Western traditions, philanthropy is perhaps one of the most human-centered activities we can ever engage in, contributing to the foundation of peaceful, prosperous and functional societies.

Strategic Philanthropy is an innovative course offering students the opportunity to understand the world of philanthropy, its origins, evolution, attainments, and limitations. Students in this course will learn about ancient philanthropic traditions, the evolution of philanthropic actions and ideas, current best practices in the non-profit and charitable giving fields, and a variety of techniques and methodologies to assess the social or environmental impact of real organizations in the Northwest Arkansas region and beyond. Students will learn as well about certain fundraising techniques that will increase the class funds available for distribution at the end of the semester. The class is a partnership between the Strategy, Entrepreneurship and Venture Innovation of the Walton College of Business and the Philanthropy Lab, an initiative of the Once Upon a Time Foundation. The Philanthropy Lab has granted a fund for our class. Students will increase, manage and distribute this fund by the end of the semester, based on the impact assessment they will make on the activities of the participating organizations.

Course Objectives

The primary objective of this course is to introduce students to the world of philanthropy, its origins, history and current state of affairs. What is philanthropy? Who is a philanthropist? And how can we make the most out of this practice? As students learn about philanthropy, charitable giving, social innovation and non-profit initiatives, the course will engage with regional organizations to learn about their mission, operations, challenges and achievements. Students will be introduced to a variety of impact assessment techniques and methodologies, learning to conduct rigorous impact assessments of the organizations' activities, to determine their effectiveness, efficiency and social return on investment.

A key objective of the course is to help students understand the process through which efficient, sustainable and effective philanthropy is possible. Students will learn to evaluate the performance of an organization in context of its mission, goals, infrastructure, and resources available, but also in context of the overall challenges and priorities posed by the region in which they operate. By offering students the opportunity to evaluate actual organizations in the NWA region and making a decision around the assignment of the funds granted by the Philanthropy Lab, students also will be engaged in impact assessment practices, obtaining concrete, practical and useful project evaluation, risk assessment and project management skills.

Since NWA happens to be one of the most vibrant, innovative and vanguard regions in the country, with a large number of charities, non-profits and social innovation initiatives, a related objective will be to engage as many organizations as possible, with the intention of strengthening relationships and building a sort of community of practice among organizations with similar or complementary goals in the region and beyond.

Student Learning Outcomes

- Students learn about the origin, evolution and current state of philanthropic practices.
- Students learn different traditions and approaches to the world philanthropy.
- Students learn about the history, theories, best practices and regulations of non-profits and charitable initiatives in the NWA region;
- Students learn about selected non-profit, charitable and social innovation initiatives from around the world, with the intention to identify best practices.
- Students learn to identify best practices in the social impact world, understanding the challenges and limitations of specific organizations;
- Students learn some practical interpretations of different non-profit tax forms.
- Students learn to evaluate a variety of theories of change, as well as the effectiveness and efficiency of organizations or initiatives with different resources and circumstances.
- Students learn some of the most common techniques to measure and assess social impact;
- Students learn best practices for effective interview sessions.
- Students learn key project management, project evaluation, and risk assessment techniques.
- Students learn key techniques, tools, and mechanisms for impact assessment, fundraising and funding distribution.

Upon completion of the course, students should be able to:

- Demonstrate proficiency in key terms and concepts related to social innovation, fundraising, non-profits, charity giving, philanthropy, funds distribution, and collective impact strategies;
- Recognize key business and humanities-centered approaches to analyze and assess issues and challenges faced by charity, nonprofits, and social innovation initiatives in the NWA region and beyond.
- Design and – if possible – apply basic business principles to assess the impact of local charities, social innovation initiatives or non-profits, evaluating their financial stability, transparency and accountability;
- Demonstrate general awareness of the problems affecting our communities and the resources available to tackle those problems in an effective, efficient, and sustainable way;
- Demonstrate ability to collaborate, work in teams, and assess impact in a creative, innovative and effective way;
- Debate what constitutes value and value creation, redefine the notion of impact, and contribute to the standardization of impact assessment mechanisms for charities, non-profits and social innovation initiatives.
- Develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.
- Develop a comprehensive and rigorous assessment of the organization of their choice.

Service Learning

This course has been designated as a Service-Learning Course.

Target Audience

Advanced Undergraduate Students interested in a hands-on, service-learning course, devoted to innovative philanthropic strategies, identifying best practices, and evaluating impact.

Course Logistics

A majority of course materials, activities, communications, and instruction will be delivered using the UofA course management software, "Blackboard." The class begins on **Tuesday, January 13** and ends on **Thursday, May 7**. Class is scheduled for **M/W/F from 10:45 AM to 11:35 AM**. **Class will meet in person at JBHT 147**. In the extraordinary event of going into a social distancing contingency again, the class will continue as scheduled, and meetings will be conducted remotely, via Microsoft Teams.

Required Material

MacAskill, W. *Doing good better*. Penguin Random House, New York, 2016.
Pallota, D. *The Everyday Philanthropist*, Wiley, New York, 2020.

Other required materials:

- Reading, video, audio and multimedia format reports, articles and/or journal papers are required as noted in the class topical schedule, below. All these articles, chapters and other required material will be accessible through links or electronic files.
- You may find it helpful to visit the university library’s virtual collection and download copies of reports and/or journal articles for use as discussion guide or for use with assignments or your team project.
- At specific points in the course, we may use course supplements to present information not specifically covered in the assigned reports and/or journal articles. These supplements may be via print, online, or electronic means.
- Most of the required materials will be available on Blackboard under “Content.”

Minimum Prerequisites:

Junior-level standing, or instructor permission.

Required Supplies and Technology

Microsoft Office applications (MS Word, Excel, and PowerPoint), Adobe Reader/Acrobat, and a web browser will be used to develop, document, and report your project. All software necessary for this class is available free of charge for students who wish to install the software on their personal computer or smart device or through remote access in university computer labs.

Teaching Methodology and Class Culture

This class is a hands-on, active-learning project-based course that will **require your active participation in all class sessions** without necessarily being called-upon by name. Students must come to class fully prepared to participate in class discussions of readings, articles, or podcasts. This is not a lecture/exam course. You are in control of your success. You will develop relationships in this class that will stay with many of you throughout your careers. You are expected to hold each other to professional standards and to help each other achieve those standards.

Course Philosophy

I believe in maintaining an open and informal atmosphere in the class. You are encouraged to make observations and comments during the class and to excel in this class this is expected. While I will highlight and explain theory that is relevant to the subject, you are encouraged to constantly think about how the concepts taught can be applied to real life beyond this course. I strongly encourage you to share examples from your work experience, travels, and life experience that you think are related to the material being covered. Feel free to question the concepts that are being taught in class. A free and open discussion of the material will be of benefit to everyone and will increase your learning and understanding.

Although I will do everything I can to follow the plan detailed in this syllabus and the associated course **schedule** and **requirements**, sometimes changes are necessary. Please remember that this is a living document, and it is subject to change during the session. You will not be asked to do more than is stated in this document. However, I reserve the right to redistribute activities and/or topics to meet the student’s learning needs. No assignment due dates will be moved up unless there is a consensus within the class. You will be made aware of any changes to this document and updates will be uploaded to Blackboard and clearly indicated as updated documents and you will be notified in a timely fashion via the “Announcements” function in Blackboard.

Remote Meetings Protocol (if need be)

In case we must or want to schedule remote meetings, students must make every reasonable effort to follow this protocol for our virtual meetings:

1. Connect 5 minutes before the class starts.
2. Unless you don’t have a camera, turn on your video. If you cannot, notify the instructors ahead of class.
3. Keep your microphone muted whenever you are not speaking.
4. If you have a comment or a question at any given time during the session, grab our attention through the chat or by using the ‘raise your hand’ feature.

Course Schedule

Although we don't anticipate any major change in the schedule, some sessions may have to be adjusted.

Month	Date	Day	Tentative topic
January	14	W	Course Introduction: Introductions, Syllabus/Course Expectations. What are we doing? (Course Overview)
January	16	F	Introducing the First Assignment - \$20 Challenge / Defining class mission statement
January	19	M	Planning the fundraising campaign – Deciding on content and the starting and ending date of the campaign. Peg it to the class mission Discussion on First Assignment - Reflections on \$20 Challenge Due
January	21	W	Guest Speaker: Robyn Riggins – Associate Director, Annual Giving, University of Arkansas Meet the Development Officers – Advancement and Development Officer: Mark Power (WCOB)
January	23	F	Planning the Fundraising Campaign – Developing content, assign responsibilities, identify potential donors Mailing strategy – Goal: Launching the campaign on February 1st
January	26	M	Intro to the world of Philanthropy - Read: "The Strange Apeman" – PDF available on BB – Discussion Introducing the Second Assignment: My personal take on Philanthropy
January	28	W	Read: <i>For Whom are we Responsible</i> Poem – PDF available on BB – Discussion.
January	30	F	Watch: Matthieu Ricard - On altruism https://www.ted.com/talks/matthieu_ricard_how_to_let_altruism_be_your_guide
February	2	M	Dan Pallotta - The way we think about charity is dead wrong https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?subtitle=en
February	4	W	Non-profit practices and tax reports – how to read a 990 Form Second Assignment: My personal take on Philanthropy due and Team Formation Due
February	6	F	Guest Speaker – Community Partners – Bret Raymond (The Pack Shack) Introducing the Third Assignment: Individual Reflection and Lessons learned on community partners.
February	9	M	Guest Speaker –Khalid Ahmadzai (Canopy NWA)
February	11	W	Guest Speaker – Community Partners – Sophie Stout (Blue Mountain Project)
February	13	F	Guest Speaker – Community Partners –Ellie Hoyt (SOAR After School Program)
February	16	M	Guest Speaker – Community Partners – Sam Dean (Amazeum)
February	18	W	Guest Speaker – Community Partners – Sarah Fennel Buchanan (Restore Humanity)
February	20	F	Discussion on Community Partners Third Assignment: Individual Reflection and Lessons learned on community partners due.
February	23	M	Modern notions of Philanthropy – <i>Doing Good Better</i> – Introduction, Chapters 1 and 5 – Discussion Introducing the Fourth Assignment: Individual Reflections on Doing Good Better
February	25	W	Modern notions of Philanthropy – <i>Doing Good Better</i> – Chapters 6, 7, 8, 9 – Discussion
February	27	F	Modern notions of Philanthropy – <i>Doing Good Better</i> Conclusion, Afterward and Appendix – Discussion
March	2	M	Meet the Funders Series – Meredith Bergstrom, Senior Program Officer, Home Region Office, Walton Family Foundation Fourth Assignment: Individual Reflections on Doing Good Better due
March	4	W	Discuss SSIR article: "You could spend your money differently" pp. 26-33; How does this inform our notion of Philanthropy? Introducing the Fifth Assignment: Individual Reflection on The Everyday Philanthropist
March	6	F	Discuss article: "From doing good to being Good" pp. 48-54 – PDFs on BB. How does this inform our notion of Philanthropy?
March	9	M	Assessing Impact – Adapting/Customizing Best practices and methodologies I
March	11	W	Assessing Impact – Adapting/Customizing Best practices and methodologies II
March	13	F	Assessing Impact – Adapting/Customizing Best practices and methodologies II
March	16	M	Discuss SSIR article: "The Nonprofit sector has an RCT problem" pp. 58-67 – PDF available on BB
March	18	W	Discuss SSIR article: "What's inside the house?..." - https://ssir.org/articles/entry/foundations-organizational-design-strategy
March	20-23-25-27	F-M-W-F	Spring Break
March	30	M	Fifth Assignment: The everyday Philanthropist due – Discussion and lessons learned Visit from the Philanthropy Lab – Kate Jordan and Lexi Peterson
April	1	W	Discuss "Philanthropy and Digital Civil Society: The annual industry forecast" 2025. – PDF available on BB.
April	3	F	Discuss SSIR article: "Philanthropy's Response to the Radical New Reality" pp. 30-46 – PDF available on BB
April	6	M	Discuss SSIR articles: "Giving Time vs Giving Money" pp 64; "Where strategic philanthropy went wrong" pp 28-37 – PDF available on BB
April	8	W	Discuss SSIR articles: "The Invisible Balance Sheet" pp. 31-37 – PDF available on BB

April	10	F	Discuss SSIR articles: “Why does Philanthropy ignore big and easy Wins?” pp. 61-62 – PDF available on BB
April	13	M	Working Session –Students will have the opportunity to tune up their proposal. We will be available for questions and feedback. Peer-to-peer conversations and analysis will take place.
April	15	W	Working Session –Students will have the opportunity to tune up their proposal. We will be available for questions and feedback. Peer-to-peer conversations and analysis will take place.
April	17	F	Working Session –Students will have the opportunity to tune up their proposal. We will be available for questions and feedback. Peer-to-peer conversations and analysis will take place.
April	20	M	Team’s Choice – Assessment of local organizations
April	22	W	Team’s Choice – Assessment of local organizations
April	24	F	Team’s Choice – Assessment of local organizations
April	27	M	Working Session – Debating the gift allocation – Individual Reflection/Retrospect Due
April	29	W	Working Session – Debating the gift allocation
May	1/4/6	F/M/W	Award Ceremony starting at 7:45 AM and Final Report (All Teams) and Team Management Reports

Blue = [Link to a required material / class activity](#)
 Red = [Due Dates for course requirements](#)
 Green = [Holiday](#)
 Black = [Class activities](#)

Student Work and Grading

The course demands constant interaction and communication among students, between students and instructors, and students and community partners. E-mail and announcements through Blackboard will be our preferred method for communication. I will check e-mail for questions and comments regularly throughout the day. I will respond to your questions or requests as soon as possible. Please call or contact us in case you have any question or would like to set up an appointment if you would like to meet (in person or virtually). In the case of our community partners, please be diligent and professional when pursuing, scheduling, and conducting meetings with them, either virtually or in person.

Late Work

You are expected to submit assignments on time. **Late assignments will not be accepted.** If you must miss class on any of the ordinary or extraordinary sessions, you must inform us in advance. **You are responsible** for completing the required activities for each session and for coming prepared to class to discuss the material.

Attendance

We will hold 30 sessions during the length of the semester. Attendance in this course is mandatory. Every student in the class will be allowed to three (3) absences per semester (10% of total sessions), no questions asked. If you have more than three (3) absences, you will not be excused from lectures, assessments, final presentations or exams unless you show appropriate documentation to justify your absence, and you share with me such documentation prior to the due date. Special circumstances include but are not limited to: illnesses, family emergencies, University-sponsored academic or athletic activities, religious observances, jury duty or subpoena for court appearance or military duty. I will deduct one point from your attendance grade for each unjustified absence. After ten unjustified absences you will receive a zero in attendance.

The course will be conducted in person, but if we have the need to go virtual, sessions will be recorded. In any event, whether virtual or in person, attendance to lectures is required for the course. As specified in the schedule, some sessions will include lectures, but many of them will be working and mentorship sessions focused on making progress on the project for the class. Throughout the semester, we will count with the participation of guest speakers and community partners. It is important you attend class regularly or use class time to conduct work related to your project. You must arrive to the class sessions or class meetings on time out of respect for the instructor, other students and guest speakers.

Course Requirements—Total (100%)

This course is built around individual research, teamwork, and community engagement efforts. Students are expected to work individually and in teams to complete all requirements for this class.

Group Assignments—Total of 50% include the following:

Class's Choice - Assessment and selection of Local Organizations – Presentation (20%)

After being introduced to each of the of organizations curated for the course, teams will be responsible to assess the impact of two organizations. Teams must conduct complementary research and a detailed assessment on the way these organizations track and assess their own impact. Each of the assessments is equally weighted in value (10% per organization). Teams will present their argument and make a recommendation to the class on the organization they would choose to support, by conducting a 20-minute presentation, followed by Q&A.

The presentation will be in class using ppt, prezi, canva or the software of your choice. To organize your presentation, you can conduct a SWOT analysis for the assigned organizations, backing up your argument with some research of your own. Some of the factors to consider for the elaboration of your presentation include but are not limited to:

- How does the organization's activities allow assessment of social impact?
- How do they measure the impact of their activities?
- How easy would it be to scale or replicate their activities?
- How does the strategy help advance the SDGs or regional goals?
- How does the non profit compare to other non-profits in the region?
- What is the relevance of the organization's mission for our region?

The presentation **MUST** include a summary slide, complemented by your report (see below) including an evaluation of the organization based on the rigor of their impact assessment techniques and its declared mission.

Due Dates: as noted in the Course Schedule, above.

Rubric for Assessments of the different organizations:

- ◇ The assessment clearly identifies the mission of the organization.
- ◇ The assessment identifies and analyzes the way the organization measures impact.
- ◇ The assessment identifies the KPIs and explain the way organizations track these indicators.
- ◇ Cost/benefit analysis or any other assessment of the activities of the organization.

Final Report – (20%)

This is a 6-8-page document (20% - Times New Roman 12, 1.5 space—exclusive of charts or exhibits) summarizing your assessment of the organization and the reasons for which you recommend to support it. Aside from preparing a presentation for the class, teams must conduct research on the aspects that work about the organization, and produce a report on the way these organizations fulfill their mission and track their impact. You should followed the same criteria that you will follow in your presentation, except that you need to discuss these aspects in more detail in your written report. Below you will find a rubric for your convenience:

Rubric Final Report and Final Presentation (equally weighted):

- The report/presentation clearly identifies and state the mission of the organization and the problem they are trying to solve.
- The report/presentation clearly explains the kind of impact the organization aims to have.
- The report/presentation clearly states the weaknesses and strengths of the organization, explains how the organization fulfills its mission, mitigates or solves the identified problem, and provides a narrative of its impact assessment process .
- The report/presentation clearly explains the way the organization tracks its own impact.
- The report/presentation offers a clear rationale of the reasons for which your team believes the organization deserves to receive the Philanthropy Lab funds.
- The report **MUST** include a summary section, expanding on the summary slide included in your presentation (see above) and it must include an evaluation of the organization based on the rigor of their impact assessment techniques and its declared mission.

Project Management Report (10%)

Teams must keep track of the individual contributions each member of the team makes to the project. This is a good project management practice. Remember to create a shared google excel sheet documenting your contributions. Each team member is responsible to report on their own contributions. By the end of the semester, teams will share this excel document with us, so we can evaluate individual contributions to the team effort. The excel report will be due on the day and time indicated in the Course Schedule. The excel document should include, at least, the following information, as indicated in the sample below:

Week	Team Number	Name of team member	Action item	deadline	completed	In progress	pending
August 22	1	Student 1	A	Oct 21	x		
		Student 2	B	Oct 21		x	
		Student 3	C	Oct 21			x

Individual Assignments—Total of 50% include the following:

Attendance (10%)

We will hold 30 sessions during the length of the semester. Attendance in this course is mandatory. Every student in the class will be allowed to three (3) absences per semester (10% of total sessions), no questions asked. If you have more than three (3) absences, you will not be excused from lectures, assessments, final presentations or exams unless you show appropriate documentation to justify your absence, and you share with me such documentation prior to the due date. Special circumstances include but are not limited to: illnesses, family emergencies, University-sponsored academic or athletic activities, religious observances, jury duty or subpoena for court appearance or military duty. I will deduct one point from your attendance grade for each unjustified absence. After ten unjustified absences you will receive a zero in attendance.

Active Participation and Contributions (5%)

An active participation means thoughtful, well-informed, and documented comments, pertinent to the subjects discussed in class, and without being called-upon by name. Relevant participation also means questions related to your project or to the required material, as well as completing the surveys on the presentation of guest speakers.

First Assignment – \$10 Dollar Challenge (5%)

Students must reflect on their decision around the \$10 Challenge, following the template shared by instructors. Due on the date indicated in the course schedule. Honors students will have to complete

Second Assignment – Personal Take on Philanthropy (5%)

Students will write a 1-2 page essay (Times New Roman 12, 1.0 space) on their personal take on Philanthropy. What does philanthropy mean to you? Have you conducted philanthropic work? Yes/No Why? Do you consider Philanthropy to be important?

Third Assignment – Individual Reflection and Lessons Learned on Community Partners (10%)

After listening from all community partners involved with the class, students will write a 4 page essay (Times New Roman 12, 1.0 space) on their preferences and concerns in relation to each of the community partners participating in the class. Students must dedicate half a page to each organization, this means you will include two per page.

Fourth Assignment – Reflection on Doing Good Better (5%)

After reading *Doing Good Better* by William MacAskill, students will write a 2 page essay (Times New Roman 12, 1.0 space) on their personal take of MacAskill's book. What is MacAskill's central argument? How is his argument relevant to the work we are planning to do in class? In your opinion, what are his strongest and weakest arguments?

Fifth Assignment – Reflection on The Everyday Philanthropist (5%)

After reading *The Everyday Philanthropist* by Dan Pallotta, students will write a 2 page essay (Times New Roman 12, 1.0 space) on their personal take of Pallotta’s book. What is Pallotta’s central argument? How is his argument relevant to the work we are planning to do in class? In your opinion, what are his strongest and weakest arguments?

Individual Reflection/Retrospect (5%)

Students are invited to reflect on the content of the course and the impact this course has had on their academic career and their decision to explore philanthropic strategies and make philanthropic decisions. This is a 1-2 page essay (Times New Roman 12, 1.0 space), and it is due on the date indicated in the course schedule.

Grading Scale

The grading scale shown in the table below and will be used to determine final course grades.

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

Course Requirements and Grading Scale

Course Requirements	Weighting
Group Assignment—Social Innovation Strategy Project	50%
Team’s Choice – Assessment of Local Organizations	20
Final Report - Recommendation	20
Project Management Report	10
Individual Assignments	50%
Active Participation and Contributions	5
Attendance	10
First Assignment	5
Second Assignment	5
Third Assignment	10
Fourth Assignment	5
Fifth Assignment	5
Individual Retrospect Essay	5
Total	100%

Special Considerations for our spring 2026 course and Departmental Policies

Below are specific policies that relate to our spring 2026 course. Please note that I reserve the right to alter policies and grading criteria should the university decides to move to an online format during the fall semester. All changes will be announced with anticipation and posted on Blackboard.

Communication

In this class our official mode of communication will be through uark email, Blackboard and -if needed- zoom. Students are responsible for checking their UARK accounts on at least a daily basis during the semester. All communication between student and instructor and between student and student should be respectful and professional. Students are also responsible for checking the course scheduled document and assignments section on Blackboard to ensure they are aware of all assignments and due dates.

First, we should remember that The University of Arkansas is an equal opportunity institution.

Americans with Disabilities Policy:

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities

Academic Integrity:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Academic Honesty:

The application of the University of Arkansas Academic Honesty Policy will be fully adhered to in this course, and all courses within the SEVI Department. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational honor code pledge, which was signed by each student upon on entering the program to indicate their agreement.

Recording of Class Lectures:

If the university is forced to move into an online format during the fall semester, students should know on-line sessions could be recorded and if this is the case, they consent to being recorded for official university educational purposes. Students, however, cannot record the online sessions.

Unauthorized Use of Class Recordings:

In certain instances, or in case social distancing is reinstated for whatever reason, instructors reserve the right to record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g., a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student:

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student- made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Technology for a Quiz or Examination:

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination, or the use of AI, unless otherwise specified by the instructor.

AI policy – Restricted for some assignments:

Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Unauthorized Use and Distribution of Class Notes:

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention.

Guidelines for Testing Accommodations for Students with Disabilities:

It is the Walton College of Business policy that reasonable accommodations will be made for students with disabilities. Students must request any accommodations from their instructor in addition to requesting accommodations from the Center for Educational Access (CEA). Please contact the CEA for details on seeking accommodations for disabilities.

Unauthorized Websites or Internet Resources:

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Emergency Procedures:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

University Police

- Emergency: 911
- Non-Emergency: 479-575-2222

You can also utilize the SafeZone App on your cellphone during an emergency by touching the “Emergency” button.

Inclement Weather

University of Arkansas operations may be affected when there is inclement weather, including snow, ice, severe thunderstorm activity, tornadoes or flooding. The university balances the safety of our campus community members with the needs of students, requirements of ongoing research activities and other factors when deciding if inclement weather operations should go into effect.

Please read the policy on inclement weather and the weather emergency procedure, which define how such events impact the campus community.

WxALERT (weather alert) emergency notifications are automatically sent to the campus community via all available channels – email, voicemail and text message. However, students, faculty and staff must provide their cell phone numbers in Workday to receive emergency alerts including WxALERTS via cell phone/text.

Tornado/Severe Weather

If a tornado threatens the campus directly and the campus community needs to seek shelter immediately, UAPD will send a RazALERT message and activate the campus outdoor warning sirens. Take shelter immediately during a tornado warning and consider the DUCK method to stay safe:

- Down to the lowest part of your home/building
- Under something
- Center of house/building
- Keep away from windows and exterior doors

I may interrupt class activity and advise the students to move to the safest area available. Should the allotted class time expire during the warning, I will encourage the students to remain in the safe area until the threat of the tornado has passed.

On-Campus Class Cancellation Due to Inclement Weather

When campus has shifted to inclement weather operations, on-campus classes will not meet in person, but classes may continue virtually using video conference software like Zoom.

I will let you know if we will conduct the course virtually at the regularly scheduled class time.

If I choose to proceed with the session virtually during inclement operations, I will record the sessions and make them available to all students via Blackboard.

I will not penalize any student for not attending a virtual meeting held during inclement weather operations and I will not require assignments or exams to be due during this time.

In inclement weather situations when classes are not cancelled, I will provide students with a chance to make up work without penalty if weather conditions prevent a student from safely attending class.

Violence / Active Shooter (CAAD)

Call 911

AVOID: Leave the area immediately. If necessary, break windows or glass to get out of the area. Run in the opposite direction of the disturbance or shots, cover your head with books or other items for protection. Do not stop running until you are in a safe area. If police officers are in the area, listen and comply with all their commands. Raise your hands or keep them in plain sight, so you are not perceived as a threat.

DENY: If you cannot Avoid, Lock your door. Silence your phone, call 911 and give detailed and specific information about the threat. Do not leave until instructed to do so by police. Stay low to the ground and away from windows. Barricade the doors with anything possible (furniture, chairs etc.) to deny the intruder access. If you cannot speak, leave the line open or communicate with UAPD via the SafeZone App or texting 479-575-2222.

DEFEND: If the first two options do not work, defend yourself and those around you. Use any objects available to you to distract or interrupt the actions of the attacker. Defend is a last resort safeguard, a right and an opportunity to guard against life threatening action.

CAPS and U of A Cares:

- U of A CARES – resources, referrals, and advocacy for students in need, <https://uofacares.uark.edu/>
- UARK Wellness/Wellness Coaching – supporting academic and personal success, <https://urec.uark.edu/wellness/wellness-coaching.php>
- Counseling and Psychological Services (CAPS) – (479) 575-5276, services available 24/7 (after hours by phone), <https://health.uark.edu/mental-health/index.php>
- Substance Education, Assessment, and Recovery (SEAR) sear@uark.edu, <https://health.uark.edu/sear/>

Useful Resources:

Academic Integrity Resources: <https://honesty.uark.edu/faculty/remote-teaching.php>

Reporting Academic Integrity Incident: <https://honesty.uark.edu/faculty/>

Academic Support: <https://www.uark.edu/academics/academic-support.php>

Academic Integrity Policy: <https://honesty.uark.edu/policy/index.php>

Disability Related Accommodation Statement: <https://cea.uark.edu/faculty/syllabus-statement.php>

Campus Safety: <https://safety.uark.edu/>

Inclement Weather Policy: <https://safety.uark.edu/inclement-weather/>

Emergency Procedures: <http://emergency.uark.edu/>

Walton College Academic Advising Center (for undergraduate courses):

<https://walton.uark.edu/advising/>

Blackboard help for students: <https://bbhelp.uark.edu/>

Student/Academic Support/Resources: <https://www.uark.edu/academics/academic-support.php> and <https://uofacares.uark.edu/>

Equal Opportunity, Compliance & Title IX: <https://oeoc.uark.edu/>

Other Walton-specific resource links on <https://walton.uark.edu/>

Adding and Dropping Courses:

https://catalog.uark.edu/undergraduatecatalog/orientationandregistration/addinganddropping_courses/

Syllabus Changes:

Syllabus content and course schedule may change at the discretion of the instructors. Such changes will be announced by email, on Blackboard, and/or in class.