

**IS 3012: Service Learning in International Studies:  
Community Engaged Learning with Refugees and Immigrants in Iowa  
The University of Iowa  
College of Liberal Arts and Sciences  
International Studies Program  
Spring 2020  
T/TH 2:00-3:15pm, 224 North Hall**

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### **Course Description**

Using the Community Engaged Learning (CEL) model (see below), this course explores the lives of immigrants and refugees in Iowa and the communities and organizations that welcome them. While we will ground the course in the history of immigration to the state and discuss the charged, national immigration debates of the present, our primary focuses are individuals and their lived experiences. We will partner with the Refugee and Immigrant Association (RIA), an Iowa City non-profit created by refugees and immigrants from African nations. This group is committed to welcoming and supporting “new Iowans” as well as to connecting them, in various ways, to the Iowa City-Cedar Rapids area and its residents so that they feel a part of the wider community. Working with and for the RIA, and understanding the broad and specific issues at stake, students will research, write, and revise a report, submitted to the RIA at the end of the semester, designed to help advance the organization’s mission. The course will include a tour of our community partner’s center, in-class visits from them, and interviews with individuals they serve. This collaborative approach offers a practical and mutually beneficial exchange of knowledge, experiences, and ideas.

**Community Engaged Learning (CEL)** (formerly referred to as service-learning) combines academic coursework with the application of institutional resources to address challenges facing communities through:

- engagement that addresses societal needs identified by a community
- intentional integration of learning objectives co-created with community partner(s)
- student preparation and ongoing critical reflection
- clearly articulated benefits for students, community, and campus partners
- opportunities to critically examine social issues and situate self within a community setting

**Refugee and Immigrant Association (RIA):** <http://refugeeimmigrant.org/>. As described by President Jean Paul Mugemuzi, “The Refugee and Immigrant Association was founded in 2013 by a group of refugees who went through different challenges before they could even understand the word “**integration**”, a very simple word for many but confusing. It took more than two years for

the founders of RIA to understand how much the misunderstanding of the word “Integration” was causing a major issue in the Refugee and Immigrant Community, and especially refugees. It took another three years for the founders to find out what needed to be done, how it should be done and who should help. This is the reason until now there are people who have never heard about the refugee and Immigrant Association. The RIA exists to provide support and relief to new members of our community. One of our goals is to help with integration into the existing communities by providing connections between long-time residents and new arrivals.”

### Course Objectives

By taking this course, students will:

- become more familiar with the cultures and countries of the refugees and immigrants they meet and learn about as well as have greater awareness of their own cultural identities and their place in the world and their community/ies;
- deepen their knowledge and understanding of the lived experiences of immigrants and refugees in the state, broadly, and in the Iowa City area, specifically;
- learn how to engage directly with members of the community to grow empathy and to broaden their learning of specific issues at stake for the community
- provide service to a local non-profit organization in the Iowa City community that is directly connected to the academic content of the course;
- have greater understanding of how organizations led by immigrants and refugees, so-called “ethnic community-based organizations,” function;
- learn and/or improve skills in researching, outlining, drafting, finalizing, and presenting reports to real non-profit stakeholders

### Grading and Course Assignments

#### Grading scale

Grades are not curved and are rounded up from 0.5. Grading is based on a +/- scale, as follows:

100 A+	87-89 B+	77-79 C+	66-69 D+	59-below F
94-99 A	83-86 B	73-76 C	62-65 D	
90-93 A-	80-82 B-	70-72 C-	60-61 D-	

#### Graded assignments

You will be graded at various points through your observable participation in class, your attendance, an exam, and your group’s progressive work on the report.

Attendance and class participation	20 points
Journals	10 points
Interview recording and reflection paper	10 points
Midterm oral exam	10 points
RIA group project	
First draft	25 points
Final draft	15 points
Presentation	<u>10 points</u>
	100 points

**Reading:** Our main texts as well as any supplemental readings are our guides in exploring the broad and specific issues important to immigrants and refugees in Iowa and beyond. Please do each assigned reading with care and thoughtfulness and be prepared to demonstrate during class discussion that you have thought critically about our texts. I expect you to be annotating as you read, taking notes, and even writing your own creative responses when a particular passage inspires you.

**Attendance and class participation (20 points)**

Students are expected to attend every class. (3) unexcused absences will result in loss of all attendance and class participation points. The make-up policy for excused absences such as illness, mandatory religious obligations, university activities and/or unavoidable circumstances will be considered on a case by case basis. In most cases, and **as long as you communicate appropriately and, whenever possible, in advance with me**, assignments handed in within (3) days after the missed class will be considered for full points. Regardless of the reason, I expect you to be in contact with me and to follow up about missed class content and assignments so that you do not fall behind. NOTE: If you are absent on the day of our visit to the RIA center, Tuesday, 28 January, you **MUST** speak with me about finding an alternative time to make the visit on your own.

Engaged and active contributions to class discussion are expected and make for more interesting conversations. They also enrich the learning process with a diversity of viewpoints and they help you engage with the material. I do not expect anyone to be well versed or even familiar with all the topics and issues we examine, and so, in some cases, participation may take the form of active listening. At others, and as you become more comfortable with the course, participation will mostly be what you add to class discussions. A good way to enter a discussion is to find topics and questions that are of interest to you or issues about which you would like to learn more. If you participate at least once in each class – making genuine efforts to engage with the course readings, daily discussions, your classmates, and me – you will earn full participation points.

**Writing Formatting:** Always submit your work typed, using 12-point font. While I prefer APA, please use whichever citation style is most relevant to your field of studies.

**Weekly journal (10 points)**

On most Thursdays, you will be required to submit a typed, 1-2-page journal entry in response to an assigned prompt. Journal prompts will be given on Tuesdays and entries will be due online by 11:59pm on Thursdays, allowing you to include ideas from or thoughts about both day's meetings.

**Interview recording and reflection paper (10 points)**

Due the Thursday before spring break. In consultation with RIA members, each student will be matched with a refugee or immigrant from within the community. Students will conduct a 30-minute interview and write a 2-page reflection paper, learning from and about their interviewee's life prior to coming to Iowa, what it has been like since arriving, their joys and challenges in life, the issues that are most meaningful to them, and their outlook on the future. Additionally, students will ask about how the RIA supports them and their families and what additional support they might need. The goal in this interview is to better understand life from the firsthand perspective of a refugee or immigrant. Another goal is to better understand the relationship between individuals and families within the community and the RIA, which seeks to support them. Finally, and importantly, the interviews will produce stories the RIA can use to better tell the organization's story to donors and other key stakeholders. More details about the assignment will be given.

### Midterm oral exam (10 points)

The week before spring break, each of you will meet with me one-on-one for 15 minutes to discuss the second half of the class. The purpose of the midterm is twofold. First, it is an assessment of your learning in the first half of the semester and your readiness for the group report project in the second half. Second, the midterm is for me to learn about how you (and your team members) are planning for the RIA group report project. While I will expect you to come prepared to talk, and even share written notes or ideas, you do not need to turn anything in. You will sign up for a time to meet a couple weeks in advance. I will circulate a signup sheet.

### Report first draft (25 points)

Using a strategic plan model, groups will write a report on one of the following topics:

- Relations, partnerships, collaborations
- Website, social media, visibility
- Governance, structure, organization
- Programs, services, support
- Funding, operational costs, fundraising
- Other, as approved by the instructor

The group report projects will address key aspects of the RIA's mission and work, offering analysis of the various aspects (listed above) as well as recommendations for each that the RIA could implement. Groups will work together to plan, outline, and draft their report. The first draft will be submitted on Thursday 23 April and returned the next Tuesday, the 28<sup>th</sup>, with a group grade and edits and comments for revision. More details about the assignment will be given.

### Report final draft (15 points)

For the final draft, due on the last day of class, Thursday, 7 May, groups will submit a revised and polished version of the report. Groups will submit one copy of their report for a grade and hand another copy directly to the RIA. More details about the assignment will be given.

***Drafting/Workshopping:*** Time will be devoted in class to work on the report throughout the third section of the course. During class, I expect you to come prepared with outlines and/or drafts to work on, references in hand to consult, and either paper copies or, preferably, laptops on which to work. **Class time will be a productive space to work on your papers and to use me as a resource should need to.** The goal is for your group to become an expert on your topic, which requires time, focus, and hard work. Below, "Drafting the report" means researching, discussion, writing, and/or editing. **Importantly, while we will be devoting time in class to do this work, I expect you to be working together outside of class as well.** Your efforts will pay off when you proudly hand your polished, professionally crafted report to RIA members.

### Presentation (10 points)

On the last day of class – Thursday, 7 May – you and your partners will give a 10-minute presentation on your report, leaving 5 minutes for questions. I encourage you to use PowerPoint or Prezi or another visual format. The RIA is the primary audience for this presentation. More details about the assignment will be given.

### Required Text

This course has one required text (see below). It is available at Iowa Book (8 Clinton Street; phone: 337-4188) or online. All other required readings will be shared through ICON.

Nguyen, V. T. (Ed.). (2019). *The Displaced: Refugee Writers on Refugee Lives*. Abrams Press: New York.

## Tentative Course Schedule

### Section 1: Introductions and Context

Week 1: 21 and 23 January:

Tue: Review of syllabus, student introductions, framing the course

Thu: Refugee and Immigrant Association (RIA): welcome and introductions

Guest speaker: Jean-Paul Mugemuzi, RIA Executive Director and other RIA members

Readings due:

- <https://www.iowapublicradio.org/post/refugee-communities-seek-out-iowa-put-down-roots#stream/0> (audio)
- <https://www.thegazette.com/IowaIdeas/stories/immigrants-propping-up-iowa-population-growth-20170922>
- <https://www.nationalgeographic.com/news/2018/05/immigration-america-white-storm-lake-iowa-culture/> (video)
- <https://www.kauffman.org/eship-city/columbus-junction#dailydispatch> (video)
- <https://abcnews.go.com/Politics/iowan-cornfields-immigration-changed-small-town/story?id=64788884>
- <https://www.nytimes.com/2017/05/29/business/economy/storm-lake-iowa-immigrant-workers.html>
- <https://www.thegazette.com/subject/life/people-places/refugee-from-congo-speaks-of-challenges-in-iowa-city-20160817>

Week 2: 28 and 30 January:

Tue: Class visit to RIA Center (1565 S. Gilbert Street, Iowa City)

Readings due:

- <https://www.youtube.com/watch?v=rDtR3Dgv-9M> (video)
- <https://www.unhcr.org/en-us/dr-congo-emergency.html>
- <https://www.nytimes.com/2019/10/30/us/politics/trump-refugees-montana.html>

Film due:

- *Human Flow* (2017) (2:20:00)

Thu: Unpacking the RIA visit, “ethnic community-based organizations”

Readings due:

- ECBOs handout
- Fact Sheet: Ethnic Community-Based Organizations, California Department of Social Services
- Newland, K, Tanaka, H, & Barker, L. (2007). Bridging divides: The role of community-based organizations in refugee integration. *Migration Policy Institute and International Rescue Committee* (pp.1-74).
- <http://www.embarciowa.org/>

**DUE: Journal #1**

Week 3: 4 and 6 February:

Tue: Understanding US immigration law

Guest speaker: Bram Elias, UI College of Law

Readings due:

- <https://www.urban.org/urban-wire/debate-versus-reality-refugees-us>
- <https://www.npr.org/2019/09/12/759967768/popular-refugee-resettlement-programs-closing-under-trump-administration> (audio)
- <https://www.iowapublicradio.org/post/while-immigration-issues-mount-border-iowa-not-full#stream/0>
- <https://www.desmoinesregister.com/story/news/politics/2018/04/10/iowa-sanctuary-city-ban-becomes-law-sf-481-reynolds-signs/504176002/>
- <https://www.thegazette.com/subject/news/more-than-1500-rally-for-immigrants-in-iowa-city-20170205>
- <https://www.desmoinesregister.com/story/news/2018/03/21/iowa-capitol-rally-sanctuary-cities-iowa-no-sf-481/445871002/>

Thu: Immigration in context: Iowa, then and now

Readings due:

- <https://www.americanimmigrationcouncil.org/research/immigrants-in-iowa>
- <https://www.migrationpolicy.org/data/state-profiles/state/demographics/IA>
- <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration>
- <http://www.iowapbs.org/iowapathways/mypath/immigration-iowa>
- Grey, M. (2013). *Immigrants and refugees in Iowa: Past, present, and future*. PowerPoint. University of Iowa: Cedar Falls, IA. (1-38)
- Grey, M. Welcoming new Iowans: A guide for citizens and communities: Building respect and tolerance for immigrant and refugee newcomers. University of Iowa: Cedar Falls, IA. (pp. 1-65).
- Grey, M. (2006). *New Americans, new Iowans: Welcoming immigrant and refugee newcomers*. University of Iowa: Cedar Falls, IA. (pp. 1-32).

**DUE: Journal #2**

Week 4: 11 and 13 February:

Tue: Panel: views from the city: Iowa City officials **(at City Hall)**

Guest speakers: Mazahir Salih, City of Iowa City Mayor Pro Tem (Sudan)

Joan Vanden Berg, ICCSD Youth and Family Development Coordinator

Geoff Fruin, City of Iowa City City Manager

Rod Sullivan, Chair, Johnson County Board of Supervisors

Jody Matherly, City of Iowa City Chief of Police

Readings due:

- <http://welcomeicarea.org/>
- <https://www.icgov.org/news/mayor-throgmorton-joins-mayors-across-country-support-immigrants-and-immigration-reform>
- <https://www.icgov.org/city-government/departments-and-divisions/equity-and-human-rights/social-justice-and-racial-equity>
- City Council Resolutions in Support of Inclusive, Diverse and Safe Communities
  - [Resolution Reaffirming the City of Iowa City Law Enforcement Non-Discrimination Policy](#)

- [Resolution Rejecting Acts of Intimidation and Supporting a Diverse and Safe Community](#)
- [Resolution Reaffirming the Public Safety Function of Local Law Enforcement](#)

Thu: Panel: speaking for ourselves: refugees and immigrants in Iowa City

Guest speakers: Elizabeth Bernal (Mexico)

Ayman Sharif (Sudan)

Jules Reed (Brazil)

Maowin Saeed (Sudan)

Readings due:

- <https://www.thegazette.com/subject/life/people-places/iowa-valley-global-food-project-aims-to-connect-immigrants-with-wider-community-20170210>
- <https://www.press-citizen.com/story/news/2018/10/27/immigrations-laws-immigrants-activists-rally-reform-iowa-city-eastern-iowa-community-bond-project/1779395002/>

**DUE: Journal #3**

## Section 2: Skills and Preparation

Week 5: 18 and 20 February:

Tue: How to conduct online research (UI Libraries subject liaison, Timothy Arnold, **in LIB 1015**)

Readings due:

- CRAAP Test Worksheet
- <https://guides.lib.uiowa.edu/c.php?g=972061&p=7025512>
- <https://guides.lib.uiowa.edu/c.php?g=972061&p=7025513>
- <https://guides.lib.uiowa.edu/c.php?g=972061&p=7025514>
- <https://guides.lib.uiowa.edu/c.php?g=131974&p=3118822>

Thu: How to conduct qualitative research

Readings due:

- Jackson, R., Drummond, D., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8, 1, 21-28.
- Fine, M., Weis, L., Wesen, S., & Wong, L. (2000). For whom? Qualitative research, representation, and social responsibilities. In N. Denzin & Y. Lincoln (Eds.), *The Sage handbook of qualitative research*, 2<sup>nd</sup> ed. (pp. 107-132). Thousand Oaks, CA: Sage.

**DUE: Journal #4**

Week 6: 25 and 27 February:

Tue: Learning more about the RIA, getting into research groups, choosing topics

Guest speaker: Jean-Paul Mugemuzi and other RIA members

Readings due:

- Liamputtong, P. (2010). Cross-cultural research and qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 1, 1, pp. 16-29.

Thu: How to conduct an interview, planning for your RIA member interview

Readings due:

- Ryen, A. (2003). Cross-cultural interviewing. In James A. Holstein and Jaber F. Gubrium (Eds.), *Inside Interviewing: New Lenses, New Concerns* (pp. 429-448). Thousand Oaks, CA: Sage.
- Johnson, J. (2002). In-depth interviewing. *Handbook of interview research: Context and method*. (ONLY pp. 114-116). Thousand Oaks, CA: Sage.
- Healy-Eden, V. & Sharp, S. (2010). Teaching beginning undergraduates how to do an in-depth interview: A teaching note with 12 handy tips. *Teaching Sociology*, 38, 2, pp. 157-165.

**DUE: Journal #5**

Week 7: 3 and 5 March:

Tue: Outlining the report, writing the first and final drafts of the report, formal writing  
Readings due:

- *SMART Goals: A How to Guide (2016-17)*. University of California.
- *Strategic Planning in Non-Profits (SPiN) Workbook*. (2016). Washington Nonprofits and Satterberg Foundation.

Thu: In-class film: *This is Home: A Refugee Story (2018)* (1:31:00)

Week 8: 10 and 12 March:

Tue: Midterm oral exam

Thu: Midterm oral exam

**DUE: RIA member interview recording and reflection paper**

Week 9: 17 and 19 March:

Spring Break. No classes.

**Section 3: Research and Report**

Week 10: 24 and 26 March:

Tue: Outlining the report  
Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 11-22, 23-30, 31-42)

Thu: Outlining the report

**DUE: Journal #6**

Week 11: 31 March and 2 April:

Tue: Consulting with the community partner  
Guest speaker: Jean-Paul Mugemuzi and other RIA members  
Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 43-50, 51-60, 61-66)

Thu: Incorporating RIA feedback into the outline, beginning the first draft

**DUE: Journal #7**

Week 12: 7 and 9 April:



Tue: Drafting the report (researching, discussion, writing, and/or editing)

Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 67-74, 75-80, 81-90, 91-98)

Thu: Drafting the report (researching, discussion, writing, and/or editing)

**DUE: Journal #8**

Week 13: 14 and 16 April:

Tue: Drafting the report (researching, discussion, writing, and/or editing)

Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 99-112, 113-120, 121-128)

Thu: Drafting the report (researching, discussion, writing, and/or editing)

**DUE: Journal #9**

Week 14: 21 and 23 April:

Tue: Drafting the report (researching, discussion, writing, and/or editing)

Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 129-136, 137-144, 145-158)

Thu: Discussion on reflexivity

Readings due:

- Luttrell, W. (2000). "Good enough" methods for ethnographic research. *Harvard Educational Review*, 70, 4, pp. 499-523.
- Gerlach, P. (2015). *"We're all Horacians": Listening to international students at an American liberal arts college*. Dissertation. pp. 110-126.

**DUE: Report first draft**

Week 15: 28 and 30 April:

Tue: First drafts returned, discussion on revising and editing the report

Readings due:

- *Displaced: Refugee Writers on Refugee Lives* (pp. 159-164, 165-172, 173-188, 189-196)

Thu: Polishing the final draft of the report

**DUE: Journal #10**

Week 16: 5 and 7 May: Wrapping up

Tue: Preparing for the presentation

Thu: Presentations, course evaluations

Guest speaker: Jean-Paul Mugemuzi and other RIA members

**DUE: Presentations**

**DUE: Report final draft**

Week 17: 14 May

Final exams week. No final exam!

**Teaching Policies and Resources – Syllabus Insert (CLAS)**

### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. While we will be discussing topics, issues, and problems that you feel are controversial, personally challenging, or that make you feel uncomfortable – all appropriate for a university classroom – it is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Likewise, I expect that you will be respectful of your classmates and that your contributions in class are respectful. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### **Reacting Safely to Severe Weather**

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

### **Information about Resources for Students**

The Writing Center, the Speaking Center, and Tutor Iowa are excellent examples of such resources that are available for students who need extra help or assistance.

### **Statement of Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **Workload Expectations**

The University of Iowa expects a 3-hour credit course to entail at least 6 hours of outside preparation per week by students. This is a three-credit hour course, so your average out-of-class preparation per week is six hours. This will fluctuate throughout the semester; some weeks will be a bit lighter and others more intense.

### **Absences and Attendance**

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (<https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf>).

### **Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#). Misconduct is reported to the College, resulting in suspension

or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

### **Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

### **Administrative Home of the Course**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

### **Communication and the Required Use of UI Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

### **Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

### **Final Examination Policies**

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

### **Nondiscrimination in the Classroom**

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity ([diversity.uiowa.edu](https://diversity.uiowa.edu)).

### **Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.